

	Year 2 Progression Design and technology curriculum							
	DT 1: Food and nutrition		DT 2: textiles		DT 3: Mechanisms			
	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7	Milestone 8
Food and Nutrition Example project ideas: Fruit & Veg Faces/crackers Build a Picnic Build a plate Cheese on toast Veg soup	First tastes and textures Design Express a simple preference between two foods (gesture, eye point) Make Use hands or a large spoon to mix / mash soft foods with adult help Evaluate React to taste/texture (smile, turn away, ask for more) Technical Knowledge Recognise that food must be clean; wash hands with support Technical Skill Hold a bowl steady on a	Washing and tearing Design Choose 2–3 ingredients for a simple snack e.g. fruit platter. Make Wash produces under running water Tear soft leaves (lettuce, herbs) Stir with a wooden spoon Evaluate Name a food they liked / didn't like Technical Knowledge State that washing removes dirt & germs Technical Skill Use a child-safe knife to cut soft foods under close	Spreading and safe cutting Design Plan using a simple picture sequence for a simple snack e.g. sandwich or wrap. Make Spread soft fillings with a blunt knife Use a child-safe serrated knife to cut soft foods into halves/quarters Assemble layers in order Evaluate Describe one thing they would change next time (e.g. "more cheese") Technical Knowledge Sort foods into basic groups	Partitioning and knife confidence Design Use the Eatwell plate (or symbols) to choose items from at least 3 food groups Make Peel a banana / mandarin Cut soft veg (tomato) with a small paring knife under supervision Use measuring spoons for spreads or dressings Evaluate Identify which item makes the meal healthier Technical Knowledge Explain that different foods give us energy,	Assembling & Plating a Cold Meal Design Sketch (or symbol-select) a colourful cold meal with textures & garnish Make Use a Y-peeler to peel carrot/cucumber Grate cheese or carrot with a box grater (handle grip, downward motion) Portion foods with digital scales or a scoop Evaluate Compare own plating to a photo example and suggest one improvement Technical Knowledge Describe cross-contamination &	Simple Cooking with Heat Design Select ingredients that need heating (e.g. cheese on toast) and sequence the steps Make Toast bread & time it Melt cheese under grill with adult present Use silicone tongs or oven gloves to remove hot tray Evaluate Explain how heat changed taste or texture	Cooking for Others Design Plan a dish for a peer, noting allergies or dietary needs Make Boil pasta/rice, testing for "done" Sauté soft veg with a wooden spoon Use a digital timer for multiple cooking stage Evaluate Gather peer feedback, record likes/changes in a simple chart Technical Knowledge Read a nutrition label (fat, sugar, salt); explain healthier choice	Independent Meal Planning & Cooking Design Write or storyboard a balanced meal, cost the ingredients, create a shopping list Make Dice veg with bridge & claw grips Brown mince or sauté onions independently Use the oven (pre-heat, set temperature) and test readiness with a probe thermometer Evaluate Conduct a sensory evaluation (appearance, aroma, texture, flavour);

	non-slip mat while exploring content Grip utensils with whole hand (e.g. holding a child-safe knife or spreader). Use a blunt knife or spreader to push or mash soft foods (e.g. bananas)	supervision (e.g. bananas, cucumbers). Begin sawing motion with assistance to cut soft items (adult hand-over-hand guidance).	(bread, fruit, dairy) Technical Skill Use a child-safe knife independently to slice soft foods (e.g. strawberries). Begin to use a fork to stabilise food while cutting.	vitamins, or protein Technical Skill Use a plastic or dinner knife with increasing control to cut food into small pieces. Demonstrate safe hand positioning (e.g. "claw" or "bridge" technique with support).	why we keep raw meat separate (even if not used here) Technical Skill Use "claw" and "bridge" techniques more confidently when cutting soft to medium-firm foods. Understand basic knife safety rules (e.g. blade away from fingers, never walk with knife).	Technical Knowledge Identify hot surfaces Describe basic first-aid for minor burns Technical Skill Stir soup in a small pan on the hob while holding handle with a heat-resistant glove (adult nearby) Cut a variety of foods using a dinner or serrated knife with consistent technique. Demonstrate awareness of food stability (e.g. cutting flat side down).	Technical Skill Drain pasta safely using a colander and steam-away stance Use a small sharp knife (with supervision) to cut firm foods (e.g. carrots, apples) with accuracy. Apply correct techniques for different cutting tasks (e.g. slicing vs. dicing).	suggest two refinements Technical Knowledge Describe heat transfer methods (boil, bake, roast) & their effect on nutrients Technical Skill Clean as they go, sanitise work area, store leftovers safely (cool, label, refrigerate) Work independently using knife techniques suited to different food types (soft, firm, hard). Identify and choose appropriate knife types and grips for specific tasks.
Core Vocabulary	mix, mash, wash, spoon, bowl, push	Wash, stir, clean, cut,	Spread, knife, layer, change, hot, cold	Peel, slice, group, healthy, heat, cool	Grate, portion, texture, safety, temperature	Toast, melt, heat, burn,	Boil, steam, slice, dice, bake, roast	Brown, label, balance, nutrient

