

Design Technology Progression Document

The Horsell Village School



	Reception	Year 1	Year 2
Design			
Knowledge		<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). • Describe what their products are for. • Use simple design criteria to help develop their ideas 	<ul style="list-style-type: none"> • Think of own ideas for design through discussion, observation, drawing and modelling. • 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). • Describe what their products are for and how they work. • Say how they will make their products suitable for their intended users.
Skills		<ul style="list-style-type: none"> • Generate ideas by drawing on their own experiences. • Use knowledge of existing products to help come up with ideas. • Develop and communicate ideas by talking and drawing or ICT use 	<ul style="list-style-type: none"> • Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups. • Model ideas by exploring materials, components and construction kits and by making templates and mock-ups.
Make			
Knowledge	<ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. 	<ul style="list-style-type: none"> • Explain what is being made and why. • Select appropriate tools and equipment for the purpose. • Begin to make their design using appropriate techniques. • Begin to build structures, exploring how they can be made stronger, stiffer and more stable. • Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	<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. • Plan by suggesting what to do next
Skills	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • ELG: Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Make use of props and materials when role playing characters in narratives and stories. • Use a range of small tools, including scissors, paint brushes and cutlery. 	<ul style="list-style-type: none"> • With help measure, mark out, cut and shape a range of materials. • Explore using tools e.g. <i>scissors and a hole punch</i> safely. • Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape. • Begin to use simple finishing techniques to improve the appearance of their product. • Follow procedures for hygiene and safety 	<ul style="list-style-type: none"> • Follow procedures for safety and hygiene. • Measure, mark out, cut and shape materials and components. • Use finishing techniques, including those from art and design. • Begin to make their design using appropriate techniques. • Demonstrate how to cut, shape and join fabric to make a simple product. • Use basic sewing techniques. • Begin to build structures, exploring how they can be made stronger, stiffer and more stable - assemble, join and combine materials and components. • Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Evaluate			
Knowledge		<ul style="list-style-type: none"> Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria). When looking at existing products explain what they like and dislike about the products and why. 	<ul style="list-style-type: none"> 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.
Skills	<ul style="list-style-type: none"> ELG: Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make. 	<ul style="list-style-type: none"> Evaluate their products as they are developed, identifying strengths and possible changes they might make. With confidence talk about their ideas, saying what they like and dislike about them.
Technical Knowledge			
Knowledge		<ul style="list-style-type: none"> Know about the simple characteristics of materials and components Know the correct technical vocabulary for the projects they are undertaking Know that a 3D textiles product can be assembled from two identical fabric shapes using different joining techniques (gluing, stapling, sewing) 	<ul style="list-style-type: none"> Know about the movement of simple mechanisms: levers, sliders, wheels and axles Explore how free-standing structures can be made stronger, stiffer and more stable Know the correct technical vocabulary for the projects they are undertaking
Skills		<ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable. 	<ul style="list-style-type: none"> Explore and use mechanisms, such as levers, sliders, wheels or axles within their products.
Food and Nutrition			
Knowledge	<ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: healthy eating 	<ul style="list-style-type: none"> Begin to understand that all food comes from plants or animals that everyone should eat at least five portions of fruit and vegetables every day. Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught. Start to understand how to name and sort foods into the five groups in 'The Eat well plate' 	<ul style="list-style-type: none"> Know that food has to be farmed, grown elsewhere (e.g. home) or caught. Know how to name and sort foods into the five groups in the Eatwell Guide. Know that everyone should eat at least five portions of fruit and vegetables every day.
Skills		<ul style="list-style-type: none"> Know how to use techniques such as cutting, spreading and peeling. Begin to prepare simple dishes safely and hygienically, without using a heat source. 	<ul style="list-style-type: none"> Demonstrate the use of techniques such as cutting, peeling and grating. Know how to prepare simple dishes safely and hygienically, without using a heat source.