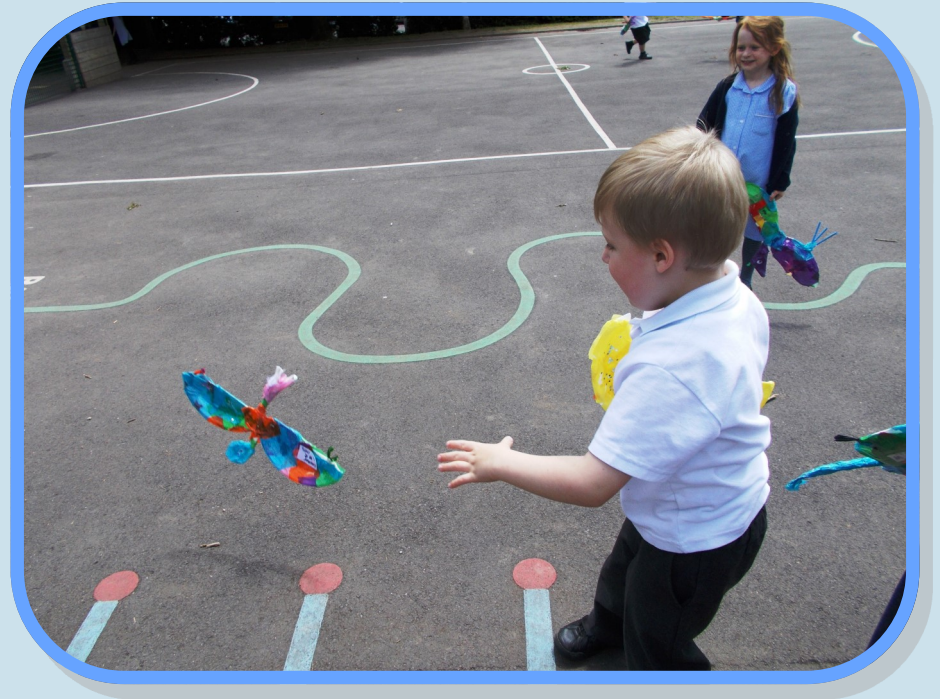


DT

progression of skills





CHIS Skills Progression 2021/2022

Subject area: DT

Curriculum leader: Mrs Crane

EYFS Progression of skills

Key Knowledge

Exploring and using media and materials: Children to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology.

The world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another .

Moving and Handling: They handle equipment and tools effectively, including pencils for writing.

Key Skills

- Linking ideas and own personal experiences of design technology in or out of school.
- Exploring using different skills including using scissors.
- Observations skills through adult modelling.
- Comparing objects to assess through trial and error.
- Investigating and exploring materials and having a go.
- Showing a curiosity for learning.
- Talking about ideas and recording them, eg drawing.



Subject area: DT

Curriculum leader: Mrs Crane

EYFS Progression of skills

Key Vocabulary

- Soft Easy to mould into a shape or fold
- Hard Rigid, not able to mould or change its shape
- Tools Device used to perform a function
- Equipment Items needed for a particular purpose
- Design Plan/Drawing showing object before it is made
- Flexible Bends easily without breaking
- Function Works/operates in a particular way
- Investigation Research and find things out
- Ingredient Food/drink needed for a particular dish/meal
- Modify Make changes to the original plan
- Opaque Not able to see through it
- Pattern Decorated design
- Performance Process of object functioning
- Plan Proposal for achieving something
- Prototype First attempt/version of what is going to be made
- Ridged/stiff Not flexible - Firm
- Transparent Can see through it
- 2D/3D Flat or solid objects
- Taste Flavour experienced in the mouth
- Stable Structure that is firm and steady



CHIS Skills Progression 2021/2022

Subject area: DT

Curriculum leader: Mrs Crane

Subject Content	Year 1	Year 2
Design	<p>Generate, design, develop, model and communicate their ideas: Verbalise thoughts with peers. Explore different media and communication technology to look at different designs, e.g pictures and videos. Following instructions and guidance set out in the lesson criteria</p>	<p>Generate, design, develop, model and communicate their ideas: Verbalise thoughts with peers, sharing and exchanging ideas. Annotate pictures of their designs and plans. Use technology to look at different and existing ideas. Following instructions and guidance set out in the lesson criteria. What do they need to consider in their designs?</p>
Make	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria: Children to design their own vehicles that are functional and purposeful.</p> <p>Select from and use a range of tools and equipment to perform practical tasks: Scissors, glue, paper, boxes, sellotape, elastic bands, stoppers, axels, wheels. Spoons, bowls</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria: Children to develop their understand further around the rational for what they are making and how it can be used purposefully. Why do we need it? Who could it help?</p> <p>Select from and use a range of tools and equipment to perform practical tasks: Needles, thread, fruit, chopping boards, knives, plastic weaving squares</p>
Evaluate	<p>Explore and evaluate a range of existing products: Children to be able to explore and evaluate small world vehicles, e.g Vans, cars to see what is effective and what is needed to make them efficient.</p> <p>Evaluate their ideas and products against design criteria: Children to be able to identify what worked well from their design but also what are their development areas. Children to begin to evaluate each others' work, talking about what they like.</p>	<p>Explore and evaluate a range of existing products: Children to be exposed to a variety of existing products for them to be able to evaluate. What are they looking at? What purpose does it serve? Does it work? Is there anything that could make it more efficient? Have they seen anything like it before?</p> <p>Evaluate their ideas and products against design criteria: Children to be able to identify what worked well from their design but also what are their development areas. What has not worked well? Is there anything they need to change? Does it serve the purpose that it intends too?</p>

Technical Knowledge	<p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products: Children to be able to talk about the features of product they are making and begin to explore how they work and what they might need for their own project.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable: Vocabulary used, eg rigid, flexible. Children to use trial and error for materials to identify what would be most appropriate for their own project.</p>	<p>Build structures, exploring how they can be made stronger, stiffer and more stable: Building on previous vocabulary.</p>
Cooking and Nutrition	<p>Understand where food comes from: Do different cultures have different food to celebrate special occasions. Where can we buy our food from. How can we make essential food like bread. Where do the foods come from that we need to eat healthily? Importance of hygiene when cooking.</p>	<p>Use the basic principles of a healthy and varied diet to prepare dishes: Eating 5 fruit or vegetables per day. Importance of hygiene when cooking. What affect unhealthy eating might have on the body. Fuel we need to keep our bodies going, what things do our bodies need to survive.</p>