



	Nursery	Reception	Year 1	Year 2
National Curriculum and EYFS statements	<p>Personal, Social and Emotional Development: Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</p> <p>Physical Development: Use large-muscle movements to wave flags and streamers, paint and make marks; Choose the right resources to carry out their own plan; Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Understanding the World: Explore how things work</p> <p>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.</p>	<p>Physical Development: Progress towards a more fluent style of moving, with developing control and grace; 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.</p> <p>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.</p> <p>ELG: Physical Development, Fine Motor Skills: Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>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.</p>	<p>Through a variety of creative and practical activities, pupils should be taught the 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:</p> <p>Design</p> <ul style="list-style-type: none"> • 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 <p>Make</p> <ul style="list-style-type: none"> • 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>Evaluate</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> • 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. <p>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:</p> <ul style="list-style-type: none"> • 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

DT: Progression Document

	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

DT: Progression Document

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



Evaluate	<p>Describe simple models or drawings they have made. Ascribes meanings to their drawings</p>	<p>Talk about their own work and explain what it is Begin to evaluate their own work by saying what they like and dislike</p>	<p>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 Talk about what they like and dislike about it</p>	<p>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</p>
Evaluate Vocabulary	<p>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 head, arms</p>	<p>Good, Bad, Like, Dislike, Better</p>	<p>Products, Better, evaluate, Change, Brief, Improve, Products, Alter, Existing products, Audience ,compare, alter, success, design criteria, strength, weakness, different, similar</p>	
Cooking and Nutrition	<p>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</p>	<p>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</p>	<p>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.</p>	<p>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</p>



Kindness -Determination – Resilience – Teamwork – Communication – Respect

'Together we learn – United we achieve'

TOWNVILLE INFANTS' SCHOOL

DT: Progression Document

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