St Jude's C of E Infant School & Nursery
DT Progression Overview

DT: ELG (EAD)		
•		
2-3 years	**3-4 Years**	**In Reception**
• **Uses a variety of materials to construct and enclose spaces** • **Engine in supervised cooking activities**	• **Develop their own ideas and then decide which materials to use to express them** • **Make imaginative and complex 'small worlds' with blocks, construction kits, loose parts and recycled objects.** • **Joins different materials using tape, glue, paperclips, glue guns and fasteners** • **Explores the use of different textures** • **Engage in supervised cooking activities and fruit cutting and preparation** • **Can design and make their own smoothies**	• **Knows how to construct with a range of materials.** • **Can join materials using different techniques.** • **Discusses and draw what they want to make.** • **Create collaboratively sharing ideas, resources and skills.** • **Return to and build on their previous learning, refining their work as they are constructing or making.** • **Uses the workbench and woodworking tools to design and make simple toys** • **Understands how to use the woodwork bench safely.** • **Explores making moving vehicles using wheels and axles.** • **Is able to use a knife safely to cut fruit**
Children at the expected level of development will: • **Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.** • **Share their creations, explaining the process they have used.** • **Make use of props and materials when role playing characters in narratives and stories.**		
Key Vocabulary		
Food: chop, safe, fruit, vegetables **Structures:** Stick, glue, tape	**Food:** Knife, chopping board, chop, fruit, vegetables **Structures:** Cut, stick glue, cardboard, plastic, paper, knife, board, sew, **Textiles:** sewing, thread, needle	**Food**: Fruit, vegetables, Safety, Knife, Blade, tool, Edge, Handle, Chop, Slice, Cut, Saucepan - Blender, Chopping board, Hob, Boil, Blend, Mix, Packaging, Recyclable, Metal Plastic Reusable **Structures:** Join, Stick, Cut, blend, Slot, Scissors, Measure, Materials, Fix Waterproof, Absorb, Prediction, Variable, Experiment, Investigation, Float sink, Junk, saw, wood, build screwdriver, nails, hammer, goggles, safety rules **Textile:** Thread, Weave, Pattern, Sew, Sewing needle Embroider, Design, Evaluate

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DT : End of Key Stage One National Curriculum Expectations				
Design	**Make**	**Evaluate**	**Technical Knowledge**	**Cooking and nutrition**
KS1: • 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	**KS1:** • 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	**KS1:** • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria	**KS1:** • 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	**KS1:** • Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from

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Year 1 & 2 (Cycle A)	Year 1 & 2 (Cycle B)
Design The importance of a product may be that it fulfils its goals and performs a useful purpose. Describe why a product is important. Design criteria are the explicit goals that a project must achieve. Create a design to meet simple design criteria. Two products can be compared by looking at a set of criteria and scoring both products against each one. Describe the similarities and differences between two products. **Make** Rules are made to keep people safe from danger. Safety rules include always listening carefully and following instructions, using equipment only as and when directed, wearing protective clothing if appropriate and washing hands before touching food. Follow the rules to keep safe during a practical task. Specific tools are used for particular purposes. For example, scissors are used for cutting and glue is used for sticking. Select the appropriate tool for a simple practical task. Scissors are used to cut fabrics. Glue and simple stitches, such as running stitch, can be used to join fabrics. Running stitch is made by passing a needle in and out of fabric at an even distance. Cut and join textiles using glue and simple stitches. Different materials are suitable for different purposes, depending on their specific properties. For example, glass is transparent, so it is suitable to be used for windows. Select and use a range of materials, beginning to explain their choices. Fabric can be decorated using materials and small objects, such as buttons and sequins. Decorations can be attached to the fabric by gluing, stapling or tying. Use gluing, stapling or tying to decorate fabric, including buttons and sequins. **Evaluate** A strength is a good quality of a piece of work. A weakness is an area that could be improved. Talk about their own and each other's work, identifying strengths or weaknesses and offering support Everyday products are objects that are used routinely at home and school, such as a toothbrush, cup or pencil. All products are designed for a specific purpose. Name and explore a range of everyday products and describe how they are used.	**Design** Many key individuals have helped to shape the world. These include engineers, scientists, designers, inventors and many other people in important roles. Explain why a designer or inventor is important. Ideas can be communicated in a variety of ways, including written work, drawings and diagrams, modelling, speaking and using information and communication technology. Generate and communicate their ideas through a range of different methods. **Make** Embellishment is a decorative detail or feature added to something to make it more attractive. Add simple decorative embellishments, such as buttons, prints, sequins and appliqué Properties of components and materials determine how they can and cannot be used. For example, plastic is shiny and strong but it can be difficult to paint. Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect. A running stitch is a basic stitch that is used to join fabric. It is made by passing a needle in and out of fabric at an even distance. Use different methods of joining fabrics, including glue and running stitch. Different tools have characteristics that make them suitable for specific purposes. For example, scissors are used for cutting paper because they have sharp, metal blades that can cut through thin materials. Select the appropriate tool for a task and explain their choice. **Evaluate** Products can be compared by looking at particular characteristics of each and deciding which is better suited to the purpose. Compare different or the same products from the same or different brands. Finished products can be compared with design criteria to see how closely they match. Improvements can then be planned. Explain how closely their finished products meet their design criteria and say what they could do better in the future. Products can be improved in different ways, such as making them easier to use, more hardwearing or more attractive. Explain how an everyday product could be improved.

