Saint Margaret Mary's Catholic Infant School

Design Technology Progression

<table>
<tr><td rowspan="2">Skills</td><td>Nursery</td><td>Reception</td><td rowspan="2">Skills</td><td>Year 1</td><td>Year 2</td></tr>
<tr><td colspan="2">Expressive Arts and Design
Through play we will:
• Build on previous learning to develop ideas and representations.
• Work independently, then collaboratively to share ideas, resources and skills.
• Safely use and explore materials, tools and techniques.
• Share own creations and explain the process used.</td><td colspan="2">Working creatively and imaginatively we will:
• Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
• Build and apply a repertoire of knowledge, understanding of skills in order to design and make high quality prototypes and products for a wide range of users.
• Critique, evaluate and test ideas and products and the work of others.
• Understand and apply the principles of nutrition and learn how to cook.</td></tr>
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Programme of Study	Nursery	Reception	Design	Year 1	Year 2
	• Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Choose the right resources to carry out their own plan.	• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Create collaboratively sharing ideas, resources and skills.		• Begin to develop their knowledge of existing products and experiences to create ideas. • Begin to design products that have a purpose and are aimed at an intended user; • Explore how their products will look and work through practical activities, talking and simple annotated drawings. • Begin to use ICT to communicate ideas. • Investigate and observe design ideas using templates and mock-ups. • Follow simple design criteria. • Work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment.	• Use their knowledge of existing products and their own experience to help generate their ideas. • Design products that have a purpose and are aimed at an intended user. • Explain how their products will look and work through talking and annotated drawings. • Develop the use of ICT to communicate ideas. • Plan and test ideas using templates and mock-ups. • Understand and follow simple design criteria. • Work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment.

	• Make imaginative 'small worlds' with blocks and construction kits. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Join different materials and explore different textures.	• Create collaboratively, sharing ideas, resources and skills. • Develop fine motor skills to safely use and control a variety of tools when experimenting with design, texture, form and function.	**Make**	• With support, follow a simple plan. • Begin to select from a range of materials, textiles and components according to their characteristics; • Begin to use a range of materials and components such as textiles. • With help, measure and mark out. • Begin to cut, shape and score materials with some accuracy. • Explore how to assemble, join and combine materials and components. • Learn how to cut, shape and join fabric to make a simple product with support. • Manipulate fabrics in simple ways to create the desired effect; • Begin to use a basic running stitch. • Begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.	• Follow a simple plan or recipe; • Begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer; • Select from a range of materials, textiles and components according to their characteristics; • Learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures; • use a range of materials and components, including textiles and food ingredients; • Measure and mark out. • Cut, shape and score materials with increasing accuracy. • Assemble, join and combine materials, components or ingredients; • Safely cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups. • Confidently use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.

	• Develop own ideas and decide which materials to use to improve them.	• Return to and build on previous learning, refining ideas and developing the ability to represent them. • Share their creations, explaining the process they have used.	**Evaluate**	• Explore and evaluate existing products through discussions, comparisons and simple written evaluations. • Explain positive and simple ways of improving existing products. • Begin to explore a range of materials products are made from. • Talk about their design ideas and what they are making. • Begin to identify strengths and possible changes they might make to refine their existing design. • Evaluate their products against a simple design criteria. • Start to understand that the iterative process sometimes involves repeating different stages of the process.	• Explore and evaluate existing products through discussions, comparisons and written evaluations. • Explain positives and ways to improve existing products. • Explore and understand the materials products are made from. • Confidently discuss their design ideas and what they are making. • As they work, start to identify strengths and possible changes they might make to refine their existing design. • Evaluate their products and ideas against their own or others design criteria. • Understand that the iterative process sometimes involves repeating different stages of the process.
	• Begin to join different collage materials and explore different textures. • Explore how things work.	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	**Technical Knowledge**	• Assemble simple structures, exploring and observing how they can be made stronger, stiffer and more stable. • Begin to understand the simple working characteristics of fabrics and related components. • Begin to create products using mechanisms, such as sliders.	• Build simple structures, exploring how they can be made stronger, stiffer and more stable. • Talk about and understand the simple working characteristics of materials and components; • Explore and create products using mechanisms, such as levers and sliders.

	• Make healthy choices about food and drink.	• Understand the importance of healthy food choices. • Know and talk about the different factors that support health and wellbeing such as healthy eating.	**Cooking and Nutrition**		• Explain where in the world different foods originate from. • Understand that all food comes from plants or animals. • Understand that food has to be farmed, grown elsewhere (e.g. home) or caught. • Name and sort foods into the five groups. • Understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why. • Use prior knowledge to design and prepare dishes.

Design Technology Vocabulary List				
	Nursery	Reception	Year 1	Year 2
	Build, tools, experiment, create, cutting, form, function, materials, safely, colour, construct, join, texture, healthy, imagination.	As Nursery + Ideas, resources, artistic effects, techniques, wellbeing, design, plan, process, properties, collaboratively, explain, representations.	As Reception + Assemble, purposeful, functional, appealing, develop, communicate, observe, explore, components, mechanism, lever, slider, structure, weak, purpose, strong, joining, shaping, finishing, tools, 3-D, fabrics, running stitch, glue, over stitch, stapling, components, template, pattern pieces, mark out, join, decorate, finish, prototype, evaluate,	As Year One + Mock-up, design criteria, research, wheel, axel, cut, fold, join, fix base, top, underneath, side, edge, surface, thinner, thicker, stable, corner, point, straight, model curved, metal, wood, plastic, ingredients,