


CARRINGTON INFANT SCHOOL – PROGRESSION DOCUMENT– D& T

|  D&T Knowledge & Skills Progression | EYFS | Year 1 | Year 2 |
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| 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</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>ELG Managing self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>ELG Self-Regulation</p> <p>Set and work towards simple goals, being able to wait for what they</p> | <p>NC</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</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>NC</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</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</p> |

CARRINGTON INFANT SCHOOL – PROGRESSION DOCUMENT– D& T

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| | <p>want and control their immediate impulses when appropriate</p> <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>talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> |
|  <p>D&T Knowledge & Skills Progression</p> | <p>EYFS</p> | <p>Year 1</p> | <p>Year 2</p> |
| <p>Evaluate</p> | <p>ELG – Creating with Materials Share their creations, explaining the process they have used</p> <p>ELG – Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> | <p>NC Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Apply knowledge gained from earlier work/research to evaluate their own and others work</p> <p>Discuss own ideas and designs</p> | <p>NC Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Apply knowledge gained from earlier work/research to evaluate their own and others work</p> <p>Test a finished product, seeing</p> |

CARRINGTON INFANT SCHOOL – PROGRESSION DOCUMENT– D& T

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| | <p>Giving a verbal evaluation of their own and others' junk models with adult support</p> <p>Considering what they would do differently if they were to do it again</p> <p>Describing their favourite and least favourite part of their model</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Return to and build on previous learning, refining ideas</p> | <p>Explore the features of structures</p> <p>Evaluating the strength, stiffness and stability of own structure</p> <p>Comparing the stability of different shapes</p> <p>Testing the strength of own structures</p> <p>Identifying the weakest part of a structure</p> | <p>whether it moves as planned and if not, explaining why and how it can be fixed</p> <p>Evaluate the quality of the stitching on others' work</p> <p>Discussing as a class, the success of their stitching against the success criteria</p> <p>Identifying aspects of their peers' work that they particularly like and why</p> <p>Testing wheel and axle mechanisms, identifying what stops the wheels from turning, and recognising that a wheel needs an axle in order to move</p> |
| <p>Technical Knowledge</p> | <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>NC</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> | <p>NC</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p> <p>To know that wheels need to be round to rotate and move smoothly</p> |

CARRINGTON INFANT SCHOOL – PROGRESSION DOCUMENT– D& T

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| | <p>With support talk about and demonstrate how best to join different materials</p> <p>Start to explore ways 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 a slider mechanism moves an object from side to side</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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CARRINGTON INFANT SCHOOL – PROGRESSION DOCUMENT– D& T

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| | | <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> | |
|  <p>D&T Knowledge & Skills Progression</p> | <p>EYFS</p> | <p>Year 1</p> | <p>Year 2</p> |
| <p>Make</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 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> | <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> |

CARRINGTON INFANT SCHOOL – PROGRESSION DOCUMENT– D& T

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| | <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>Improve fine motor/scissor skills with a variety of materials</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> <p>Decorating a pouch using fabric glue or running stitch</p> <p>Threading a needle</p> <p>Sewing running stitch, with evenly spaced, neat, even stitches to join fabric</p> <p>Neatly pinning and cutting fabric using a template.</p> |
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|  D&T Knowledge & Skills Progression | EYFS | Year 1 | Year 2 |
| 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</p> | <p>NC Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</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>NC Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p> <p>Design an appealing product based on a given design criteria</p> <p>Choose ingredient combinations based on personal preferences</p> |

CARRINGTON INFANT SCHOOL – PROGRESSION DOCUMENT– D& T

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| | <p>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>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>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>Chop foods safely using the bridge and claw grip</p> <p>Use different methods to add, mix and manipulate ingredients (pour, roll)</p> | <p>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>To know that ‘ingredients’ means the items in a mixture or recipe</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> |
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CARRINGTON INFANT SCHOOL – PROGRESSION DOCUMENT– D& T

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| | | | <p>Chop foods safely using the bridge and claw grip</p> <p>Use different methods to add, mix and manipulate ingredients (pour, sprinkle, spoon, fold, roll)</p> |
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