



Progression of Design and Technology Knowledge and skills:

Year group	Design, Make and Evaluate	Practical Knowledge	Technical Knowledge	Cooking and Nutrition
Little Apples	<ul style="list-style-type: none"> • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. • Develop their own ideas and then decide which materials to use to express them. 	<ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Explore different materials freely, in order to develop their ideas about how to use them and what to make • Join different materials and explore different textures. 	<ul style="list-style-type: none"> • Choose the right resources to carry out their plan. E.g., choosing a spade to enlarge a small hole they have dug with a trowel. • Return to and build on their previous learning, refining ideas and developing their ability to refine them. 	<ul style="list-style-type: none"> • Making healthy choices about food and drink. • Explore baking and decorating opportunities with adult support.
Vocabulary	Build Balance Join Fix Cut Snip Paint Print Draw Mix Decorate Moving Vocab for names of tools used e.g., Scissors, paint brush, blocks			
Reception	<ul style="list-style-type: none"> • To use different construction materials. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • To plan what they are going to make (cooking, construction, junk modelling) 	<ul style="list-style-type: none"> • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop their small motor skills so that they can use a range of tools. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Can make snips in paper with scissors. • To explore different techniques for joining materials (glue stick, PVA, masking tape, split pins) 	<ul style="list-style-type: none"> • To know how to work safely and hygienically. • To explore different techniques for joining materials. • Share their creations explaining the process they have used. • To know the names of tools 	<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing. • To use some cooking techniques (spreading, cutting, pouring) • To use non-statutory measures (spoons, cups) • To use some cooking techniques (spreading, cutting, rolling, mixing)
Vocabulary	Cut Shape Forward Backwards Roll Build Explain Move Describe Glue Fix Vocabulary linked to cooking and nutrition – Cook, spread, roll, mix, non-standard unit measurements – spoons, cups Vocabulary for names of tools used e.g. Scissors, rolling pin, cutters, remote control.			

Year 1	<ul style="list-style-type: none"> • To design, make and evaluate through a variety of practical and creative activities. • To plan what they are going to make using design inspiration as a supporting tool. • Generate their own ideas within the given tools and resources. • Explore construction materials, plan, how to build using a range of construction materials. • To compare different materials and choose which are the most suitable and why • Use tools safely. • To evaluate products made and discuss what worked well and where they can improve. 	<ul style="list-style-type: none"> • To explore using tools and products. • Explore construction materials, how to build using a range of construction materials. • Use tools safely. • Demonstrate a range of cutting and shaping techniques e.g. Cutting, folding, weaving and folding) • Exploring fixing techniques to strengthen products. • Create cards using cutting, shaping, decorating and constructing parts. 	<ul style="list-style-type: none"> • Use different techniques to join materials e.g. Folding, weaving. • To explore simple mechanisms and create a simple moving piece using a slider. • Range of cutting and shaping techniques e.g. Cutting, folding, weaving and folding) • Exploring how fixing techniques can be used to strengthen products. • Discover how different techniques can be used to join materials e.g. Folding, weaving. 	<ul style="list-style-type: none"> • To further develop cooking skills, now including peeling, chopping and boiling. • Begin to explore simple measuring. • Use tools safely.
Vocabulary	<p>Vocabulary linked to cooking and nutrition - cut, grate, slice, cook, boil, simmer, pour, eat, measure</p> <p>Cut, stick, assemble, weave</p> <p>Stiffer, more stable, stronger, weaker</p> <p>Different materials – and how their textures can be used vocabulary.</p> <p>Design. Make, evaluate</p> <p>Mechanism</p> <p>Slider</p> <p>Name of tools – rolling pin, cutters, scissors etc</p> <p>Food, healthy, diet</p>			
Year 2	<ul style="list-style-type: none"> • To design, make and evaluate through a variety of practical and creative activities. • To compare and evaluate existing products and use this knowledge to evaluate similar products they 	<ul style="list-style-type: none"> • To use a wider range of tools and equipment. • To follow instructions. • To demonstrate how to make a structure stiffer and more stable when constructing. 	<ul style="list-style-type: none"> • To investigate how mechanisms, work comparing products and discussing what works well and why. • Explore inspiration and examples of simple mechanisms e.g. Levers, sliders, wheels and axels. 	<ul style="list-style-type: none"> • To follow a recipe • To further develop cooking skills and use a range of tools and equipment to perform practical

	<p>have made themselves.</p> <ul style="list-style-type: none"> • To design products using simple mechanisms e.g. Levers, sliders, wheels and axels. • To make products using simple mechanisms e.g. Levers, sliders, wheels and axels. • To select own materials to design and make from a given selection. • To evaluate existing products and take inspiration. • To plan what they are going to make using design inspiration as a supporting tool. 	<ul style="list-style-type: none"> • To explore printing techniques onto textiles. • To create a card using all previously learnt techniques that also includes a hinge or a lever. 	<ul style="list-style-type: none"> • To explore how to make a structure stiffer and more stable when constructing. 	<p>tasks i.e., cutting, chopping, measuring and peeling.</p> <ul style="list-style-type: none"> • To select from and use a wide range of ingredients.
Vocabulary	<p>Design, make, evaluate. Cut, shape, assemble, join Mechanism, lever, wheels, axles, hinge Compare, evaluate, suitable, purpose, product Material, construct, improve Strong, sturdy, stronger, weaker, stiffer Instructions, follow Tools, equipment, materials Food, healthy, varied, diet, nutrition Cut, chop, peel, boil, cook, measure, scales, weigh</p>			