



## Wallace Fields Infant School & Nursery

### DT Progression Overview

DT: ELG (EAD)	
<b>Children at the expected level of development will:</b> <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>	
<b>2-3 years</b> <ul style="list-style-type: none"><li>• I can explore building with different size and shape blocks.</li><li>• I can follow instructions to wash my hands with an adult.</li><li>• I can explore the concept of sticking and using a glue stick or glue spreader to stick materials to paper.</li></ul>	
3-4 years	In Reception
<ul style="list-style-type: none"><li>• Explore different materials freely, to develop their ideas about how to use them and what to make. Children will have access to a variety of materials and ways in which to combine them. <b>(Materials)</b></li><li>• Develop their own ideas and then decide which materials to use to express them. <b>(Materials)</b></li><li>• I can explain the different materials I have chosen and why. <b>(Materials)</b></li><li>• I can review and make changes to my models to make improvements. <b>(Materials)</b></li><li>• Join different materials and explore different textures. I can use a glue stick, glue spreader, masking tape or cello tape independently to join materials. <b>(Materials)</b></li><li>• Use one-handed tools and equipment, for example, making snips in paper with scissors. <b>(Materials)</b></li><li>• I can safely handle tools e.g. scissors (Is your thumb smiling at you?) <b>(Materials)</b></li><li>• Explore how things work <b>(Moving)</b></li><li>• I can hold a pencil with a comfortable grip with good control and draw in a continuous shape (pinchy fingers/ pinch and flip) <b>(Materials)</b></li><li>• I can show a preference for a dominant hand. <b>(Materials)</b></li><li>• I can independently wash my hands using soap. <b>(Food Hygiene)</b></li><li>• I can roll my sleeves up. <b>(Food Hygiene)</b></li></ul>	<ul style="list-style-type: none"><li>• Knows how to construct with a range of materials. <b>(Materials)</b></li><li>• Can join materials using different techniques. Choose a joining technique for a purpose and explain why they have chosen that join. <b>(Materials)</b></li><li>• Discusses what they want to make. <b>(Materials)</b></li><li>• Discusses problems and how they might solve them when making. <b>(Textiles)</b></li><li>• Can reflect on the process of making. <b>(Textiles)</b></li><li>• I can demonstrate increased control using scissors <b>(Materials)</b></li><li>• I can demonstrate increased control over pens and pencils and create with a purpose. <b>(Materials)</b></li><li>• I can add detail to my plans and begin to label <b>(Textiles)</b></li><li>• Talk about a model and discuss independently or with peers what they could add to improve. <b>(Textiles)</b></li><li>• I can talk about how things work <b>(Moving)</b></li><li>• I can talk about a healthy diet <b>(Food hygiene)</b></li><li>• I can explain why we do not eat the skin of certain fruits e.g. orange or banana <b>(Food Hygiene)</b></li><li>• I can explore a variety of food groups. <b>(Food Hygiene)</b></li><li>• I can categorise food. <b>(Food Hygiene)</b></li><li>• I can talk about ingredients used and why they were selected. e.g. in a cake you would have sugar not salt <b>(Food Hygiene)</b></li><li>• I can explain what I enjoyed when exploring food. <b>(Food Hygiene)</b></li></ul>



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- I understand not to put my hands in my mouth or my nose when cooking. **(Food Hygiene)**
- I know the table needs to be clean. **(Food Hygiene)**
- I can identify different vegetables and fruit. **(Food Hygiene)**
- I can sort food into two categories e.g. healthy, not healthy **(Food Hygiene)**
- I can explore properties of food and the changes e.g. adding butter makes the mixture wet. **(Food Hygiene)**
- I can talk about food that I like and dislike **(Food Hygiene)**

#### Key Vocabulary:

**Anchor:** join, cut, stick, glue, mix pour

**Goldilocks:** cardboard, plastic, paper, wood, decorate, build

**Step-on:** make better/improve, construct

#### DT : End of Key Stage One National Curriculum Expectations

Design	Make	Evaluate	Technical Knowledge	Cooking and nutrition
<b>KS1:</b> <ul style="list-style-type: none"><li>• Design purposeful, functional, appealing products for themselves and other users</li><li>• Based on design criteria generate, develop, model and communicate their ideas through talking, drawing,</li><li>• Templates, mock-ups and, where appropriate, information and communication technology</li></ul>	<b>KS1:</b> <ul style="list-style-type: none"><li>• Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li><li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li></ul>	<b>KS1:</b> <ul style="list-style-type: none"><li>• Explore and evaluate a range of existing products</li><li>• Evaluate their ideas and products against design criteria</li></ul>	<b>KS1:</b> <ul style="list-style-type: none"><li>• Build structures, exploring how they can be made stronger, stiffer and more stable</li><li>• Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</li></ul>	<b>KS1:</b> <ul style="list-style-type: none"><li>• Use the basic principles of a healthy and varied diet to prepare dishes</li><li>• Understand where food comes from</li></ul>



