



## Prior Heath Infant School

### Progression of skills and knowledge overview- Design and Technology (DT)

Year R			
End of year milestones (What do children need to achieve in DT to be ready for the next school year?)			
Expressive Arts and Design: Creative with materials		<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>	
Communication and Language: Speaking		<ul style="list-style-type: none"><li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li></ul>	
Physical Development: Fine motor		<ul style="list-style-type: none"><li>• Use a range of small tools, including scissors, paint brushes and cutlery.</li><li>• Begin to show accuracy and care when drawing.</li></ul>	
Personal, Social and Emotional Development: Managing self		<ul style="list-style-type: none"><li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li></ul>	
Key Vocabulary for this year			
join attach masking tape scissors glue slider moving paper fastener/split pin pivot design plan fold spring join weave fabric thread material			
Progression of skills			
Design	Make	Evaluate	Technical knowledge
Have own ideas and explain what I want to do	Construct with a purpose, using a variety of resources	Adapt work if necessary	Begin to use levers or slides  Cut materials safely using tools provided.

<p>Select appropriate resources</p> <p>Use gestures, talking and arrangements of materials and components to show design</p> <p>Use contexts set by the teacher and myself</p> <p>Use language of designing and making (join, build, shape, longer, shorter, heavier etc.)</p>	<p>Use simple tools and techniques</p> <p>Build / construct with a wide range of objects</p> <p>Select tools &amp; techniques to shape, assemble and join</p> <p>Replicate structures with materials / components</p> <p>Record experiences by drawing, writing, voice recording</p> <p>Understand different media can be combined for a purpose</p>	<p>Dismantle, examine, talk about existing objects/structures</p> <p>Consider and manage some risks</p> <p>Practise some appropriate safety measures independently</p> <p>Talk about how things work</p> <p>Look at similarities and differences between existing objects / materials / tools</p>	<p>Begin to join materials, with support</p>
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## National Curriculum end of KS1 expectations

Pupils should be taught to:

### **Design**

Design purposeful, functional, appealing products for themselves and other users based on design criteria

Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

### **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

### **Evaluate**

Explore and evaluate a range of existing products

Evaluate their ideas and products against design criteria

### **Technical knowledge**

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.

Year 1
<b>End of year milestones</b> (What do children need to achieve in DT to be ready for the next school year?)
<ul style="list-style-type: none"><li>• Design - I can draw my ideas on my plan and what materials I need</li><li>• Make - I can select and use appropriate equipment to make my design</li><li>• Evaluate I can talk about my finished playground design</li><li>• I can say how well it matches my original idea</li><li>• Make - I can follow my plan. I can select and use appropriate equipment and materials</li><li>• Evaluate - I can say what went well and it matches my design</li></ul>

<b>Key Vocabulary for this year</b> playground, equipment, structure, stable, strong, frame, materials, wood, plastic, metal, design, evaluate puppet, material, fabric, felt, sew, needle, thread			
<b>Progression of skills</b>			
<b>Design</b>	<b>Make</b>	<b>Evaluate</b>	<b>Technical knowledge</b>
Have own ideas and explain what I want to do, evaluate and refine	Explain what I'm making and why	Talk about my work, linking it to what I was asked to do	Begin to measure and join materials, with some support
Explain what my product is for, and how it will work	Consider what I need to do next	Talk about existing products, and say what is and isn't good	Describe differences in materials
Use pictures and words to plan	Select tools/equipment to cut, shape, join, finish and explain choices	Talk about things that other people have made	Suggest ways to make material/product stronger
Design a product for myself following design criteria	Measure, mark out, cut and shape, with support	Begin to talk about what could make product better	Measure, cut and join textiles to make a product, with some support
	Choose suitable materials and explain choices		Choose suitable textiles
<b>Year 2</b>			
<b>End of year milestones</b> (What do children need to achieve in DT to be ready for the next school year?)			
<ul style="list-style-type: none"> <li>• Design - I can list the tools and materials I will need</li> <li>• Make I can say what a winding mechanism is and I can follow my design</li> <li>• Evaluate I can say what worked well and how it matches my design</li> <li>• Design - I can explain what I want to do and describe how I may do it</li> <li>• Make - I can explain what I am making and why it fits the purpose</li> <li>• Evaluate I can talk about what I would do differently if I were to do it again and why</li> <li>• Technical knowledge- I can join textiles together to make a product</li> </ul>			
<b>Key Vocabulary for this year</b> Winding mechanism, axle character, puppet, seam, stitch, needle, thread, strong, quality features			
<b>Design</b>	<b>Make</b>	<b>Evaluate</b>	<b>Technical knowledge</b>

<p>Have own ideas and plan what to do next</p> <p>Select suitable materials</p> <p>Explain what I want to do and describe how I may do it</p> <p>Explain purpose of product, how it will work and how it will be suitable for the user</p> <p>Describe design using pictures, words, models, diagrams</p> <p>Design products for myself and others following design criteria</p> <p>Use knowledge of existing products to produce ideas</p>	<p>Explain what I am making and why it fits the purpose</p> <p>Make suggestions as to what I need to do next.</p> <p>Join materials and components together in different ways</p> <p>Measure, mark out, cut and shape materials and components, with support.</p> <p>Describe which tools I'm using and why</p> <p>Choose suitable materials and explain choices depending on characteristics.</p> <p>Use finishing techniques to make product look good</p>	<p>Describe what went well, thinking about design criteria</p> <p>Talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion</p> <p>Evaluate how good existing products are</p> <p>Talk about what I would do differently if I were to do it again and why</p>	<p>Measure materials</p> <p>Describe some different characteristics of materials</p> <p>Join materials in different ways</p> <p>Use own ideas to try to make product stronger</p> <p>Begin to understand how to use wheels and axles</p> <p>Join textiles together to make a product, and explain how I did it</p> <p>Carefully cut textiles to produce accurate pieces</p>
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