

## D&T Progression of Skills Netherton Infant and Nursery School



	Nursery	Reception	Year 1	Year 2
Design	<p>Begin to talk about what they are going to make and how to go about it.</p> <p>Talk about what they have made and express likes and dislikes.</p>	<p>Begin to use the language of designing and making, e.g. build, shape, join.</p> <p>Begin to plan and adapt ideas, making changes where necessary.</p>	<p>Draw on their own experience to help generate ideas.</p> <p>State if the products they intend to design are for themselves or someone else.</p> <p>Say what their product will be used for and identify a simple design criteria Suggest ideas and explain what they are going to do. Make a simple drawing of their design ideas.</p>	<p>Draw on their own and others' experience to generate ideas.</p> <p>Identify a target group for the product they intend to design and make.</p> <p>Identify a purpose for the product they intend to design and make.</p> <p>Develop own design ideas through discussion, observation, drawing and modelling.</p> <p>Make simple drawings of their design and label parts.</p>
Make	<p>Begin to select resources to make a product.</p> <p>Understand that tools can be used for a purpose.</p> <p>Join construction pieces together to build and balance.</p>	<p>Select tools and techniques needed to shape, assemble and join materials, e.g. scissors, Sellotape, glue, stapler</p>	<p>Make their designs using appropriate tools and techniques.</p> <p>With support measure, mark out, cut and shape a range of materials.</p> <p>Use tools safely and appropriately, with support.</p> <p>Assemble, join and combine materials and components together.</p> <p>Use simple finishing techniques to improve the appearance of their product.</p>	<p>Begin to select appropriate tools, materials and techniques – use technical vocabulary to name and describe them.</p> <p>Measure, cut and score with some accuracy.</p> <p>Use tools safely and appropriately.</p> <p>Assemble, join and combine materials and components in order to make a product. Cut, shape and join fabric using basic sewing techniques.</p> <p>Choose and use appropriate finishing techniques to improve the appearance of their product.</p>

<b>Evaluate</b>	<p>Begin to talk about products they have made.</p>	<p>Talk about existing products and begin to suggest why some materials or features could have been used.</p> <p>Begin to talk about changes made during the making process, e.g why they have used a particular joining method and whether an alternative would be better.</p>	<p>Explore existing products – say who and what they are for and what they like/dislike about a product.</p> <p>Evaluate their product by discussing how well it works in relation to its purpose</p> <p>Evaluate their products as they are developed identifying strengths and possible changes they might make.</p> <p>Evaluate their product by asking questions about what they have made and how they went about it.</p>	<p>Explore existing products – say who and what they are for and what they like/dislike about a product, discussing how it could be improved.</p> <p>Evaluate their product against their design criteria.</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Talk about their product, saying what they like and dislike about it. Identify how they made their product and if they would make any changes next time.</p>
<b>Technical Knowledge</b>	<p>Learn how to handle simple equipment and tools safely.</p>	<p>Learn how to handle a range of equipment and tools safely.</p> <p>Learn how everyday objects work.</p>	<p>Understand the simple working characteristics of materials and components. Understand about the movement of simple mechanisms including levers and sliders.</p> <p>Know the correct technical vocabulary for the projects they are undertaking.</p> <p>Understand how freestanding structures can be made stronger, stiffer and more stable.</p>	<p>Understand the simple working characteristics of materials and components</p> <p>Understand about the movement of simple mechanisms including wheels and axles.</p> <p>Know the correct technical vocabulary for the projects they are undertaking. Understand and demonstrate how to make freestanding structures stronger, stiffer and more stable.</p>

<p style="text-align: center;"><b>Cooking and Nutrition</b></p>	<p>Begin to talk about different kinds of food and healthy choices. Have an understanding of basic hygiene rules.</p>	<p>Begin to talk about different kinds of food and suggest some healthy choices. Describe the taste and textures of some foods. Have an understanding of basic hygiene rules. Begin to understand some of the tools, techniques and processes involved in food preparation.</p>	<p>Know that all food comes from plants or animals. Know that everyone should eat at least five portions of fruit and vegetables every day. Select and use appropriate fruit and vegetables, processes and tools. Prepare simple dishes safely and hygienically, without using a heat source. Use techniques such as cutting to prepare simple dishes.</p>	<p>Know that food has to be farmed, grown elsewhere or caught. Name and sort foods into the five groups according to the Eatwell guide. Select and use appropriate combinations of ingredients, processes and tools. Prepare simple dishes safely and hygienically Use techniques such as chopping, peeling and grating to prepare simple dishes.</p>
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