

## Aims

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

Statutory Content (Early Years Framework / National Curriculum)	Early Years Framework	Key Stage 1
	<p><b>Expressive Arts and Design</b> The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p><b>Statutory ELG: Creating with Materials</b> Children at the expected level of development will:</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> <li>• Make use of props and materials when role playing characters in narratives and stories</li> </ul>	<p>When designing and making, pupils should be taught to:</p> <p><b>Design</b></p> <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> <p><b>Make</b></p> <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> <p><b>Evaluate</b></p> <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> <p><b>Technical knowledge</b></p> <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>

# St Chad's CofE Nursery and Infant School – Design and Technology Progression Map



		Reception Designer	Year 1 Designer	Year 2 Designer
<b>Progression Criteria</b>	<ul style="list-style-type: none"> <li>Attach construction materials together</li> <li>Use trial and error to form structures</li> <li>Use tools with support</li> <li>Know the importance of washing hands with soap and water</li> </ul>	<b>Design, Make and Evaluate</b> <ul style="list-style-type: none"> <li>Use various construction materials to join, stack, balance, make enclosures and create spaces</li> <li>Explain what they have made and how they have made it</li> <li>Follow verbal instructions</li> <li>Name and use a range of tools</li> <li>Develop their own ideas through experimentation</li> <li>Select tools and techniques needed to shape, assemble and join materials they are using</li> </ul>	<b>Design, Make and Evaluate</b> <ul style="list-style-type: none"> <li>Use my own ideas to make something</li> <li>Make a simple plan before making</li> <li>Choose appropriate resources and tools</li> <li>Explain to someone else how I want to make my product</li> </ul>	<b>Design, Make and Evaluate</b> <ul style="list-style-type: none"> <li>Think of an idea and plan what to do next</li> <li>Choose tools and materials and explain why I have chosen them</li> <li>Measure materials to use in a model or structure</li> <li>Explain what went well with my work.</li> <li>Explain why I have chosen specific materials</li> </ul>
		<b>Technical Knowledge</b> <ul style="list-style-type: none"> <li>Handle tools, objects, construction and malleable materials safely, with increasing control and intention in placement</li> <li>Experiment with rolling, folding, tearing and cutting</li> <li>Show a preference for a dominant hand</li> <li>Select appropriate resources and adapt work where necessary</li> <li>Know how to use a simple running stitch technique when lacing, weaving or sewing</li> </ul>	<b>Technical Knowledge</b> <ul style="list-style-type: none"> <li>Describe how something works</li> <li>Make a product which moves</li> <li>Make my model stronger</li> </ul>	<b>Technical Knowledge</b> <ul style="list-style-type: none"> <li>Explain how something works</li> <li>Make a product which uses mechanical components e.g. levers to move</li> <li>Join materials and components in different ways</li> </ul>
		<b>Cooking and Nutrition</b> <ul style="list-style-type: none"> <li>Know to drink water to stay healthy</li> <li>Taste and try healthy foods</li> </ul>	<b>Cooking and Nutrition</b> <ul style="list-style-type: none"> <li>Know the importance of washing hands before cooking and eating</li> <li>Cut food safely</li> </ul>	<b>Cooking and Nutrition</b> <ul style="list-style-type: none"> <li>Know where food comes from</li> <li>Describe the ingredients I am using</li> <li>Prepare food safety</li> </ul>
<b>Core Vocabulary</b>	Build, click Prepositions Wash	Build/stack balance join clip stick together snip/cut press down  Tools: scissors tape hole punch  Woodwork: Hammer nail screwdriver screw wood goggles tap turn  Peel spread mix pour hot danger clean  Weave thread lace sew	Draw make evaluate  Model material template  Tools: scissors stapler masking tape hole punch stapler paper fastener/ split pin  Cut join fold fix  Slider lever	Plan design make evaluate  Model material measure template decorate finish mechanism structure product texture  Tools: scissors stapler masking tape hole punch stapler paper fastener/ split pin  Lever slider wheel axle



# St Chad's CofE Nursery and Infant School – Design and Technology Progression Map



	<p><b>Enabling environments</b></p> <ul style="list-style-type: none"><li>• Create opportunities to encounter and revisit key materials, resources and tools where children can further explore their properties including form, colour, texture, composition.</li><li>• Offer resources for joining things together and combining materials, supporting where appropriate.</li><li>• Create a place where work in progress can be kept safely.</li><li>• Offer children opportunities to use their skills and explore concepts and ideas through their representations.</li></ul>	Fruit vegetable equipment ingredients hygiene safety	Fruit vegetable equipment ingredients hygiene safety
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