



## Design and Technology Progression of Skills

Cross-curricular links between DT and RSHE

|               | EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Early Learning Goals                                                                                                                    | Year One                                                                                                                                                                                                                                                                                                                                      | Year Two                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | End of KS1 expectations                                                                                                                                                                                                                                                                                                                      |
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| <b>Design</b> | <p><u>Nursery</u></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.</li> <li>* Share their creations, explaining the process they have used.</li> </ul> <p><u>Reception</u></p> <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> |



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| <p><b>Make</b></p> | <p><u>Nursery</u><br/>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>Reception</u><br/>*To be able to construct with a purpose and using a variety of resources.<br/>*Use simple tools and techniques to create own products.<br/>*Build and construct with a wide range of objects.<br/>*Be able to select tools &amp; techniques to shape, assemble and join materials together.<br/>*Replicate given structures with materials / components.<br/>*Discuss how to make an activity safe and hygienic.<br/>*Understand different media can be combined for a purpose.</p> | <p>*Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> | <p>*To be able to explain what I'm making and why.<br/>*To consider what I need to do next.<br/>*Select tools/equipment to cut, shape, join, finish and explain choices.<br/>*To be able to measure, mark out, cut and shape, with support.<br/>*Choose suitable materials and explain why I've chosen them.<br/>*Try to use finishing techniques to make product look good.<br/>*Work in a safe and hygienic manner.</p> | <p>*To be able to explain what I am making and why it fits the purpose.<br/>*Make suggestions as to what I need to do next.<br/>*Join materials and components together in different ways.<br/>*Measure, mark out, cut and shape materials and components, with support.<br/>*Describe which tools I'm using and why.<br/>*Choose suitable materials and explain choices depending on characteristics.<br/>*Use finishing techniques to make product look good<br/>*Work safely and hygienically.</p> | <p>*Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>*Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> |
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### Cross-curricular links between DT and RSHE

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| <b>Evaluate</b> | <p><u>Nursery</u></p> <ul style="list-style-type: none"> <li>• Share their creations, explaining the process they have used.</li> </ul> <p><u>Reception</u></p> <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> <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> |  | <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> <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>*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> <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> | <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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| <b>Technical knowledge – Materials/structures</b> | <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> <li>*To begin to use levers or slides.</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> <li>*To begin to understand how to use wheels and axles.</li> </ul> | <ul style="list-style-type: none"> <li>*Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>*Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</li> </ul> |
| <b>Technical knowledge – Textiles</b>             | <ul style="list-style-type: none"> <li>*Begin to be interested in and describe the texture of things.</li> <li>*Experiments to create different textures.</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 measure, cut and join textiles to make a product, with some support.</li> <li>*To be able to choose suitable textiles.</li> </ul>                                                                                                 | <ul style="list-style-type: none"> <li>*To measure textiles.</li> <li>*Join textiles together to make a product, and explain how I did it.</li> <li>*Carefully cut textiles to produce accurate pieces.</li> <li>*Explain choices of textile and why I chose them.</li> </ul>                                                                                                                          | <ul style="list-style-type: none"> <li>*Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul>                                |



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| <b>Technical knowledge – Food and nutrition</b> | <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> <li>What constitutes a healthy diet (including understanding calories and other nutritional content).</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> <li>What constitutes a healthy diet (including understanding calories and other nutritional content).</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> <li>Understanding the importance of a healthy relationship with food.</li> <li>The principles of planning and preparing a range of healthy meals.</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



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| 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 & Leavers:<br>Mechanism, lever, slider, slot, pivot, masking tape, fastener, pull/push, down, straight, work, design, evaluate, purpose. | Wheels & Axles:<br>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. |

### 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. |        |