



Roe Green Infant School

# Design and Technology – Knowledge and Skills Progression



## AUTUMN/SPRING/SUMMER

### Reception

### Year 1

### Year 2

We teach DT throughout the school using our school-based scheme and the Kapow D.T scheme

#### Generating ideas

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| <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>• Share their creations, explaining the process they have used. (ELG)</li> </ul> | <ul style="list-style-type: none"> <li>• Think of own ideas for design.</li> <li>• Use pictures and words to plan.</li> <li>• Design a product for myself following design criteria</li> <li>• Work in a range of contexts (imaginary, home, school, wider community, story based).</li> </ul> | <ul style="list-style-type: none"> <li>• Think of own ideas and plan what to do next.</li> <li>• Describe designs using pictures, diagrams, models, mock-ups, words and ICT.</li> <li>• Design a product for myself and others, following design criteria.</li> <li>• Work confidently in a range of contexts (imaginary, home, school, wider community, story-based etc).</li> </ul> |
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#### Making

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| <ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery. (ELG)</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Continuous provision of junk modelling</li> <li>• Use of construction toys</li> </ul> | <ul style="list-style-type: none"> <li>• Explain what is being made and why.</li> <li>• Select appropriate tools and equipment for the purpose.</li> </ul> | <ul style="list-style-type: none"> <li>• Explain what is being made and why the audience will like it.</li> <li>• Choose appropriate tools and equipment, describing and explaining why they are being used.</li> </ul> |
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### Evaluating

<ul style="list-style-type: none"><li>• Say what they like and do not like about items they have made and attempt to say why.</li><li>• Begin to talk about their designs as they develop and identify good and bad points.</li><li>• Discuss how closely their finished products meet their design criteria.</li></ul> <p>(This is taught discretely alongside the curriculum.)</p> <ul style="list-style-type: none"><li>• Share their creations, explaining the process they have used. (ELG)</li><li>• Introduce use of specific subject vocabulary</li></ul>	<ul style="list-style-type: none"><li>• Talk about own and pre-existing products, saying what is good or bad about them.</li><li>• Say whether their product does what it is meant to (fits the design brief) and how it could be improved.</li><li>• Develop use of specific subject vocabulary</li></ul>	<ul style="list-style-type: none"><li>• Describe how their own and pre-existing products work, evaluating what went well and what could be done differently.</li><li>• Suggest what went well and what would be done differently when evaluating their own product.</li><li>• Demonstrate use of subject specific vocabulary</li></ul>
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### Food and nutrition

<ul style="list-style-type: none"><li>• Begin to develop a food vocabulary using taste, smell, texture and feel. Explore familiar food products e.g. fruit and vegetables. Stir, spread, knead and shape a range of food and ingredients. Begin to work safely and hygienically. Start to think about the need for a variety of foods in a diet. Measure and weigh food items, non-statutory measures e.g. spoons, cups.</li></ul> <p>(This is taught discretely alongside the curriculum.)</p>	<ul style="list-style-type: none"><li>• Know how to peel, cut, grate, mix and mould foods (with close supervision).</li><li>• Knows and follows some healthy practises e.g. washing their hands before handling food, washing their food.</li></ul>	<ul style="list-style-type: none"><li>• Know how to peel, cut, grate, mix and mould foods (with close supervision).</li><li>• Knows and follows healthy practises e.g. washing their hands before handling food, washing their food.</li><li>• Measure or weigh using measuring cups or electronic scales.</li><li>• Assemble or cook healthy ingredients</li><li>• Understand where food comes from.</li></ul>
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### Technical knowledge and Practical skills: mechanisms, textiles and structures

<ul style="list-style-type: none"><li>• With support cut, then join textiles using glue.</li><li>• With support decorate using a range of items (buttons, sequins, beads, ribbons etc).</li></ul> <p>(This is taught discretely alongside the curriculum.)</p> <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. (ELG)</li></ul>	<ul style="list-style-type: none"><li>• Know about movement of simple mechanisms such as levers, sliders, wheels and axels.</li><li>• Cut, then join textiles using a running stitch, over sewing or glue.</li><li>• Decorate using a range of items (buttons, sequins, beads, ribbons etc).</li><li>• Use sheet materials and construction tools with appropriate supervision.</li></ul>	<ul style="list-style-type: none"><li>• Create products using levers, wheels and winding mechanisms.</li><li>• Shape textiles using templates.</li><li>• Join textiles using running stitch.</li><li>• Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</li><li>• Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen</li></ul>
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