



Streetsbrook Infant & Early Years Academy

Design and Technology: Progression Document

	EYFS		Year 1	Year 2
Vocabulary	Design - design, idea, plan, draw, picture, choose, who, what, why, use, make for, colours, shapes Make - make, build, cut, stick, glue, tape, fold, join, press, roll, shape, mix Evaluate - like, dislike, good, change, same, different, better, favourite Technical knowledge (Mechanisms - early movement) - move, push, pull, slide, turn, up, down, forwards, backwards, fast, slow, open, close, wheel Technical knowledge (Structures) - build, stack, balance, tall, short, strong, weak, base, top, block, box, wall, tower Cooking & Nutrition - fruit, vegetables, food, healthy, wash, peel, cut, mix, stir, taste, sweet, sour, soft, hard, crunchy, smooth Tools, Equipment & Materials (across all areas) - scissors, glue, tape, spoon, bowl, rolling pin, cutter, paper, card, fabric, box, string, materials, tools, equipment	Vocabulary	Design - design, ideas, design criteria, criteria, user, purpose, function, product, planning, investigating, popular Make - make, cut, cutting, fold, join, fix, slicing, peeling, squeezing, arranging Evaluate - evaluate, design criteria, criteria, user, purpose, function, product Technical knowledge - slider, lever, pivot, slot, bridge/guide, pull, push, up, down, straight, curve, forwards, backwards, card, masking tape, paper fastener, join, fix Technical knowledge (Structures) - structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, fold, join, fix Cooking & Nutrition - fruit and vegetable names, ingredients, healthy diet, choosing, tasting, slicing, peeling, cutting, squeezing, flesh, skin, seed, pip, core, soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, names of equipment and utensils Tools, Equipment & Materials (across all areas) - card, masking tape, paper fastener, equipment, utensils, tools, materials	Design - design, design brief, design criteria, criteria, user, purpose, function, functional, features, suitable, planning, investigating, mock-up, template, pattern pieces, mark out, quality, popular Make - make, assembling, cutting, joining, shaping, finishing, decorate, finish, mark out Evaluate - evaluate, design criteria, criteria, user, purpose, function, quality, suitable Technical knowledge - components, materials, fixed, free, moving Technical knowledge (Mechanisms) - vehicle, mechanism, wheel, axle, axle holder, chassis, body, cab, assembling, joining, cutting, shaping, finishing Textiles - fabrics, components, template, pattern pieces, mark out, joining, finishing, decorate, finish, quality Cooking & Nutrition - fruit and vegetable names, ingredients, healthy diet, choosing, tasting, arranging, slicing, peeling, cutting, squeezing, flesh, skin, seed, pip, core, soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, equipment and utensils, names of equipment and utensils Tools, Equipment & Materials (across all areas) - tools, names of tools, equipment, materials, names of tools, equipment and materials used

Expressive Arts and Design (Being imaginative & expressive)	Range 5 (Birth to 5 Matters) - Creates sounds, movements, drawings to accompany stories - Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously - Engages in imaginative play based on own ideas or first-hand or peer experiences. - Uses available resources to create props or creates imaginary ones to support play - Plays alongside other children who are engaged in the same theme	Design	- Generate ideas based on simple design criteria and their own experiences, explaining what they could make. - Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. - Develop, model and communicate their ideas through drawings and mock-ups with card and paper. - Design appealing products for a particular user based on simple design criteria. - Communicate these ideas through talk and drawings.	- Design a functional and appealing product for a chosen user and purpose based on simple design criteria. - Generate initial ideas and design criteria through investigating a variety of fruit and vegetables, talking and using own experiences. - Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. - Develop and communicate ideas through talk, drawings and mock-ups.
	Range 6 (Birth to 5 Matters) - Creates representations of both imaginary and real-life ideas, events, people and objects - Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes - Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping - Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth - Introduces a storyline or narrative into their play - Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative End of Reception (Early Learning Goals) - Invent, adapt and recount narratives and stories with peers and their teacher.	Make	- Plan by suggesting what to do next. - Select and use tools, explaining their choices, to cut, shape and join paper and card. - Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. - Select and use tools, skills and techniques, explaining their choices. - Select new and reclaimed materials and construction kits to build their structures. - Use simple finishing techniques suitable for the product they are creating. - Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.	- Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing, cutting and joining to allow movement and finishing. - Select from and use textiles according to their characteristics. - Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. - Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. - Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.

Expressive Arts and Design (Creating with materials)	Nursery (Development Matters) • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • 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. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. Range 5 (Birth to 5 Matters) • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose Reception (Development Matters) • 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.	Evaluate	• Explore a range of existing books and everyday products that use simple sliders and levers. • Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose. • Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. • Explore and evaluate a range of existing textile products relevant to the project being undertaken. • Explore and evaluate a range of products with wheels and axles. • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against original design criteria, including intended user and purpose.
--	--	----------	--

	Range 6 (Birth to 5 Matters) • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. End of Reception (Early Learning Goals) • 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. • Make use of props and materials when role playing characters in narratives and stories.	Technical knowledge	• Explore and use sliders and levers. • Understand that different mechanisms produce different types of movement. • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell Guide. • Know how to make freestanding structures stronger, stiffer and more stable. • Know and use technical vocabulary relevant to the project.	• Understand how simple 3-D textile products are made, using a template to create two identical shapes. • Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell Guide. • Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. • Explore and use wheels, axles and axle holders. • Distinguish between fixed and freely moving axles. • Know and use technical vocabulary relevant to the project.
--	---	-----------------------------------	--	--