



SANDRINGHAM INFANT AND NURSERY ACADEMY

Progression of Skills



DESIGN TECHNOLOGY

Designing		
EYFS	Year 1	Year 2
<ul style="list-style-type: none"> • Select appropriate resources • Use gestures, talking and arrangements of materials and components to show design • Use contexts set by the teacher and myself • Use language of designing and making (join, build, shape, longer, shorter, heavier etc.) 	<ul style="list-style-type: none"> • state what products they are designing and making • say whether their products are for themselves or other users • describe what their products are for • generate ideas by drawing on their own experiences 	<ul style="list-style-type: none"> • work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment • say how their products will work • say how they will make their products suitable for their intended users • use simple design criteria to help develop their ideas • Use knowledge of existing products to help come up with ideas

Making		
EYFS	Year 1	Year 2
<ul style="list-style-type: none"> • Construct with a purpose, using a variety of resources • Use simple tools and techniques • Build / construct with a wide range of objects • Select tools & techniques to shape, assemble and join • Replicate structures with materials / components • Discuss how to make an activity safe and hygienic • Record experiences by drawing, writing, voice recording • Understand different media can be combined for a purpose 	<ul style="list-style-type: none"> • plan by suggesting what to do next • select from a range of tools and equipment, explaining their choices • follow procedures for safety and hygiene • use a range of materials and components, including construction materials and kits, textiles, food 	<ul style="list-style-type: none"> • plan by suggesting what to do next independently • select from a range of materials and components according to their characteristics • follow procedures for safety and hygiene • measure, mark out, cut and shape materials and components

	ingredients and mechanical components	<ul style="list-style-type: none"> assemble, join and combine materials and components use finishing techniques, including those from art and design
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Evaluating

EYFS	Year 1	Year 2
<ul style="list-style-type: none"> Adapt work if necessary Dismantle, examine, talk about existing objects/structures Consider and manage some risks Practise some appropriate safety measures independently Talk about how things work Look at similarities and differences between existing objects / materials / tools Show an interest in technological toys Describe textures 	<ul style="list-style-type: none"> talk about their design ideas and what they are making begin to suggest how their products could be improved what products are who products are for what products are for how products work how products are used where products might be used what materials products are made from what they like and dislike about products 	<ul style="list-style-type: none"> make simple judgements about their products and ideas against design criteria suggest how their products could be improved what products are who products are for what products are for how products work how products are used where products might be used what materials products are made from what they like and dislike about products

Vocabulary

	evaluate, user, purpose, product	criteria, product, function
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Materials/Structures

EYFS	Year 1	Year 2
	<ul style="list-style-type: none"> begin to measure and join materials, with some support 	<ul style="list-style-type: none"> measure materials describe some different characteristics of materials

	<ul style="list-style-type: none"> describe differences in materials suggest ways to make material/product stronger 	<ul style="list-style-type: none"> join materials in different ways use joining, rolling or folding to make it stronger use own ideas to try to make product stronger
Vocabulary		
	cut, fold, join, fix structure, weak, strong, base, top, wall, tower, framework, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic	

Mechanisms		
EYFS	Year 1	Year 2
	<ul style="list-style-type: none"> begin to use levers or slides 	<ul style="list-style-type: none"> use levers or slides begin to understand how to use wheels and axles
Vocabulary		
	slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards	vehicle, wheel, axle, axle holder, chassis, body, cab assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanisms.

Textiles		
EYFS	Year 1	Year 2
	<ul style="list-style-type: none"> measure, cut and join textiles to make a product, with some support choose suitable textiles 	<ul style="list-style-type: none"> 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 understand that a 3D textile structure can be made from two identical fabric shapes.
Vocabulary		
	joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish	

Cooking and Nutrition

EYFS	Year 1	Year 2
<ul style="list-style-type: none"> • Begin to understand some food preparation tools, techniques and processes • Practise stirring, mixing, pouring, blending • Discuss how to make an activity safe and hygienic • Discuss use of senses • Understand need for variety in food • Begin to understand that eating well contributes to good health 	<ul style="list-style-type: none"> • describe textures • wash hands & clean surfaces • think of interesting ways to decorate food • say where some foods come from, (i.e. plant or animal) • describe differences between some food groups (i.e. sweet, vegetable etc.) <ul style="list-style-type: none"> • discuss how fruit and vegetables are healthy • cut, peel and grate safely, with support 	<ul style="list-style-type: none"> • explain hygiene and keep a hygienic kitchen • describe properties of ingredients and importance of varied diet • say where food comes from (animal, underground etc.) • describe how food is farmed, home-grown, caught • draw eat well plate; explain there are groups of food • describe “five a day” • cut, peel and grate with increasing confidence
Vocabulary		
		fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients,