

Design and Technology Progression of Skills at Tannery Drift First School

Skill	Early Years	Year 1	Year 2	Year 3	Year 4
Generating Ideas	<p>Expressing Arts and Design Development Matters: Age 3&4 Explore different materials freely, 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.</p> <p>Development Matters: Age 4&5 Create collaboratively, sharing ideas, resources and skills</p> <p style="text-align: center;">Early Learning Goal</p> <p style="text-align: center;">Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Draw on their own experience to help generate ideas.</p> <p>Suggest ideas and explain what they are going to do.</p> <p>Identify a target group for what they intend to design and make.</p> <p>Develop their design ideas applying findings from their earlier research.</p>	<p>Generate ideas by drawing on their own and other people's experiences.</p> <p>Develop their design ideas through discussion, observation, drawing and modelling.</p> <p>Identify a purpose for what they intend to design and make.</p> <p>Identify simple design criteria Make simple drawings and label parts.</p>	<p>Generate ideas for an item, considering its purpose and the user(s).</p> <p>Identify a purpose and establish criteria for a successful product.</p> <p>Plan the order of work before starting</p> <p>Explore, develop and communicate design proposals by modelling ideas.</p> <p>Make drawings with labels when designing.</p>	<p>Generate ideas, considering the purposes for which they are designing.</p> <p>Make labelled drawings from different views showing specific features.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.</p> <p>Evaluate products and identify criteria that can be used for their own designs.</p>
Making	<p>Expressing Arts and Design Development Matters: Age 3&4 Join different materials and explore different textures.</p> <p>Development Matters: Age 4&5 Create collaboratively, sharing ideas, resources and skills</p> <p>Physical Development Development Matters: Age 3&4 Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Development Matters: Age 4&5 Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p> <p style="text-align: center;">Early Learning Goal</p> <p style="text-align: center;">Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>With support select appropriate tools and equipment for the purpose.</p> <p>Use simple finishing techniques to improve the appearance of their product.</p>	<p>Select appropriate tools and equipment for the purpose describe and explain why they are being used.</p> <p>Use simple finishing techniques to improve the appearance of their product with more detail and accuracy.</p>	<p>Select and use a range of tools and materials to suit a given purpose.</p> <p>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment.</p>	<p>Think about their ideas as they make progress and be willing change things if this helps them improve their work.</p> <p>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment, adjusting as necessary.</p>

<p>Evaluating</p>	<p>Expressing Arts and Design Development Matters: Age 4&5 Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Early Learning Goal Creating with Materials Share their creations, explaining the process they have used.</p>	<p>Evaluate their product by discussing how well it works in relation to the 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 have gone about it.</p>	<p>Evaluate 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 ideas, saying what they like and dislike about them.</p>	<p>Evaluate their product against original design criteria <i>e.g. how well it meets its intended purpose.</i></p> <p>Disassemble and evaluate familiar products.</p>	<p>Evaluate their work both during and at the end of the assignment.</p> <p>Evaluate their products carrying out appropriate tests.</p>
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Skill	Early Years	Key Stage 1		Key Stage 2	
Food & Nutrition	<p>Physical Development Development Matters: Age 3&4 Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Development Matters: Age 4&5 Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Personal, Social, Emotional Development Matters: Age 3&4 Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Development Matters: Age 4&5 Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating</p> <p>Early Learning Goals</p> <p>Personal, Social, Emotional Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>Physical Development Use a range of small tools, including scissors, paintbrushes and cutlery.</p>	<p>Understand that we all need a balanced diet to be healthy and active.</p> <p>Understand that we need to eat more or less of different foods.</p>		<p>Understand what makes a healthy and balanced diet.</p> <p>Understand that different foods and drinks provide different substances that enable the body to be healthy and active.</p> <p>Use the eat well plate.</p>	
		<p>Follow basic food safety rules when preparing and cooking food.</p> <p>Get ready to cook: tie back long hair, wash and dry hands, put on a clean apron.</p>		<p>Follow basic food safety rules when preparing and cooking food.</p> <p>Understand how bacteria in food can cause food poisoning or food to go mouldy.</p> <p>Get ready to cook: tie back long hair, wash and dry hands, put on a clear apron, clean and prepare area for cooking.</p> <p>Follow basic food safety rules when preparing and cooking food.</p>	
		<p>Use measuring spoons for liquids, solids and dry ingredients.</p>		<p>Use a jug to measure liquids.</p> <p>Use weighing scales.</p>	
		<p>With supervision: use the bridge hold to cut harder food using a serrated knife e.g. apple pieces Mash Peel</p>	<p>With supervision: Use the bridge hold to cut harder food using a serrated knife e.g. apple pieces Use the claw grip to cut soft foods using a knife e.g. a tomato Cut evenly sized pieces of food Use lemon squeezer</p>	<p>With supervision: Use the claw grip to cut harder food Use a serrated knife, e.g. grate a carrot</p>	<p>With supervision: Use both the bridge and claw grip to cut the same food using a vegetable knife, e.g. an onion Use a garlic crusher</p>
		<p>Sift, mix, stir and combine liquid and dry ingredients.</p> <p>With hands rub fat into flour.</p>	<p>Sift, mix, stir and combine liquid and dry ingredients.</p> <p>With hands rub fat into flour.</p> <p>Crack an egg and beat together using a fork.</p>	<p>Sieve dry ingredients.</p> <p>Use hands to rub fat into flour.</p> <p>Crack and egg and whisk.</p> <p>Mix and combine wet and dry ingredients to form a dough.</p>	
		<p>With supervision: Use a small knife for spreading Use a rolling pin to roll and flatten dough</p>		<p>Knead and shape dough</p>	

