



Sitwell Infant School

Progression in Design and Technology

	Design - Developing, planning and communicating ideas	Vocabulary
Foundation Stage children should...	• Explain what they are making and which materials they are using. • Select materials from a limited range that will meet simple design criteria e.g. shiny. • Select and name the tools needed to work the materials e.g. scissors for paper. • Explore ideas by rearranging materials. • Describe simple models or drawings of ideas and intentions. • Discuss their work as it progresses.	Choose, select, explore, arrange, materials, tools, explain, suggest, describe, discuss, ideas.
Year 1 children should...	• Begin to draw on their own experience to help generate ideas and research. • Begin to understand the development of existing products: What are they for – How they work – Materials used. • Start to suggest ideas and explain what they are going to do. • Understand how to identify a target group for what they intend to design and make based on a design criteria. • Begin to develop their ideas through talk and drawings. Make templated and mock ups of their ideas in card and paper or using ICT.	Ideas, research, consider, develop, what, how, why, suggest, explain, predict, criteria, design, create, template, mock up, context, problem, resolve
Year 2 children should...	• Start to generate ideas by drawing on their own and other people's experiences. • Begin to develop their design ideas through discussion, observation, drawing and modelling. • Identify a purpose for what they intend to design and make. • Understand how to identify a target group for what they intend to design and make based on a design criteria. • Design their ideas through talk and drawings and label parts. Make templates and mock ups of their ideas using card and paper or using ICT.	Experience, discuss, generate, observe, model, purpose, intention, identify, target group, draw, label, prototype.



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	Make/Technical Knowledge – Working with tools, equipment, materials and components to make quality products	Vocabulary
Foundation Stage children Should...	• Begin to create their design using basic techniques. • Start to build structures, joining components together. • Look at simple hinges, wheels and axles. Use technical vocabulary when appropriate. • Begin to use scissors to cut straight and curved edges and hole punchers to punch holes. • Explore using/holding basic tools safely and confidently. • Use adhesives to join materials.	Create, produce, make, join, build, structure, hinge, wheel, axle, tools, straight, curved, cut, stick, glue, adhesive, tools, safe, materials, shapes.
Year 1 children should...	• Begin to make their design using appropriate techniques. • Begin to build structures, exploring how they can be made stronger, stiffer and more stable. • Explore and use mechanisms, e.g. levers, sliders, wheels and axles, in their products. • With help measure, mark out, cut and shape a range of materials. • Explore using tools e.g. scissors and hole punchers safely. • Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tapes. • Begin to use simple finishing techniques to improve the appearance of their product.	Technique, strong, stiff, stable, mechanism, lever, slider, wheel, axle, measure, mark out, assemble, combine, component, temporary, finishing, appearance

Year 2 children
should...

- Begin to select tools and materials; use correct vocabulary to name and describe them.
- Build structures, exploring how they can be made stronger, stiffer and more stable.
- With help measure, cut and score with some accuracy.
- Learn to use hand tools safely and appropriately.
- Start to assemble, join and combine materials in order to make a product.
- Demonstrate how to cut, shape and join fabric to make a simple product. Use basic sewing techniques.
- Start to choose and use appropriate finishing techniques based on own ideas.

Select, name,
describe, cut,
score, accurate,
demonstrate,
appropriate.





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	Evaluate - Evaluating Processes and Products	Vocabulary
Foundation Stage children should...	- Say what they like and do not like about items they have make and attempt to say why. - Begin to talk about their designs as they develop and identify good and bad points. - Start to talk about changes made during the making process. - Discuss how closely their finished products meet their design criteria.	Like, dislike, explain, discuss, develop, good, bad, change, improve, better, process, criteria, finished product.
Year 1 children should...	- Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria). - When looking at existing products explain what they like and dislike about products and why. - Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.	Evaluate purpose, design criteria, existing, reason, develop, identify, strength, weakness, change.
Year 2 children should...	- Evaluate their work against their design criteria. - Look at a range of existing products, explaining what they like and why. - Start to evaluate their products as they are developed, identifying strengths and possible changes they might make. - With confidence, talk about their ideas, saying what they like and dislike about them.	Evaluate, purpose, design criteria, existing, reason, develop, identify, strength, weakness, change, possibilities.



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	Cooking and Nutrition	Vocabulary
Foundation Stage children should ...	• Begin to develop a food vocabulary using taste, smell, texture and feel. • Explore familiar products e.g. fruit and vegetables. • Stir, spread, knead and shape a range of food and ingredients. • Begin to work safely and hygienically. • Start to think about the need for a healthy diet and a variety of foods in diet. • Measure and weigh food items using non-statutory measures e.g. spoons and cups. • Develop awareness of foods from different cultures.	Taste, smell, texture, feel, fruit, vegetables, stir, spread, mix, knead, shape, ingredients, recipe, hygiene, diet, healthy, unhealthy, measure, weigh.
Year 1 children should...	• Begin to understand that all food comes from plants and animals. • Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught. • Start to understand how to name and sort foods into the five groups in 'The Eat Well plate'. • Begin to understand that everyone should eat at least five portions of fruit and vegetables every day. • Know how to prepare simple dishes safely and hygienically, without using a heat source. • Know how to use techniques such as cutting, peeling and grating.	Food source, plants, animals, farmed, grow, caught, food groups, portion, prepare, cut, peel, grate.
Year 2 children should...	• Understand that all food comes from plants or animals. • Know that food has to be farmed, grown elsewhere (e.g. home) or caught. • Understand how to name and sort foods into the five groups in 'The Eat Well plate'. • Know that everyone should eat at least five portions of fruit and vegetables every day. • Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source. • Demonstrate how to use techniques such as cutting, peeling and grating	Food source, plants, animals, farmed, grow, caught, food groups, portion, prepare, cut, peel, grate.