

Purston Infant School – Progression in Design and Technology

	Three and Four-Year Olds	Reception	ELG	Year 1	Year 2	End of KS1
<b>Design</b> <b>Developing, planning and communicating ideas.</b>	<p>Explore different materials feely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Children at the expected level of development will:</p> <p>Safely use and explore a variety of materials, tools and techniques,experimenting with colour, design, texture, form, and function;</p> <p>Share their creations, explaining the process they have used;</p>	<p>Draw on their own experience to help generate ideas.</p> <p>Suggest ideas and explain what they are going to do.</p> <p>Identify a target group for what they intend to design and make</p> <p>Model their ideas in card and paper</p> <p>Develop their design ideas applying findings from their earlier research</p>	<p>Generate ideas by drawing on their own and other people's experiences.</p> <p>Develop their design ideas through discussion, observation, drawing and modelling.</p> <p>Identify a purpose for what they intend to design and make.</p> <p>Identify simple design criteria</p> <p>Make simple drawings and label parts</p>	<p>When designing and making, pupils should be taught to:</p> <p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>

**Make**

**Working with tools, equipment, materials and components to make quality products (inc food)**

Join different materials and explore different textures.  
Use one-handed tools and equipment  
Use a comfortable grip with good control when holding pens and pencils.  
Show preference for a dominant hand.

Create collaboratively, sharing ideas, resources and skills.  
  
Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Make use of props and materials when role playing characters in narratives and stories.

Make their design using appropriate techniques.  
With help measure, mark out, cut and shape a range of materials.  
Use tools eg scissors and a hole punch safely.  
Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.  
Select and use appropriate fruit and vegetables, processes and tools.  
Use basic food handling, hygienic practices and personal hygiene.  
Use simple finishing techniques to improve the appearance of their product

Begin to select tools and materials; use vocab' to name and describe them.  
Measure, cut and score with some accuracy.  
Use hand tools safely and appropriately.  
Assemble, join and combine materials in order to make a product.  
Cut, shape and join fabric to make a simple garment. Use basic sewing techniques.  
Follow safe procedures for food safety and hygiene.  
Choose and use appropriate finishing techniques

Make  
Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  
  
Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

<p style="text-align: center;"><b>Evaluate</b> Evaluating processes and products</p>	<p>Discuss and talk about their creation – saying what is good or what could change</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Discuss what the like/dislike about their work and what they may do next time.</p>		<p>Evaluate their product by discussing how well it works in relation to the purpose.</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Evaluate their product by asking questions about what they have made and how they have gone about it.</p>	<p>Evaluate against their design criteria.</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Talk about their ideas, saying what they like and dislike about them.</p>	<p>Evaluate</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p>
<p style="text-align: center;"><b>Vocabulary</b></p>	<p><u>Construction</u> Make, cut, join,</p> <p><u>Food</u> Bake, cook, ingredients, taste</p>	<p><u>Construction</u> Make, cut, join, strong, change, sturdy</p> <p><u>Food</u> Ingredients, healthy, cook, taste</p>		<p><u>Construction</u> cut, join, moving picture, mechanism, lever slider, pivot, construct, structure</p> <p><u>Food</u> ingredients, healthy, chopping board, hygiene, chef</p> <p><u>Textiles</u> textiles, needle, thread, pin</p>	<p><u>Construction</u> cut, join, moving picture, mechanism, lever slider, pivot, construct, structure, stable</p> <p><u>Food</u> ingredients, healthy, chopping board, hygiene, chef, nutritious, balanced, appealing</p> <p><u>Textiles</u> textiles, needle, thread, pin, pattern piece, applique</p>	<p>Technical knowledge</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>