



Roe Green Infant School

Design and Technology – Skills Progression



AUTUMN/SPRING/SUMMER		
Reception	Year 1	Year 2
<u>Generating ideas</u>		
<ul style="list-style-type: none"> Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. They use and explore a variety of materials. 	<ul style="list-style-type: none"> Think of own ideas for design. Use pictures and words to plan. Design a product for myself following design criteria. Work in a range of contexts (imaginary, home, school, wider community, story based). 	<ul style="list-style-type: none"> Think of own ideas and plan what to do next. Describe designs using pictures, diagrams, models, mock-ups, words and ICT. Design a product for myself and others, following design criteria. Work confidently in a range of contexts (imaginary, home, school, wider community, story-based etc).
<u>Making</u>		
<ul style="list-style-type: none"> Begin to create their design using basic techniques. Start to build structures, joining components together. Look at simple hinges, wheels and axles. Use technical vocabulary when appropriate. Begin to use scissors to cut straight and curved edges and hole punches to punch holes. Explore using/ holding basic tools such as a saw or hammer. Use adhesives to join material. 	<ul style="list-style-type: none"> Explain what is being made and why. Select appropriate tools and equipment for the purpose. 	<ul style="list-style-type: none"> Explain what is being made and why the audience will like it. Choose appropriate tools and equipment, describing and explaining why they are being used.

Evaluating

- Say what they like and do not like about items they have made and attempt to say why.
- Begin to talk about their designs as they develop and identify good and bad points.
- Start to talk about changes made during the making process.
- Discuss how closely their finished products meet their design criteria.

- Talk about own and pre-existing products, saying what is good or bad about them.
- Say whether their product does what it is meant to (fits the design brief) and how it could be improved.

- Describe how their own and pre-existing products work, evaluating what went well and what could be done differently.
- Suggest what went well and what would be done differently when evaluating their own product.

Food and nutrition

- 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.

- Know how to peel, cut, grate, mix and mould foods (with close supervision).
- Knows and follows some healthy practises e.g. washing their hands before handling food, washing their food.

- Know how to peel, cut, grate, mix and mould foods (with close supervision).
- Knows and follows healthy practises e.g. washing their hands before handling food, washing their food.
- Measure or weigh using measuring cups or electronic scales.
- Assemble or cook healthy ingredients
- Understand where food comes from.

Practical skills: mechanisms, textiles and structures

- Begin to know about movement of simple mechanisms such as levers, sliders, wheels and axels.
- With support cut, then join textiles using glue.
- With support decorate using a range of items (buttons, sequins, beads, ribbons etc).
- Begin to use sheet materials and construction tools with support and appropriate supervision.

- Know about movement of simple mechanisms such as levers, sliders, wheels and axels.
- Cut, then join textiles using a running stitch, over sewing or glue.
- Decorate using a range of items (buttons, sequins, beads, ribbons etc).
- Use sheet materials and construction tools with appropriate supervision.

- Create products using levers, wheels and winding mechanisms.
- Shape textiles using templates.
- Join textiles using running stitch.
- Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).
- Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.