



# Scartho Infants' School and Nursery

where we *play*, *learn* and *grow* together



## Design and Technology – Progression Document

Skills, Knowledge and Vocabulary

	EYFS Early Learning Goal	FS1	FS2
Expressive Arts and Design Creating with materials	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	<ul style="list-style-type: none"> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> <li>Create closed shapes with continuous lines and begin to use these shapes to represent others.</li> </ul>	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively sharing ideas, resources and skills.</li> </ul>

	KS1 National Curriculum Expectations
When designing and making children should be taught to:	<b>Design</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
	<b>Make</b> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
	<b>Evaluate</b> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria
	<b>Technical knowledge</b> Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
	<b>Cooking and nutrition</b> Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from

	Development Matters	KS1 National Curriculum	
	EYFS	Year 1	Year 2
<b>Design</b>	In EYFS the children will learn to: <ul style="list-style-type: none"> <li>select their own resources</li> <li>explore different materials and decide which materials to use to express own ideas</li> <li>talk about what they want to make and suggest different ways they can do it, with support</li> <li>use their own ideas to confidently create their own pieces of work which they can talk about and evaluate</li> <li>use language of designing and making (join, build, shape, longer, shorter, heavier) etc</li> </ul>	In Year 1 the children will learn to:  Design and make purposeful and functional products.  Use pictures and words to convey what they want to design and make.  Describe and explain what they are making, how it works and what they need to do next.	In Year 2 the children will learn to:  Design and make purposeful and functional products.  Use pictures and words to convey what they want to design and make.  Describe and explain what they are making, how it works and what they need to do next.  Discuss their work as it progresses.
		They will :- <ul style="list-style-type: none"> <li>have their own ideas to design something</li> <li>explain to someone what they want to do</li> <li>describe and explain what their product is for, and how it will work</li> <li>use pictures and words to make a simple plan through teacher modelling</li> <li>design a products for themselves following design criteria</li> <li>research similar existing products</li> </ul>	They will:- <ul style="list-style-type: none"> <li>think of own ideas and plan what to do next</li> <li>explain what they want to do and describe how they may do it</li> <li>understand and explain purpose of a product, how it will work and how suitable it is for the user</li> <li>draw simple designs and label parts of products using words</li> <li>design products for themselves and others following a design criteria</li> <li>use knowledge of existing products to produce ideas</li> </ul>
<b>Make</b>	In EYFS the children will learn to: <ul style="list-style-type: none"> <li>join materials in different ways</li> <li>use a range of materials to help them build</li> <li>safely explore a variety of materials/tools to assemble</li> <li>create a model out of junk and can talk about what they are</li> <li>recognise different ways of joining materials</li> <li>begin to build with a meaningful purpose, making a plan for what they want to build before starting it</li> </ul>	In Year 1 the children will learn to:  Name the tools you are using.  Use given tools for a variety of tasks e.g. Knife, grater, chopping board, scissors, needles, pins, templates, glue, tape.  Join appropriately for different materials and situations.  Explore ideas by rearranging materials e.g. paper, card, ingredients, fabrics, sequins, buttons, tubes, dowel, cotton reels, paper, card and moldable material	In Year 2 the children will learn to:  Cut, shape, join and finish  Join appropriately for different materials and situations.  Explore ideas by rearranging materials e.g. paper, card, ingredients, fabrics, sequins, buttons, tubes, dowel, cotton reels, paper, card and moldable material

		<p>They will:-</p> <ul style="list-style-type: none"> <li>• explain what they are making and think about what they need to do next</li> <li>• select and use tools/equipment safely to cut, shape, join and finish fabrics</li> <li>• mark out and cut fabric with support</li> <li>• try to use finishing techniques modelled by the teacher to make product look good</li> <li>• work in a safe and hygienic manner</li> </ul>	<p>They will:-</p> <ul style="list-style-type: none"> <li>• explain what they making, why it fits the purpose and begin to make suggestions as to what I need to do next</li> <li>• join material /components including simple sewing techniques</li> <li>• identify and name which hand tools they are using and why</li> <li>• use finishing techniques that have been modelled to make product look good</li> <li>• work safely and hygienically</li> </ul>
Evaluate	<p>In EYFS the children will learn to:</p> <ul style="list-style-type: none"> <li>• evaluate and adapt my work with support</li> <li>• define their ideas and develop their ability to represent them</li> <li>• Share their creations, explaining the process they have used</li> <li>• Practise some appropriate safety measures independently</li> </ul>	<p>In Yr 1 the children will learn to:</p> <p>Explore existing products.</p> <p>Say what they like and do not like about products they have made.</p> <p>Consider and explain how the finished product could be improved.</p>	<p>In Yr 2 the children will learn to:</p> <p>Explore existing products.</p> <p>Talk about their developing designs and identify good points and areas to improve throughout the design process.</p> <p>explain what went well, thinking about design criteria</p>
		<p>They will:-</p> <ul style="list-style-type: none"> <li>• describe how things works</li> <li>• talk about existing products considering: use, materials, how they work, audience, where they might be used</li> <li>• talk about their product, and say what worked well and not so well</li> <li>• begin to talk about what could make product better</li> </ul>	<p>They will:-</p> <ul style="list-style-type: none"> <li>• talk about existing products considering: materials, how they work, audience, where they might be used; express personal opinion</li> <li>• talk about what they would do differently if they were to do it again and why</li> </ul>