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Year One	Year Two
<ul style="list-style-type: none"> <li>Describe how existing products work <b>Evaluate</b></li> <li>Think of my own ideas <b>Design</b></li> <li>Explain what I want to do <b>Design</b></li> <li>Use pictures and words to <b>Plan</b></li> <li>Follow a design criteria to design a product <b>Design</b></li> <li>Explain what is being made <b>Make</b></li> <li>Select tools and equipment suitable to cut, shape, join and finish <b>Make</b></li> <li>Describe which tools are needed and why <b>Make</b></li> <li>Select the right materials for the job <b>Make</b></li> <li>Talk about my own work <b>Evaluate</b></li> <li>Talk about existing products and say what is good and what is not so good <b>Evaluate</b></li> <li>Can talk about my own work linked to what I was asked to do <b>Evaluate</b></li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>Talk about how to make products stronger</li> <li>Use levers and slides in my work</li> <li>Measure materials to use in a model or structure</li> <li>Join materials together in different ways</li> </ul> <p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>Wash hands and make sure surfaces are clean</li> <li>Describe the texture of food</li> <li>Cut safely</li> <li>Think of interesting ways of decorating food made</li> </ul>	<ul style="list-style-type: none"> <li>Think of my own ideas and plan what to do next <b>Design</b></li> <li>Choose the best tools and materials for the product <b>Design</b></li> <li>Give reasons why the chosen tools or materials are the best <b>Design</b></li> <li>Describe design by using pictures, diagrams, model mock ups, words and ICT <b>Design</b></li> <li>Follow a design criteria to design a product for others <b>Design</b></li> <li>Explain what I am making and why my audience will like it? <b>Make</b></li> <li>Join materials and components together in different way <b>Make</b></li> <li>Choose materials and explain why they are being used depending on their characteristics. <b>Make</b></li> <li>Describe what went well in my work <b>Evaluate</b></li> <li>Evaluate what I could do differently if I did it again <b>Evaluate</b></li> <li>Judge my work against a design criteria <b>Evaluate</b></li> <li>Can talk about my own work and things other people have done <b>Evaluate</b></li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>Measure textiles</li> <li>Cut textiles</li> <li>Join textiles together to make something</li> <li>Explain why they choose a certain textile</li> </ul> <ul style="list-style-type: none"> <li>Join materials together as part of a moving product</li> <li>Use axels and wheels to my work</li> <li>Join materials together as part of a moving product (winding)</li> <li>Add a specific design to my product</li> <li>Use joining folding or rolling to make materials stronger</li> </ul> <p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>Explain what it means to be hygienic</li> <li>Explain what it means to keep a kitchen hygienic</li> <li>Describe the properties of the ingredients used and why it is important to be varied in my diet</li> <li>Competently able to cut, grate, sieve, melt, mix and peel different types of food</li> </ul>
<p><b>Year One Key Vocabulary:</b></p> <p><b>Anchor:</b> idea, make, tool, cut, join, select, strong, stronger, join, cut, describe, clean</p> <p><b>Goldilocks:</b> plan, design, product, equipment, shape, finish, material, evaluate, explain, lever, slide, measure, material, structure, model, texture, surface, decorating, model, develop</p> <p>Step-on</p>	<p><b>Year Two Key Vocabulary:</b></p> <p><b>Anchor:</b> plan, design, product, diagrams, model, equipment, shape, finish, material, product, evaluate, explain, lever, slide, measure, material, structure, model, joining, folding, cut, describe, clean, texture, surface, decorating, wheel, winder</p> <p><b>Goldilocks:</b> mock ups, design criteria, components, audience, construct, design criteria, textiles, product, grate, peel, hygiene/hygienic, ingredients</p>



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**Step-on:** criteria, existing

**Step on:** characteristics, improve, reflect, axels, properties