

'Together we learn – United we achieve'

TOWNVILLE INFANTS' SCHOOL

DT: Progression Document

Year 2 Nurserv Reception Year 1 Personal, Social and Emotional **Physical Development:** Through a variety of creative and practical activities, pupils should be taught the Progress towards a more fluent style of **Development**: Select and use activities and resources, with help when needed. moving, with developing control and

to them. **Physical Development**: Use large-muscle movements to wave flags and streamers, paint and make marks; Choose the right resources to carry out

This helps them to achieve a goal they

have chosen or one which is suggested

their own plan; Use one-handed tools and equipment, for example, making snips in paper with scissors.

Understanding the World: Explore how things work

Expressive Arts and Design:

Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

arace: Develop their small motor skills so that they can use a range of tools competently, safely and confidently; Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Expressive Arts and Design: Explore, use and refine a variety of artistic effects to express their ideas and feelings; Return to and build on their previous learning, refining ideas and developing their ability to represent them; Create collaboratively, sharing ideas, resources and skills.

ELG:

Physical Development, Fine Motor Skills: Use a range of small tools, including scissors, paintbrushes and cutlery.

Expressive Arts and Design, Creating with Materials:

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used.

knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment] When designing and making, 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.

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to:

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from

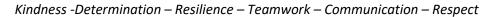


Kindness - Determination – Resilience – Teamwork – Communication – Respect

'Together we learn – United we achieve'

TOWNVILLE INFANTS' SCHOOL

	Nursery	Reception	Year 1	Year 2
Design	Plan what they want to make or build and choose the bricks or resources they need	Plan what they are going to make and make decisions about the best resources and tools they will need Begin to use pictures and words to plan their design	Think of their own ideas for design. Use pictures and words to plan. Design a purposeful product for myself, following design criteria. Work in a range of contexts (imaginary, home, school, wider community, story- based).	Explain how their designs will work using pictures, diagrams, models, mock-ups, words and ICT. Design a purposeful product for others, following design criteria and myself. Work confidently in a range of contexts (imaginary, home, school, wider community, story-based etc). Use their knowledge of existing products
Design Vocabulary	Make, Build, Bricks e.g. Lego, Duplo, Card, Paper, Crayons, Pencil, Scissors, Paint, Felt tip pens	Resources, Materials, Shiny, rough, smooth etc Plan, Label, Scissors, Card, paint etc	Plan, Product, Criteria, Equipment, Design, Diagram, Model, Mock up, Purposeful, Existing products, functionality, appearance, purpose, finish, diagram, features	

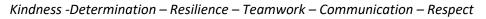




'Together we learn – United we achieve'

TOWNVILLE INFANTS' SCHOOL

	Begin to talk about what they are	Talk about what they are making and	Explain what is being made and why.	Explain what is being made and why the
	making	what materials they are using.	Select appropriate tools and equipment	audience will like it.
	Say some names of tools	Can select the resources they need and	for the purpose.	Choose appropriate tools and equipment,
	Begin to know the purpose of tools	adapt their work where necessary.	Select from a range of tools and	describing and explaining why they are
	e.g. scissors for cutting	Select materials from a limited range	equipment, materials and components	being used
	Exploring using glue and tape to join	that will meet a simple design criteria eg	according to the characteristics needed	Select from a wide range of tools and
	materials	shiny	Fold, tear and cut paper and card	equipment, materials and components
	Uses different construction materials	Begin to fold, tear, cut paper and card	Demonstrate a range of joining	according to the characteristics needed.
	Joins construction materials together	Begin to use different joining techniques	techniques such as gluing or taping	Demonstrate a range of joining
	to build and balance	such as gluing and taping	With support, measure and mark out	techniques such as gluing, taping or
		Constructs with a purpose in mind	lines	creating hinges.
			Begin to build structures, begin	Cut materials safely using tools provided
9			exploring how they can be made	Demonstrate a range of cutting and
Make			stronger, stiffer and more stable	shaping techniques such as tearing,
2			Explore and use mechanisms eg wheels	folding, cutting and curling
			and axis	Use simple pop ups
			Begin to assemble and join materials	Build structures and explore how they
			together	can be made firmer, stronger and more
			Begin to use simple finishing techniques.	stable
				With support, measure, cut and score
				with some accuracy
				Learn to use hand tools safely and with
				some accuracy
				Demonstrate how to draw, cut and make
				to join a product
				Start to choose and use finishing
				techniques based on their own ideas
la	Make, Scissors, Tools, Cut, Glue	Materials, Resources, Change, Tools,	Fold, tear, cut, roll, Glue, Tape, Measure,	
Make Vocabula rv	Tape – cellotape and masking tape	Fold, tear, cut, Glue, Tape – cellotape	Hacksaw, Vice, Audience, Appropriate, To	• •
Me		and masking		ing, Lever, Slider, Slot, Pivot, Guide/bridge,
<u> </u>			Fastener, chop, grate, grater, knife, mash,	masher, peel, peeler, slice, tear