<b>Technical Knowledge</b>		<p><b>MATERIALS AND STRUCTURES</b></p> <p>In Yr 1 the children will learn to:</p> <p>Build structures and investigate how they can be made more stable</p> <p>Create models with wheels and axels.</p> <p><b>TEXTILES</b></p> <p>In Yr 1 the children will learn to:</p> <p>Join textiles together to make a product, and explain how they did it</p> <p>Understand that a 3D textile structure can be made from two identical fabric shapes.</p> <p><b>MECHANISMS</b></p> <p>In Yr 1 the children will learn to:</p> <p>know how simple mechanism works such as sliders/levers</p> <p>use sliders and levers to make a product with a moving part</p>	<p><b>MATERIALS AND STRUCTURES</b></p> <p>In Yr 2 the children will learn to:</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Use a range of materials to create models with hinges.</p> <p>Insert paper fasteners for card linkages.</p> <p>Join materials in different way</p> <p>use joining, rolling/folding to make something stronger</p> <p>make product stronger or more stable</p> <p><b>MECHANISMS</b></p> <p>In Yr 2 the children will learn to:</p> <p>use wheels and axles to make a product that moves</p>
<b>Cooking and Nutrition</b>	<p>In EYFS the children will learn to:</p> <ul style="list-style-type: none"> <li>• Begin to understand some food preparation tools, techniques and processes</li> <li>• Practise stirring, mixing and pouring *</li> <li>• Discuss how to make an activity safe and hygienic</li> <li>• Discuss use of senses *</li> <li>• Understand need for variety in food</li> <li>• Begin to understand that eating well contributes to good health</li> </ul>	<p>In Yr 1 the children will learn to:</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p>	<p>In Yr 2 the children will learn to:</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p>

		<p>They will:-</p> <ul style="list-style-type: none"> <li>• know where some fruit and vegetables come from and why they are healthy</li> <li>• describe differences between some food groups (i.e. sweet, vegetable etc.)</li> <li>• describe the textures of fruit and vegetables</li> <li>• discuss how fruit and vegetables are healthy</li> <li>• cut fruit and vegetables safely, with support</li> <li>• use basic food handling hygiene practice and personal hygiene</li> </ul>	<p>They will</p> <ul style="list-style-type: none"> <li>• follow safe procedures for food safety and hygiene</li> <li>• say where food comes from (plant or animal)</li> <li>• explain the food groups on the eat well plate and say which are healthy or not</li> <li>• describe "five a day"</li> <li>• cut, peel and grate safely with increasing confidence</li> </ul>
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	Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition
FS1		Build, blocks, duplo,	like, dislike, happy, sad, proud	Glue, stick, tear, bend	fruit and vegetable names, names of equipment and utensils
FS2	Make, Construction, Materials,	Model, Scissors, Glue, tape, Bricks, Cardboard, Junk, Recycle, Fabric, Wool, Boxes, Cut, Chop, Mix, Build, Join, Stick, tear, bend, fix circle, triangle, square, rectangle, cuboid, cube, cylinder	Feel, worked well, change	Structure, building, bridge, tower, wall, metal, wood, plastic	Ingredients, healthy, unhealthy
Year 1	Label, Plan, ideas, design thinner, thicker,	Materials, Sort, Cut, Tear, Stitch, Fabric, Sew, Texture mark out, structure, wall, tower, framework, surface, corner, point, straight, curved,	Opinion, improve, change, fix, mend, challenges, Test, Product, Sustainability, Data, Construction weak, strong, project	Equipment, Levers, Sliders, slicing, peeling, cutting, tools, fabrics, template, decorate, base, top, underneath, side, edge,	Food Technology, Environment soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, healthy diet,
Year 2	Designer, Select, Criteria, investigating, user, purpose, criteria, product, function	joining and finishing techniques, pattern pieces,	Alter, amend, impressed, disappointed Modify Finishing	Wheels, Axles, chasis components,	flesh, skin, seed, pip, core, squeezing, choosing, ingredients

	Cooking and Nutrition	Sliders	Leavers	Textiles	Construction and Design	Vehicles
Year 1 Projects	Healthy Smoothie	Moving Space scene		Fish puppet	Famous buildings	
Year 2 Projects	Healthy Wrap		Fish design	Elf Shoes		Artic Buggy