

## Farncombe Infants

### Progression of Skills on DT

Skills	Rec	Year 1	Year 2
<b>Design</b>	-represent own ideas and thoughts through design	to draw on their own experience to help generate ideas e.g. research vegetables for stir fries, choose their favourite piece of playground equipment	generate ideas by drawing on their own and other people's experiences
	experiment with design and function, use representations to communicate, list materials they might need	to make simple drawings and label parts and design products that have a purpose and intended user e.g. model playground equipment for a lego figure	generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
	Talk about their planned effect and purpose	to identify a target group for what they intend to design and explain what they are going to do e.g. researching class favourite vegetables for stirfries	design purposeful, functional, appealing products for themselves and other users based on design criteria
<b>Make</b>	manipulate materials to achieve a planned effect	Manipulate materials with increasing skill to achieve a planned effect e.g. cutting masking tape, making holes in card using pencil and blu tac for safety	Manipulate a range of materials with skill to achieve a planned effect
	know about similarities and differences in relation to materials	begin to select tools and materials; use vocabulary to name and describe them e.g. needle, thread, binka	select from and use a range of tools and equipment to perform practical tasks, for example, cutting, shaping, joining and finishing
	safely use and explore a variety of materials, tools and techniques	select from and use a range of tools and equipment to perform practical tasks, for example, cutting, shaping, joining and	select from and use a wide range of materials and components, including construction materials, textiles and

		finishing e.g sellotape dispenser or cutting sellotape	ingredients, according to their characteristics
	select tools and techniques needed to shape, assemble and join materials they are using	to assemble, join and combine materials and components together using a variety of temporary methods glues or masking tape	to assemble, join and combine materials in order to make a product
<b>Evaluate</b>	select appropriate resources and adapts work where necessary	explore and evaluate a range of existing products e.g. playground equipment, fruit salad	evaluate their ideas and products against design criteria
	identify likes and dislikes of the design begin to suggest improvement to existing design	identifying strengths and possible changes they might make e.g. different vegetables in stir fry? Different joining materials for model	evaluate their products as they are developed, identifying strengths and possible changes they might make
<b>Technical knowledge</b>	use what they have learnt about media and materials in original ways, thinking about uses and purposes	explore and use mechanisms (levers, sliders, split pins,) in their products	explore and use mechanisms (wheels and axles) in their products
	begin to select materials with appropriate properties for purpose e.g. stronger card, plastic bottle tops for wheels rather than paper	to find ways of how materials can be strengthened to create more useful properties e.g. A frames in Year 1 build structures, exploring how they can be made stronger, stiffer and more stable	to understand how materials can be combined and mixed to create more useful properties, for example, using cardboard triangles on the corners of a wooden framework to strengthen it
<b>Cooking and nutrition</b>	begin to take part in preparing food	Begin to use the basic principles of a healthy and varied diet to prepare dishes e.g. choose 5 different vegetables for stir fry	use the basic principles of a healthy and varied diet to prepare dishes e.g.
	explore nutrition through food activities and understand need for variety in food	understand where food comes from e.g. harvest discussions	understand and name sources of food comes from
	begin to recognise the types of food and where it come from	name and sort food into food groups, prepare simple healthy dishes e.g. select vegetables for a simple stir fry ,	understand the importance of healthy diet, prepare a range of simple dishes