



## Year Two DT Progression Steps

Year 2	Developing	Expected Standard	Exceeding	Language
<b>Background Research Design</b>	With support pupils can think of their own ideas and plan what to do next. Describe designs using pictures, diagrams, models, mock-ups, words and ICT. Design a product for myself and others, following design criteria. Work confidently in a range of contexts (imaginary, home, school, wider community, story-based etc)	Pupils can think of their own ideas and plan what to do next. Describe designs using pictures, diagrams, models, mock-ups, words and ICT. Design a product for myself and others, following design criteria. Work confidently in a range of contexts (imaginary, home, school, wider community, story-based etc)	Pupils can generate ideas by drawing on their own experiences. They work confidently to describe designs and use knowledge of existing products to support their designs. They model ideas by exploring materials, components and construction kits by making templates and mock ups. They use computing to develop and communicate ideas.	Think, design, sketch, label, product, develop.
<b>Make</b>	With support pupils can explain what is being made and why the audience will like it. They can choose appropriate tools and equipment describing and explaining why they are being used.	Pupils can explain what is being made and why the audience will like it. They can choose appropriate tools and equipment describing and explaining why they are being used.	Pupils can independently explain what is being made, they can talk about their product and state whether it is for themselves or others. They can say why the audience will like it. They can say how their products will work and can choose appropriate tools and materials, describing and explaining why they are being used.	Ideas, tools, materials, plan, equipment
<b>Evaluate</b>	With support pupils can describe how their own and pre-existing products work, evaluating what went well and what could be done differently. Suggest what went well and what would be done differently when evaluating their own product.	Pupils can describe how their own and pre-existing products work, evaluating what went well and what could be done differently. Suggest what went well and what would be done differently when evaluating their own product.	Pupils can describe how their own and pre-existing products work, linking their product to their design ideas. They can evaluate what went well and what could be done differently. Suggest what went well and what would be done differently when evaluating their own product. They can make simple judgements about their products and ideas against design criteria.	Design brief, Product, compare, pros and cons, improvement
<b>Technical Knowledge</b>	With support build structures, exploring how they can be made stronger, stiffer and more stable. Begin to understand about movement of simple mechanisms such as levers, sliders, wheels and axels. They are beginning to understand that a 3D textile product can be assembled from two identical fabric shapes.	Pupils can build structures, exploring how they can be made stronger, stiffer and more stable. Know about movement of simple mechanisms such as levers, sliders, wheels and axels. They understand that a 3D textile product can be assembled from two identical fabric shapes.	Pupils can confidently build structures, exploring how they can be made stronger, stiffer and more stable. They understand about the working characteristics of materials and components. They know about movement of simple mechanisms such as levers, sliders, wheels and axels. They understand that a 3D textile product can be assembled from two identical fabric shapes. They use the correct technical vocabulary for the projects they are undertaking.	Structure, characteristics, textiles support explore, movement, mechanisms
<b>Cooking and Nutrition</b>	With support pupils begin to understand that food comes from plants or animals. Know how to peel, cut, grate, mix and mould foods (with close supervision).	Pupils understand that food comes from plants or animals. Know how to peel, cut, grate, mix and mould foods (with close supervision). Sort foods into the 5 groups using The Eatwell Plate. They understand that food has to be farmed, grown elsewhere or caught.	Pupils understand that food comes from plants or animals. Know how to peel, cut, grate, mix and mould foods (with close supervision). Sort foods into the 5 groups using The Eatwell Plate. They understand that food has to be farmed, grown elsewhere or caught.	Peel, cut, grate, animals, food groups, farmed.