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Structures	<p>Physical Development Development Matters: Age 3&4 Use one-handed tools and equipment, for example, making snips in paper with scissors</p> <p>Development Matters: Age 4&5 Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Early Learning Goals Use a range of small tools, including scissors, paintbrushes and cutlery.</p>	Introduced to vocabulary to name and describe tools and materials: e.g. <i>scissors, hole punch, ruler.</i>	Begin to select tools and materials: e.g., <i>hand drills, awl.</i>	Select appropriate tools for making their products: e.g., <i>hacksaws, mitre blocks.</i>	Select tools and techniques for making their product: e.g., <i>hammers, screw drivers.</i>
		Use tools safely.	Use hand tools safely and appropriately.	using appropriate tools, equipment and techniques safely.	Work safely and accurately with a range of simple tools.
		With help measure, mark out, cut and shape a range of materials.	Measure, cut and score with some accuracy.	Measure, mark out, cut and shape a range of materials.	Measure, mark out, cut, score and assemble components with more accuracy.
		Assemble, join and combine materials and components together using a variety of methods.	Assemble, join and combine materials in order to make a product.	Join and combine materials and components accurately.	Join and combine materials and components accurately in temporary and permanent ways.
		Explore how freestanding structures can be made stronger, stiffer and more stable.			Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
Textiles		<p>Cut and shape fabric.</p> <p>Use simple methods for joining fabric e.g. <i>glue, lacing.</i></p> <p>Decorate using a range of item e.g. <i>fabric paint/pens, sequins, beads, ribbon.</i></p>	<p>Cut and shape fabric</p> <p>Join fabric to make a use basic sewing techniques e.g. running stitch, over stitch.</p> <p>Decorate using a range of items – e.g. buttons.</p>	<p>Cut and shape fabric using simple pattern pieces.</p> <p>Join fabrics using a range of different stitches e.g. blanket stitch, cross stitch.</p> <p>Embellish using simple applique techniques.</p>	<p>Measure, tape or pin, cut and join fabric with some accuracy.</p> <p>Create their own simple pattern pieces.</p> <p>Join fabrics using a range of different stitches and fastenings e.g. <i>buttons, poppers, Velcro, zips.</i></p> <p>Use more complex techniques for decoration e.g. <i>cut away, fusible elements.</i></p>
Mechanisms/ Electrical systems	<p>Understanding the World Development Matters: Age 3&4 Explore how things work.</p>	Know about movement of simple mechanisms such as levers, sliders, pop ups.	Know about movement of simple mechanisms such as wheels and axles.	Know about movement of simple mechanisms such as levers and linkages or pneumatic systems.	Know how simple electrical circuits and components can be used to create functional products.