Textiles	Early Exploration	Fabric collage	Basic joining	Basic stitching	Shaping and decorating	Assembling textiles	Combining techniques	Independent textile project
	Design Explore and choose between textured fabrics with adult support. Show preference for colours or materials (e.g. soft vs. rough). Make Crumple, pull, or pat fabric materials. Place fabric pieces with glue onto paper or shapes (e.g. collage). Evaluate React to the feel or look of fabric (e.g. smile, frown, reach again). Show preference for certain textures.	Design Choose 2–3 different fabrics for a collage or patch. Group colours or textures with support. Make Stick down felt, fabric, or ribbon using glue or tape. Begin to layer materials for effect (e.g. overlapping). Evaluate Say what they like (e.g. "It's fluffy") or point to favourite part. Notice differences in colour or texture. Technical Knowledge Recognise that some fabrics stick better with glue.	Design Choose materials for a specific look or feel (e.g. soft for a teddy). Begin to express ideas verbally or through drawing. Make Join two fabric pieces using glue or very simple stitches with help. Thread large beads or shapes with support. Evaluate Talk about how it feels or looks. Suggest something they'd like to change next time. Technical Knowledge Learn that fabrics can be	Design Plan a simple fabric product (e.g. puppet or patch). Choose colours and textures for a purpose. Make Use running stitch or over-stitch with support. Cut fabric with safety scissors following a drawn shape. Evaluate Say what worked well or what was hard (e.g. "I missed the hole"). Point out a part they like or would fix. Technical Knowledge Understand fabric frays and how stitches hold it together.	Design Design a shaped product with decoration (e.g. pouch, badge). Label features and decorations (e.g. "This part has buttons"). Make Cut two matching fabric shapes. Decorate with felt shapes, buttons, or simple embroidery. Evaluate Compare product with their plan. Say how decoration adds to the design. Technical Knowledge Know that shape affects	Design Design a functional textile item (e.g. pencil case) with labelled features. Choose fabric types based on use (e.g. thick for strength). Make Use pins to hold fabric before sewing. Sew fabric using running or over-stitch more independently. Evaluate Test product for purpose and reflect on strengths/weaknesses. Use vocabulary like "strong", "neat", or "even".	Design Design a functional textile item (e.g. pencil case) with labelled features. Choose fabric types based on use (e.g. thick for strength). Make Use pins to hold fabric before sewing. Sew fabric using running or over-stitch more independently. Evaluate Test product for purpose and reflect on strengths/weaknesses. Use vocabulary like "strong", "neat", or "even".	Design Plan a detailed product for a user (e.g. phone pouch, puppet). Create pattern pieces and step-by-step plans. Make Use a pattern to cut shapes accurately. Join pieces securely with small, even stitches and add a functional detail (e.g. strap or flap). Evaluate Evaluate against design criteria for function and finish. Use peer and self-assessment to suggest improvements. Technical Knowledge Understand how to choose appropriate stitches, fabrics, and techniques.

Textiles

Example project ideas:

Bags
Hand puppets
Purse
Phone pouch

	Technical Knowledge Experience how fabric can bend, fold, or tear. Begin to recognise the difference between fabric and other materials (e.g. paper).	Learn that layering changes how a piece looks or feels.	joined without glue (e.g. thread). Experience simple sewing using plastic needle or lacing cards.	Learn the function of basic tools (scissors, needle, pins).	function (e.g. pouch needs opening). Learn how to securely fasten decorations.	Technical Knowledge Understand seam allowance and importance of neat edges. Know different fabrics have different properties (stretchy, firm).	Technical Knowledge Understand seam allowance and importance of neat edges. Know different fabrics have different properties (stretchy, firm).	Know how to strengthen joins and finishes for durability.
Core vocabulary	Touch, soft, stick, soft, pull, on,	Glue, fabric, layer, bend	Thread, join, needle, hole	Stitch, cut, edge, sew	Shape, button, decorate, match	Pin, edge, fabric, stitch	Overstitch, stretchy, firm, compare,	Pattern, seam, durable,

