



Wallace Fields Infant School & Nursery DT Progression Overview



DT: ELG (EAD)	
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 	
3-4 years	In Reception
<ul style="list-style-type: none"> • Decides how to use different materials. • Joins different materials. • Explores the use of different textures. 	<ul style="list-style-type: none"> • Knows how to construct with a range of materials. • Can join materials using different techniques. • Discusses what they want to make. • Discusses problems and how they might solve them when making. • Can reflect on the process of making.
<p>Key Vocabulary: Anchor: join, cut, stick, glue, mix pour Goldilocks: cardboard, plastic, paper, wood, decorate, build Step-on: make better/improve, construct</p>	

DT : End of Key Stage One National Curriculum Expectations				
Design	Make	Evaluate	Technical Knowledge	Cooking and nutrition
<p>KS1:</p> <ul style="list-style-type: none"> • 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 	<p>KS1:</p> <ul style="list-style-type: none"> • 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 	<p>KS1:</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria 	<p>KS1:</p> <ul style="list-style-type: none"> • 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 	<p>KS1:</p> <ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from



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