



**St Helen's Catholic Infant School**  
**Design and Technology Progression of Skills**  
**Cross-curricular links between DT and RSHE**



	<b>Reception</b>	<b>ELG 2021</b>	<b>Year One</b>	<b>Year Two</b>	<b>End of KS expectations</b>
<b>Design</b>	<ul style="list-style-type: none"><li>*Can select appropriate resources.</li><li>*Can use gestures, talking and arrangements of materials and components to show design</li><li>*Can use represent their own ideas and thoughts, or those created by the teacher, through design and technology.</li><li>*Use language of designing and making (join, build, shape, longer, shorter, heavier etc.)</li></ul>	<ul style="list-style-type: none"><li>*They represent their own ideas, thoughts and feelings through design and technology.</li></ul>	<ul style="list-style-type: none"><li>*Have own ideas.</li><li>*Be able to explain what I want to do.</li><li>*Can explain what my product is for, and how it will work.</li><li>*Be able to use pictures and words to plan what I want to create.</li><li>*Design a product for myself and others following design criteria.</li></ul>	<ul style="list-style-type: none"><li>*Have own ideas and plan what to do next.</li><li>*Be able to explain what I want to do and describe how I may do it.</li><li>*Explain purpose of product, how it will work and how it will be suitable for the user.</li><li>*Describe design using pictures, words, models, diagrams, begin to use ICT.</li><li>*Design products for myself and others following design criteria.</li><li>*Be able to choose the best tools and materials to use for certain products, and explain my choices.</li><li>*To be able to use knowledge of existing products to produce new ideas.</li></ul>	<ul style="list-style-type: none"><li>*Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li><li>*Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li></ul>



# St Helen's Catholic Infant School

## Design and Technology Progression of Skills



### Cross-curricular links between DT and RSHE

Make	<ul style="list-style-type: none"> <li>*To be able to construct with a purpose and using a variety of resources.</li> <li>*Use simple tools and techniques to create own products.</li> <li>*Build and construct with a wide range of objects.</li> <li>*Be able to select tools &amp; techniques to shape, assemble and join materials together.</li> <li>*Replicate given structures with materials / components.</li> <li>*Discuss how to make an activity safe and hygienic.</li> <li>*Understand different media can be combined for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>*Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</li> </ul>	<ul style="list-style-type: none"> <li>*To be able to explain what I'm making and why.</li> <li>*To consider what I need to do next.</li> <li>*Select tools/equipment to cut, shape, join, finish and explain choices.</li> <li>*To be able to measure, mark out, cut and shape, with support.</li> <li>*Choose suitable materials and explain why I've chosen them.</li> <li>*Try to use finishing techniques to make product look good.</li> <li>*Work in a safe and hygienic manner.</li> </ul>	<ul style="list-style-type: none"> <li>*To be able to explain what I am making and why it fits the purpose.</li> <li>*Make suggestions as to what I need to do next.</li> <li>*Join materials and components together in different ways.</li> <li>*Measure, mark out, cut and shape materials and components, with support.</li> <li>*Describe which tools I'm using and why.</li> <li>*Choose suitable materials and explain choices depending on characteristics.</li> <li>*Use finishing techniques to make product look good</li> <li>*Work safely and hygienically.</li> </ul>	<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>
Evaluate	<ul style="list-style-type: none"> <li>*Adapt work if necessary.</li> <li>*Dismantle, examine and talk about existing objects/structures.</li> <li>*Consider and manage some risks.</li> <li>*Practise some appropriate safety measures independently.</li> </ul>	<p><b>Exceeding</b></p> <ul style="list-style-type: none"> <li>*Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about their own and others work, recognising the differences between</li> </ul>	<ul style="list-style-type: none"> <li>*To be able to talk about my work, linking it to what I was asked to do.</li> <li>*Talk about existing products considering: use, materials, how they work, audience, where they might be used.</li> <li>*Talk about existing products, and say what is and isn't good.</li> </ul>	<ul style="list-style-type: none"> <li>*To be able to describe what went well, thinking about design criteria.</li> <li>*Talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion.</li> </ul>	<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>