Mechanisms Example project ideas: Moving Face/Character Picture Moving Animal Toy/car Moving Puppet with Linkages Cam Toy/ Pop up Scene	Experiencing Movement Design Engage with a selection of moving objects chosen by an adult.	Making Things Move Design Make choices between materials or tools (e.g. choose between a wheel or slider).	Creating a simple moving picture or object Design Plan a simple moving picture/object by choosing where a part will move.	Making objects that can roll Design Choose a purpose (e.g. rolling animal toy) and draw a simple labelled plan.	Designing and making for function Design Design a product with a moving part and explain its purpose.	Improving Mechanisms Design Adapt designs to improve function or movement.	Exploring more complex movements Design Plan a model using more than one moving part (e.g. moving puppet).	Independent use of mechanisms for a goal Design Design a product using appropriate mechanisms for a purpose (e.g. display with moving parts).
	Make	Make	Make	Make	Make	Make	Make	Make
	interact with sensory materials (e.g. rolling, pushing, spinning).	Assemble simple moving parts with adult support (e.g. using pre-made slider templates).	Use sliders or levers to make images move.	Join wheels and axles to make a basic vehicle/toy	Cut, join, and assemble materials with some independence.	Use tools like hole punches or split pins to create more refined moving parts.	Construct linkages or simple cam mechanisms with guidance.	Measure, mark, cut, and assemble parts accurately using appropriate tools.
	Shake or tap objects to explore different movement responses	Push or pull parts on simple templates to trigger movement (e.g. sliding tabs on story cards).	Attach paper parts using split pins to allow pivot movement (e.g. animal limbs or moving arms).	Cut out and attach circular shapes for wheels, checking symmetry for smoother rolling.	Reinforce moving parts with card or tape to improve durability and function.	Assemble and test cams of different shapes (e.g. circle vs. egg) to observe motion differences.	Combine multiple mechanisms (e.g. a lever and a cam) in one product to achieve complex motion.	
	(e.g. rattles, spinning tops).							
	Evaluate	Evaluate	Evaluate	Evaluate	Evaluate	Evaluate	Evaluate	Evaluate
	Show preference for certain	Indicate likes/dislikes (e.g. prefer how one model	Talk about what they made and what they like about it.	Test how well their model moves and talk about it.	Talk about what worked well and what could improve.	Test different surfaces or weights and talk about performance.	Suggest improvements to make movement smoother.	Reflect on how well the mechanism works and suggest improvements
					Technical Knowledge	Technical Knowledge		
					Understand the role of different parts (e.g. axle	Understand that changing the shape or		

	movement or toys. Technical Knowledge Experience cause and effect through adult-supported exploration (e.g. press = spin). Notice that some materials move differently (e.g. rolling balls vs. sliding blocks).	moves over another). Technical Knowledge Begin to understand how parts move through pushing, pulling, or turning. Recognise that movement needs space and can be blocked or helped by materials (e.g. paper vs. card).	Technical Knowledge Understand how sliders move side-to-side and levers pivot. Know that a lever turns on a fixed point (pivot) to create movement.	Technical Knowledge Know that wheels turn around an axle to make movement. Understand that wheels need to be balanced on both sides for smooth movement.	holds wheel in place). Recognise that friction can affect how a product moves (e.g. rough vs. smooth surfaces).	material of parts (e.g. thicker card) can affect movement quality.	Technical Knowledge Begin to explain how a linkage changes direction of movement or a cam causes vertical motion. Explain how cam shapes change the movement pattern of the follower (e.g. up down, pause-lift).	using technical vocabulary. Technical Knowledge Explain how different mechanisms (e.g. cams, pulleys, linkages) work and why they are used. Explain how combining mechanisms can create compound or multidirectional movement.
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<i>Mechanisms</i> Core Vocab	Roll, push, spin, tap	Slide, pull, turn, block	Lever, pivot, move, split pin	Wheel, axel, round, balance	Friction, join, purpose, alignn	Reinforce, durable, adjust, material	Cam, linkage, motion, follower	Mechanism, direction, combine, function
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