



CARRINGTON INFANT SCHOOL – PROGRESSION DOCUMENT– D& T 2024 – 2025
TOGETHER WE SPARKLE & SHINE

 D&T Knowledge & Skills Progression	EYFS	Year 1	Year 2
Design	<p>ELG – Listening, Attention and Understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG – Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>ELG Managing self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>ELG Self-Regulation Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p>	<p>NC Design purposeful, functional, appealing products for themselves and other users based on design criteria</p>	

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Design	<p>Develop own ideas and then decide which materials to use to express them</p> <p>Explore different materials, in order to develop ideas about how to use them and what to make</p> <p>Making verbal plans and material choices</p>	<p>Design simple products that work and look appealing based on a given design criteria</p> <p>Develop design ideas by applying findings from earlier research</p> <p>Know about different types of structures, found in the natural world and in everyday objects</p> <p>Discuss, make simple drawings, models and where appropriate, use ICT to communicate ideas</p>	<p>Develop design ideas by applying findings from earlier research and learning</p> <p>To know some real-life items that use wheels</p> <p>Design a vehicle that includes wheels, axles and axle holders, that when combined, will allow the wheels to move</p> <p>Creating clearly labelled drawings that illustrate movement</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>


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Evaluate	ELG – Creating with Materials Share their creations, explaining the process they have used ELG – Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate	NC Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria	
Evaluate	Giving a verbal evaluation of their own and others' junk models with adult support Considering what they would do differently if they were to do it again Describing their favourite and least favourite part of their model Create collaboratively, sharing ideas, resources and skills	Apply knowledge gained from earlier work/research to evaluate their own and others work Test a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed Discuss own ideas and designs Explore the features of structures Evaluating the strength, stiffness and stability of own structure Comparing the stability of different shapes	Apply knowledge gained from earlier work/research to evaluate their own and others work Test a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed Evaluate the quality of the stitching on others' work

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Evaluate	Return to and build on previous learning, refining ideas	Testing the strength of own structures Identifying the weakest part of a structure	Discussing as a class, the success of their stitching against the success criteria Identifying aspects of their peers' work that they particularly like and why Testing wheel and axle mechanisms, identifying what stops the wheels from turning, and recognising that a wheel needs an axle in order to move
Technical Knowledge		NC: 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	NC: Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products


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Technical Knowledge	<p>To know there are a range to different materials that can be used to make a model and that they are all slightly different</p> <p>Make simple suggestions to fix their junk model</p> <p>To know how best to join different materials</p> <p>To know how to stiffen and strengthen</p>	<p>To know that shapes and structures with wide, flat bases or legs are the most stable</p> <p>To understand that the shape of a structure affects its strength</p> <p>To know that materials can be manipulated to improve strength and stiffness</p> <p>To know that a structure is something which has been formed or made from parts</p> <p>To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move</p> <p>To know that a mechanism is the parts of an object that move together</p> <p>Explain how to adapt mechanisms, using bridges or guides to control the movement where appropriate</p>	<p>To know that wheels need to be round to rotate and move smoothly</p> <p>To understand that for a wheel to move it must be attached to a rotating axle</p> <p>To know that an axle moves within an axle holder which is fixed to the vehicle or toy</p> <p>To know that the frame of a vehicle (chassis) needs to be balanced.</p> <p>To know that sewing is a method of joining fabric</p> <p>To know that different stitches can be used when sewing</p> <p>To understand the importance of tying a knot after sewing the final stitch</p> <p>To know that a thimble can be used to protect my fingers when sewing</p>

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		<p>To know that a slider mechanism moves an object from side to side</p> <p>To know that a slider mechanism has a slider, slots, guides and an object.</p> <p>To know that bridges and guides are bits of card that purposefully restrict the movement of the slider</p> <p>To know that a lever is a ridged bar resting on a pivot</p> <p>To know how to use a pivot when making a wheel mechanism</p>	
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Make	<p>ELG – Fine Motor Skills Use a range of small tools, including scissors, paint brushes and cutlery</p> <p>ELG – Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p>NC Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	
Make	<p>Describe their junk model, and how they intend to put it together</p> <p>Join different materials and explore different textures</p> <p>Use different types of glue for different purposes</p> <p>Begin to use simple threading tools and equipment to develop basic sewing skills</p>	<p>Follow a design to create moving models that use levers, sliders and wheel mechanisms</p> <p>Making a structure according to a given design criteria</p> <p>Creating joints and structures from paper/card and tape</p> <p>Building a strong and stiff structure by folding paper</p>	<p>Follow their own design to make a purposeful product according to a given design criteria</p> <p>Adapting mechanisms, when: They do not work as they should To fit their vehicle design To improve how they work after testing their vehicle</p> <p>Selecting and cutting fabrics for sewing</p>




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Make	Improve fine motor/scissor skills with a variety of materials		Decorating a pouch using fabric glue or running stitch Threading a needle Sewing running stitch, with evenly spaced, neat, even stitches to join fabric Neatly pinning and cutting fabric using a template.

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Cooking and Nutrition	<p>ELG: Listening, Attention and Understanding Make comments about what they have heard and ask questions to clarify their understanding</p> <p>ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>ELG: Self-Regulation Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>ELG – Fine Motor Skills Use a range of small tools, including scissors, paint brushes and cutlery</p> <p>ELG – Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p>NC Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p>	

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Cooking and Nutrition	<p>Talk about basic ingredients</p> <p>Know that things change once cooked</p> <p>Know the difference between sweet and savoury</p> <p>Begin to make simple dishes and follow instructions with support</p> <p>Mix, spread and pour ingredients</p>	<p>Design healthy snacks based on a design given criteria</p> <p>Describing the taste, texture and smell of fruit and vegetables</p> <p>Choose ingredient combinations based on personal preferences</p> <p>To know that 'diet' means the food and drink that a person or animal usually eats</p> <p>To understand what makes a balanced diet</p> <p>To know that 'ingredients' means the items in a mixture or recipe</p> <p>To know how foods can change when frozen</p> <p>Evaluate own design based on a given design criteria</p>	<p>Design an appealing product based on a given design criteria</p> <p>Choose ingredient combinations based on personal preferences describing the taste, texture and smell of fruit and vegetables</p> <p>To know that 'diet' means the food and drink that a person or animal usually eats</p> <p>To understand what makes a balanced diet</p> <p>Understand where food comes from</p> <p>To know that 'ingredients' means the items in a mixture or recipe</p>



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		<p>Design healthy snacks based on a design given criteria</p> <p>Describing the taste, texture and smell of fruit and vegetables</p> <p>Chop foods safely using the bridge and claw grip</p> <p>Use a range of tools and equipment to perform practical tasks e.g. cut, shape, join and finish</p> <p>Use different methods to add, mix and manipulate ingredients (pour, roll)</p>	<p>To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar</p> <p>To understand that I should eat a range of different foods from each food group, and roughly how much of each food group</p> <p>To understand that ingredients can change when heated</p> <p>Evaluating food by giving a score</p> <p>Taste test food combinations and final products</p> <p>Use different methods to add, mix and manipulate ingredients (pour, sprinkle, spoon, fold, roll)</p>