St Faith's Church of England Infant and Nursery School

Design Technology Progression of Knowledge and Skills

	Early Years		Key Stage One	
	Nursery	Reception	Year One	Year Two
Design	Develop ideas with support from an adult by talking about your intentions. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.	Talk with an adult and friends about what they want to create, in some sequence. Reflect on the ideas and designs of others to alter own design. Provide opportunity to work collaboratively with peers to develop and realise creative ideas. CoL – To make choices and explore different resources and materials. (ELG) - Safely explore a variety of materials, tools and techniques, experimenting with design, form and function.	Generate ideas for a design through discussions and drawings. Design a functioning appealing product for themselves and others based a given design criteria. Label drawing and explain a simple plan. Describe how my design will work.	Children are shown a mock up product and design. Generate ideas for a design. Design a functioning appealing product for themselves and others based upon a given design criteria, with a certain specification and opportunities to adjust the plan. Generate ideas for a design. Research current designs/ideas on the internet. Design a functioning appealing product for themselves and others based **own** design criteria. Explain the need for product and what it needs to do.
Make	Use various construction materials. Realise tools can be used for a purpose e.g. scissors, knife and fork. Make imaginative and complex 'small worlds, with blocks and	Manipulate materials to a planned effect. Construct with a purpose in mind. Select appropriate resources and adapt work where necessary. Select tools and techniques needed, to	Decide which materials are suitable for the model or product. Create the model or product, exploring how it can be developed further. Select tools for a purpose. Select a range of components and materials, including construction	Decide which materials are suitable for the model or product. Create and build the model or product, exploring how it can be developed further. Select tools for a purpose. Select a range of components and materials, including construction materials, textiles and ingredients, according to their characteristics.

	construction kits (a city using bricks, Lego etc.) Join different materials and explore different textures.	shape, assemble and join materials they are using. Safely use and explore a range of materials, tools and techniques, experimenting with design, texture, form and function.	materials, textiles and ingredients, according to their characteristics.	Join materials in different ways. Measure materials. Mark, measure and make templates. Explore and perfect ways of fixing materials.
Evaluate	Say if they like their own model and that of others. To improve models and make adjustments based on what they see and through trial and error.	Say whether their model is similar to the design. Say if their model does the job they wanted it to. ELG - Share their creations, explaining the process they have used. CoL – To plan and think ahead on how to explore and play with objects. I can review my progress as I try to achieve a goal and check how well I am doing.	Explain if their product was successful. Ask other people what they think of their product. Through discussion, consider what improvements could be made if the product were to be made again.	Make simple judgements about the design process – what went well, what didn't go well. Say whether the product fulfilled the design criteria and how. Suggest how their product can be improved and what difference the improvements would make. Show the evaluation process by re-designing a template for the design after new considerations. Evaluate products made by others, be that peers and professionals with current similar existing designs to that we are creating.
Possible activities and every day DT: the St Faith's way!	Meet with Mr Craycraft and ask him about the tools he uses and why. GLC visit school to talk about the processes when creating dishes and the tools they use for different kitchen jobs.		Local areas visits as applicable e.g. Lincoln Castle, Whisby Look at plans and designs provided e.g. plans of the school build/ extension, architect plans. Work with local artists to make a product and ask them questions about the process e.g. Mary Mosaics Meet with Mr Craycraft and ask him about the tools he uses and why. GLC visit school to talk about the processes when creating dishes and the tools they use for different kitchen jobs. Link DT with Geography for a day projects.	

Technical knowledge: structures	Join materials together using construction. Explore objects with hands.	Join materials together using a range of construction. Experiment building with Lego and other blocks, to make a stronger structure.	Decide which materials are suitable for structures. Build structures, exploring how they can be mode stronger, stiffer and more stable. Select tools for a purpose. Select a range of components and materials	Join materials in different ways. Measure materials. Mark, measure and make templates. Explore and perfect ways of fixing materials. Evaluate and explore if they can be made stiffer, stronger and more stable. Predict the success of different materials before testing them and deciding which to use.
Technical knowledge: mechanisms	Explore objects with hands. Make an object move by pushing and/or pulling.	Operating simple mechanisms. Explore objects with hands. Make an object move by pushing and/or pulling.	Explore a range of models that use wheels and axles. Make a product, which moves using wheels and axels. Select tools for a purpose. Select a range of components and materials.	Explore a range of models that use levers and sliders. Make a product, which moves using levers and sliders. Select tools for a purpose. Select a range of components and materials.
Possible activities and every day DT: the St Faith's way!				
Food	Name familiar foods. Name likes and dislikes in food.	Know the importance of a healthy diet and ways to keep healthy and safe. Understand the need to eat a variety of food. Name and taste unfamiliar foods. Prepare a simple dish in a group.	Know the importance of good health and a healthy diet. Know where food comes from – which food is grown. Taste and describe familiar and unfamiliar foods, linking to the senses. Plan and prepare a healthy dish. Select tools for a purpose.	Know the importance of good health and a healthy diet, including food groups. From farm to fork - vegetables Plan, prepare and evaluate a healthy dish. Select ingredients based on taste. Measure ingredients. Ensure safe cutting and an awareness of good hygiene. Describe the ingredients.

<table>
<tr><td>Possible activities and every day DT: the St Faith's way!</td><td colspan="2">Children are self-regulating when eating snack
Only healthy snacks in school
Encouraging drinking water only by providing school water bottles
Potato competition</td><td colspan="4">GLC Cookery club
Gardening activities – planting and using ingredients to create dishes
Facetime a farmer
Potato competition</td></tr>
<tr><td>Vocabulary</td><td>Build
Balance
Names of equipment and resources.</td><td>Join
Label
Decorate</td><td>Design
Structure
Material
Equipment</td><td>Evaluate
Construct
Investigate</td><td>Mechanism
Properties
Function
Method</td><td>Template
Technique
Sequence
Strengthen</td></tr>
<tr><td>Cross curricular application</td><td colspan="2">Geography linked with DT for a whole school project (Rubbish Robots) to take place in Summer term.</td><td colspan="4">Maths
Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales and measuring vessels.
Geography – Speak to Cathy about linking to Geography for a day.
History – Space buggy, parachutes to bring spacecraft back to earth after the first moon landing.</td></tr>
<tr><td>General knowledge</td><td colspan="2">Technology is in home and school.</td><td colspan="4">Famous buildings.
International foods – what and where from</td></tr>
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