



# Carlisle Infant School



## Design Technology: EYFS Development Matters and KS1 National Curriculum Progression Grid

	Autumn Term	Spring Term	Summer Term
<b>Reception</b>	<b>Progression – Objectives/Skills:</b>	<b>Progression – Objectives/Skills:</b>	<b>Progression – Objectives/Skills:</b>
	Continuous provision – junk modelling / construction (e.g. Lego / waffle blocks), playdough with tools Diva pots – link to RE (Diwali) Christmas cards – sewing beads to felt Cookery – Gruffalo crumble	Continuous provision – junk modelling / construction (e.g. Lego / waffle blocks), playdough with tools Straw, stick & brick houses (fairy tales) 3D Easter baskets 3D lanterns (Chinese New Year) Woodwork (Naughty Bus) Cookery – porridge & gingerbread (fairy tales), noodle salad (Chinese New Year)	Continuous provision – junk modelling / construction (e.g. Lego / waffle blocks), playdough with tools Split Pin characters (farm) 3D ice creams (summer) Boats – link to science (floating / sinking) Pasta / marshmallow towers – link to science (structures) Cookery – smoothies, potato salad, growing and harvesting vegetables.
	<b>Vital Vocabulary:</b>	<b>Vital Vocabulary:</b>	<b>Vital Vocabulary:</b>
	<b>EYFS Enrichment Opportunities:</b>	<b>EYFS Enrichment Opportunities:</b>	<b>EYFS Enrichment Opportunities:</b>

<b>Year 1 Skills</b>	<b>Research</b> <ul style="list-style-type: none"> <li>R1: Use knowledge of existing products and their own experiences to help generate ideas</li> <li>R2: Know that food comes from plants or animals, and is farmed, grown or caught.</li> <li>R3: Know that everyone should eat at least five portions of fruit &amp; vegetables every day</li> <li>R4: Evaluate existing products by exploring what they are, who they are for, what they are for, how they are used, what they are made from and what they like / dislike about them.</li> </ul>	<b>Design</b> <ul style="list-style-type: none"> <li>D1: State what they are designing, who it is being designed for &amp; what its function / purpose will be.</li> <li>D2: State how their products will work</li> <li>D3: Plan, by suggesting what to do next</li> <li>D4: Select from a range of tools and equipment, explaining their choices</li> <li>D5: Know that a 3D textiles product can be assembled from two identical fabric shapes.</li> <li>D6: Know how freestanding structures can be made stronger, stiffer and more stable</li> <li>D7: Know that food ingredients should be combined according to their sensory characteristics</li> <li>D8: Develop &amp; communicate ideas by talking &amp; drawing</li> <li>D9: Explore, using a range of materials and ICT, where appropriate, to develop ideas</li> </ul>	<b>Make</b> <ul style="list-style-type: none"> <li>M1: Follow procedures for safety and hygiene</li> <li>M2: Use a range of materials and components, including food ingredients, construction materials and textiles.</li> <li>M3: Measure, mark out &amp; cut materials</li> <li>M4: Use finishing techniques, including those from art &amp; design.</li> <li>M5: Know how to use techniques such as cutting, peeling and grating.</li> <li>M6: Prepare simple dishes safely and hygienically, without using a heat source</li> </ul>	<b>Evaluate</b> <ul style="list-style-type: none"> <li>E1: Make simple judgements about their products and ideas</li> <li>E2: Suggest how their products could be improved</li> </ul>
	<b>Autumn Term</b>		<b>Spring Term</b>	
<b>Year 1 Progression</b>	<b>Christmas Stockings – TEXTILES</b> R1, R4 D1, D3, D4, D5, D8, D9 M1, M2, M3, M4 E1, E2	<b>Moon Buggies – MECHANISMS</b> R1, R4 D1, D2, D3, D4, D6, D8, D9 M1, M2, M3, M4 E1, E2	<b>Cookery project TBC – COOKING &amp; NUTRITION</b> R1, R2, R3, R4 D1, D3, D4, D7, D8 M1, M2, M5, M6 E1, E2	
	<b>Vital Vocabulary:</b>	<b>Vital Vocabulary:</b>	<b>Vital Vocabulary:</b>	
	Plan, investigate, design, evaluate, make, user, purpose, ideas, product  Tools, fabric, needle, thread, running stitch, blanket stitch, overstitch Fabric & component names Template, pattern, mark out, join, fix Decorate, finish  Assessment / Self-Assessment – UPFID (user, purpose, functionality, design decisions & innovation)	Plan, investigate, design, evaluate, make, user, purpose, ideas, product  Vehicle, wheel, axle, axle holder, chassis, body, assemble, join, cut, shape, fix, pull, push, up, down, straight, forwards, backwards Names of materials & tools used – eg. Wood, aluminium foil, masking tape, saw, hammer, screwdriver.  Assessment / Self-Assessment – UPFID (user, purpose, functionality, design decisions & innovation)	Plan, investigate, design, evaluate, make, user, purpose, ideas, product  Ingredient names, equipment and utensil names Sensory vocab – eg. Soft, juicy, crisp, sour, sweet Flesh, skin, seed / pip, core Slice, peel, squeeze, cut, grate, mix  Assessment / Self-Assessment – UPFID (user, purpose, functionality, design decisions & innovation)	