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Technical Knowledge An axle is a rod or spindle that passes through the centre of a wheel to connect two wheels. Use wheels and axles to make a simple moving model. Different materials can be used for different purposes, depending on their properties. For example, cardboard is a stronger building material than paper. Plastic is light and can float. Clay is heavy and will sink. Construct simple structures, models or other products using a range of materials. **Cooking and nutrition** Using non-standard measures is a way of measuring that does not involve reading scales. For example, weight may be measured using a balance scale and lumps of plasticine. Length may be measured in the number of hand spans or pencils laid end to end. Measure and weigh food items using non-standard measures, such as spoons and cups. Fruit and vegetables are an important part of a healthy diet. It is recommended that people eat at least five portions of fruit and vegetables every day. Select healthy ingredients for a fruit or vegetable salad. Some foods come from animals, such as meat, fish and dairy products. Other foods come from plants, such as fruit, vegetables, grains, beans and nuts. Sort foods into groups by whether they are from an animal or plant source.	**Technical Knowledge** Structures can be made stronger, stiffer and more stable by using cardboard rather than paper and triangular shapes rather than squares. A broader base will also make a structure more stable. Explore how a structure can be made stronger, stiffer and more stable. A mechanism is a device that takes one type of motion or force and produces a different one. A mechanism makes a job easier to do. Mechanisms include sliders, levers, linkages, gears, pulleys and cams. Use a range of mechanisms (levers, sliders, wheels and axles) in models or products. **Cooking and nutrition** Food comes from two main sources: animals and plants. Cows provide beef, sheep provide lamb and mutton and pigs provide pork, ham and bacon. Examples of poultry include chickens, geese and turkeys. Examples of fish include cod, salmon and shellfish. Milk comes mainly from cows but also from goats and sheep. Most eggs come from chickens. Honey is made by bees. Fruit and vegetables come from plants. Oils are made from parts of plants. Sugar is made from plants called sugar cane and sugar beet. Plants also give us nuts, such as almonds, walnuts and hazelnuts. Identify the origin of some common foods (milk, eggs, some meats, common fruit and vegetables). A healthy diet should include meat or fish, starchy foods (such as potatoes or rice), some dairy foods, a small amount of fat and plenty of fruit and vegetables. Describe the types of food needed for a healthy and varied diet and apply the principles to make a simple, healthy meal. Some ingredients need to be prepared before they can be cooked or eaten. There are many ways to prepare ingredients: peeling skins using a vegetable peeler, such as potato skins; grating hard ingredients, such as cheese or chocolate; chopping vegetables, such as onions and peppers and slicing foods, such as bread and apples. Prepare ingredients by peeling, grating, chopping and slicing Hygiene rules include washing hands before handling food, cleaning surfaces, tying long hair back, storing food appropriately and wiping up spills. Work safely and hygienically in construction and cooking activities.
Year One Key Vocabulary: **Food:** Blender, Carton, Fruit, Healthy, Ingredients, Peel, Peeler, Recipe, Slice, Smoothie, Stencil, Template, Vegetable **Structures**: Design, Evaluation, Net, Stable, Strong, Test, Weak, Windmill **Textiles:** Decorate, Design, Fabric, Glue, Model, Hand puppet, Safety pin, Staple, Stencil Template **Mechanism:** Assemble, design, valuation, Mechanism, Model, Sliders, Stencil, Target audience Template, Test Axle, Axle holder, Chassis, Design, Evaluation, Fix, Mechanic, Mechanism	**Year Two Key Vocabulary:** **Food:** Alternative, Diet, Balanced diet, Evaluation, Expensive, Healthy, Ingredients, Nutrients, Packaging, Refrigerator, Sugar, Substitute **Structures:** Function, Man-made, Mould, Natural, Stable, Stiff, Strong, Structure, Test, Weak **Textiles:** Accurate, Fabric, Knot, Pouch, Running-stitch, Sew, Shape, Stencil, Template, Thimble

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	Mechanism: Evaluation, Input, Lever, Linear motion, Linkage, Mechanical, Mechanism, Motion, Output, Pivot, Rotary motion, Axle, Evaluation Mechanism, Stable, Strong, Test, Weak