'Together we learn – United we achieve'

TOWNVILLE INFANTS' SCHOOL

			T	D1. Progression Document
Evaluate	Describe simple models or drawings they have made. Ascribes meanings to their drawings	Talk about their own work and explain what it is Begin to evaluate their own work by saying what they like and dislike	Talk about their own and pre-existing products, saying what is good or bad about them. Say whether their product does what it should do (fits the design brief) an how it could be improved. Talk about what the product is Who it is for, how it works, where it might be used Talk about what materials the product is made from	Describe how their own and pre existing products work, evaluating what went well and how they could be changed Explain what the product is, who it is for and how it might be used Explain where the product might be used and what materials the product is made from Explain what they like and dislike about the product
Evaluate Vocabulary	Names of buildings such as house, school Names of vehicles such as car, bus, train Name of family members such as mum, dad Name of parts of the body such as	Good, Bad, Like, Dislike, Better	Talk about what they like and dislike about it Products, Better, evaluate, Change, Brief, Audience, compare, alter, success, design similar	Improve, Products, Alter, Existing products, criteria, strength, weakness, different,
Cooking and Nutrition	head, arms Can wash and dry hands most of the time Eats a healthy range of foodstuffs Has some awareness of different foods – healthy and unhealthy Washes hands before preparing foods with reminders Cuts ingredients safely with support	Talking about which foods are healthy and unhealthy and the importance of a healthy diet. Understands how good hygiene contributes to being healthy Knows to wash hands before eating and preparing food Can cut simple ingredients safely	Begin to put foods in the 5 groups in the Eatwell plate Understand where food comes from Begin to understand that everyone should eat 5 portions of fruit and vegetables a day Group familiar food products eg Fruit and vegetables Cut ingredients safely Prepare simple ingredients safely and hygienically without using a heat source.	Group foods into the five groups in the Eatwell plate. Know that food comes from plants or animals Know that food has to be farmed Know that everyone should eat 5 portions of fruit and vegetables a day Cut, grate or peel ingredients safely Prepare simple dishes – safely and hygienically - without using a heat source Measure or weigh using cups or electronic scales



Kindness - Determination – Resilience – Teamwork – Communication – Respect

'Together we learn – United we achieve'

TOWNVILLE INFANTS' SCHOOL

	Wash, Good, Bad, Wash, Clean, Dry,	Healthy, Unhealthy, Diet, Wash, Clean,	Protein, Carbohydrate, Fat, Diary, Sugars, Fruit and vegetables, Farming, Germs,
nd	Chop	Cut, chop	Balanced, Grams, Measure, standard, non- standard, source, hygiene, flavour,
Cooking an Nutrition			healthy, , ingredient, salad, chop, grate, grater, knife, mash, masher, peel, peeler,
cin			slice, tear, hygiene, rule, safety
loc Nu			
3			