<b>Year 2 Skills</b>	<b>Research</b> <ul style="list-style-type: none"> <li>R1: Use knowledge of existing products and their own experiences to help generate ideas</li> <li>R2: Use correct technical vocabulary for the project they are undertaking</li> <li>R3: Name and sort foods into the 5 groups in the Eatwell plate</li> <li>R4: Evaluate existing products by exploring what they are, who they are for, what they are for, how they are used, what they are made from and what they like / dislike about them.</li> </ul>	<b>Design</b> <ul style="list-style-type: none"> <li>D1: State what they are designing, who it is being designed for &amp; how it will be made suitable for the intended user(s).</li> <li>D2: Use simple design criteria to help develop their ideas</li> <li>D3: State how their product will work</li> <li>D4: Select from a range of tools and equipment, explaining their choices</li> <li>D5: Select from a range of materials and components according to their characteristics</li> <li>D6: Know about the movement of simple mechanisms such as levers, sliders, wheels and axels.</li> <li>D7: Know how freestanding structures can be made stronger, stiffer and more stable</li> <li>D8: Know that food ingredients should be combined according to their sensory characteristics</li> <li>D9: Develop &amp; communicate ideas by talking &amp; drawing, using ICT where appropriate.</li> <li>D10: Model ideas by exploring materials, components and construction kits and by making templates and mock-ups</li> </ul>	<b>Make</b> <ul style="list-style-type: none"> <li>M1: Follow procedures for safety and hygiene</li> <li>M2: Use a range of materials and components, including food ingredients, construction materials and kits, textiles and mechanical components</li> <li>M3: Measure, mark out &amp; cut and shape materials and components.</li> <li>M4: Assemble, join and combine materials and components.</li> <li>M5: Know how to use techniques such as cutting, peeling and grating.</li> <li>M6: Prepare simple dishes safely and hygienically, without using a heat source</li> </ul>	<b>Evaluate</b> <ul style="list-style-type: none"> <li>E1: Make simple judgements about their products and ideas against design criteria</li> <li>E2: Suggest how their products could be improved</li> </ul>
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<b>Year 2 Progression</b>	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
	<b>Explorer Salad - COOKING &amp; NUTRITION</b> R1, R3, R4 D1, D2, D4, D5, D8, D9 M1, M2, M5, M6 E1, E2		<b>Castles with moving parts - STRUCTURES</b> R1, R2, R4 D1, D2, D3, D4, D5, D6, D7, D9, D10 M1, M2, M3, M4 E1, E2		<b>Kites - TEXTILES</b> R1, R2, R4 D1, D2, D3, D4, D5, D9, D10 M1, M2, M3, M4 E1, E2	
	<b>Vital Vocabulary:</b> Plan, investigate, design, evaluate, make, user, purpose, ideas, design criteria, product, function  Ingredient names, equipment and utensil names Sensory vocab – eg. Soft, juicy, crisp, sour, sweet Flesh, skin, seed / pip, core Slice, peel, squeeze, cut, grate, mix Flavour, texture  Assessment / Self-Assessment – UPFID (user, purpose, functionality, design decisions & innovation)		<b>Vital Vocabulary:</b> Plan, investigate, design, evaluate, make, user, purpose, ideas, design criteria, product, function  3D shape names – cuboid, cylinder, cube, prism Straight, curved, corner, vertex / vertices, base, underside, underneath, side, edge, surface Structure, wall, tower, framework, strong, weak Cardboard, wood, metal, plastic Cut, fold, join, fix Castle-specific vocab as appropriate – eg. Turret, drawbridge, moat, crenellaton  Assessment / Self-Assessment – UPFID (user, purpose, functionality, design decisions & innovation)		<b>Vital Vocabulary:</b> Plan, investigate, design, evaluate, make, user, purpose, ideas, design criteria, product, function  Tools, fabric, needle, thread, paper, wood, plastic Fabric & component names Template, pattern, mark out, join, fix Decorate, finish Prototype, recycle, flight  Assessment / Self-Assessment – UPFID (user, purpose, functionality, design decisions & innovation)	