

# Progression of skills

## Key learning in– KS1

Years 1&2	Textiles – Templates and Joining	Food – Preparing Fruit and Vegetables	Mechanisms – Sliders and Leavers	Structures – Freestanding	Mechanisms – Wheels and Axles
	<p><u>Designing</u> Design a functional and appealing product for a chosen user and purpose based on simple design criteria. Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology.</p> <p><u>Making</u> Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. Select from and use textiles according to their characteristics.</p>	<p><u>Designing</u> Design appealing products for a particular user based on simple design criteria. Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. Communicate these ideas through talk and drawings.</p> <p><u>Making</u> Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</p>	<p><u>Designing</u> Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop, model and communicate their ideas through drawings and mock-ups with card and paper.</p> <p><u>Making</u> Plan by suggesting what to do next. Select and use tools suitable for the task, explaining their choices, to cut, shape and join paper and card. Use simple finishing techniques suitable for the product they are creating.</p>	<p><u>Designing</u> Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop, model and communicate their ideas through talking, mockups and drawings.</p> <p><u>Making</u> Plan by suggesting what to do next. Select and use tools, skills and techniques suitable for the task, explaining their choices. Select new and reclaimed materials and construction kits to build their structures. Use simple finishing techniques suitable for the structure they are creating.</p>	<p><u>Designing</u> Generate initial ideas and simple design criteria through talking and using own experiences. Develop and communicate ideas through drawings and mock-ups.</p> <p><u>Making</u> Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.</p>

**Evaluating**

Explore and evaluate a range of existing textile products relevant to the project being undertaken.

Evaluate their ideas throughout and their final products against original design criteria.

**Technical knowledge and understanding**

Understand how simple 3-D textile products are made, using a template to create two identical shapes. Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.

Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.

Know and use technical vocabulary relevant to the project.

**Evaluating**

Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. Evaluate ideas and finished products against design criteria, including intended user and purpose.

**Technical knowledge and understanding**

Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell Plate.

Know and use technical and sensory vocabulary relevant to the project.

**Evaluating**

Explore a range of existing books and everyday products that use simple sliders and levers.

Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.

**Technical knowledge and understanding**

Explore and use sliders and levers.

Understand that different mechanisms produce different types of movement. Know and use technical vocabulary relevant to the project.

**Evaluating**

Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.

Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.

**Technical knowledge and understanding**

Know how to make freestanding structures stronger, stiffer and more stable. Know and use technical vocabulary relevant to the project.

**Evaluating**

Explore and evaluate a range of products with wheels and axles. Evaluate their ideas throughout and their products against original criteria.

**Technical knowledge and understanding**

Explore and use wheels, axles and axle holders. Distinguish between fixed and freely moving axles. Know and use technical vocabulary relevant to the project.