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	<ul style="list-style-type: none"> <li>*To be able to talk about how things work.</li> <li>*Look at similarities and differences between existing objects / materials / tools.</li> <li>*Show an interest in technological toys.</li> <li>*Be able to describe textures.</li> </ul>	<p>them and the strengths of others.</p>	<ul style="list-style-type: none"> <li>*Talk about things that other people have made.</li> <li>*Begin to talk about what could make my product better.</li> </ul>	<ul style="list-style-type: none"> <li>*Evaluate how good existing products are.</li> <li>*Talk about what I would do differently if I were to do it again and why.</li> </ul>	
<p><b>Technical knowledge – Materials/structures</b></p>	<ul style="list-style-type: none"> <li>*To be able to develop their own ideas through selecting and using materials and working on processes that interest them.</li> <li>*Through their explorations they find out and make decisions about how media and materials can be combined and changed.</li> </ul>	<ul style="list-style-type: none"> <li>*Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</li> </ul>	<ul style="list-style-type: none"> <li>*To begin to measure and join materials, with some support.</li> <li>*Begin to describe differences in materials.</li> <li>*Suggest ways to make my material/product stronger.</li> </ul>	<ul style="list-style-type: none"> <li>*To begin to measure materials.</li> <li>*Describe some different characteristics of materials.</li> <li>*Be able to join materials in different ways.</li> <li>*Use joining, rolling or folding to make my product stronger.</li> <li>*Use own ideas to try to make product stronger.</li> </ul>	<ul style="list-style-type: none"> <li>*Build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>



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<b>Technical knowledge - Mechanisms</b>			<p>*To begin to use levers or slides.</p>	<p>*To begin to understand how to use wheels and axles.</p>	<p>*Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>
<b>Technical knowledge - Textiles</b>	<p>*Begin to be interested in and describe the texture of things. *Experiments to create different textures.</p>	<p>*Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	<p>*To measure, cut and join textiles to make a product, with some support. *To be able to choose suitable textiles.</p>	<p>*To measure textiles. *Join textiles together to make a product, and explain how I did it. *Carefully cut textiles to produce accurate pieces. *Explain choices of textile and why I chose them.</p>	<p>*Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>



## St Helen's Catholic Infant School

### Design and Technology Progression of Skills

#### Cross-curricular links between DT and RSHE



Technical knowledge – Food and nutrition	<ul style="list-style-type: none"> <li>*To begin to understand some food preparation tools, techniques and processes.</li> <li>*Practise stirring, mixing, pouring, blending.</li> <li>*Discuss how to make an activity safe and hygienic.</li> <li>*Discuss the use of my senses.</li> <li>*Understand the need for variety in food.</li> <li>*Begin to understand that eating well contributes to good health.</li> </ul>	<ul style="list-style-type: none"> <li>*Children know the importance for a healthy diet and talk about ways to keep healthy.</li> <li>*They talk about ways to keep healthy and safe.</li> <li>*Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</li> </ul>	<ul style="list-style-type: none"> <li>*Be able to describe textures.</li> <li>*Can wash hands &amp; clean surfaces.</li> <li>*Think of interesting ways to decorate food.</li> <li>*Say where some foods come from, (i.e. plant or animal).</li> <li>*Describe differences between some food groups (i.e. sweet, vegetable etc.).</li> <li>*Discuss how fruit and vegetables are healthy.</li> <li>*Cut, peel and grate safely, with support.</li> </ul>	<ul style="list-style-type: none"> <li>*Explain hygiene and keep a hygienic kitchen.</li> <li>*Describe properties of ingredients and the importance of varied diet.</li> <li>*Say where food comes from (animal, underground etc.)</li> <li>*Describe how food is farmed, eg: home-grown, caught.</li> <li>*Describe what “five a day” is and why we need it.</li> <li>*Cut, peel and grate with increasing confidence.</li> </ul>	<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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**Progression of Vocabulary in DT**

**Materials/structures**

EYFS	YEAR 1	YEAR 2
Cut, glue, masking tape, tools, bend.	Cut, fold, join, fix, weak, strong.	Structure, base, underneath, thicker, thinner, corner, point, straight, curved.

**Mechanisms**

EYFS	YEAR 1	YEAR 2
	Slider & Levers: Mechanism, lever, slider, slot, pivot, masking tape, fastener, pull/push, down, straight, work, design, evaluate, purpose.	Wheels & Axles: Wheel, axel, fixed, free, design, make, cutting, joining.

**Textiles**

EYFS	YEAR 1	YEAR 2
Pattern, drawing, decorate, materials, texture.	Pattern, join, mark out, decorate, running, stitch, needle, fabric.	Template, quality, suitable, features, dye, over stitch, design, fray, mock-up, seam.



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**Food and nutrition**

EYFS	YEAR 1	YEAR 2
Safe, unsafe, healthy, stir, mix, pour, blend, hygienic, smell, see, taste, healthy diet.	Preparing Fruit & Vegetables: Fruit, vegetables, soft, juicy, crunchy, sticky, smooth, sharp, crisp, sour hard, flesh, skin, seed pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, tasting, arranging, clean, safe, dirty, unsafe.	