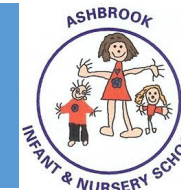


Ashbrook Infant and Nursery School

Progression in Design Technology



Design Technology In The Early Years Curriculum

Activities and Vocabulary in Nursery

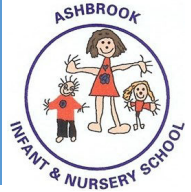
that prepare our children to use

Design Technology in Key Stage 1

<u>Objectives</u>	<u>Activities</u>	<u>Language</u>
<p>Explore how things work.</p>	<p>Provide mechanical equipment for children to play with and investigate. Suggestions: wind-up toys, pulleys, sets of cogs with pegs and boards.</p>	<p>Push, pull, twist, turn, on, off, wind, move, forwards, backwards, up, down,</p>
<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p>	<p>Offer opportunities to explore scale. Suggestions:</p> <ul style="list-style-type: none"> • long strips of wallpaper • child size boxes • different surfaces to work on e.g., paving, floor, tabletop or easel <p>Listen and understand what children want to create before offering suggestions.</p> <p>Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on.</p> <p>Suggestions: glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners.</p>	<p>Cut, stick, join</p> <p>Glue, cellotape, tape, blu tack, glue stick</p> <p>Paper</p> <p>Art</p> <p>Artists</p> <p>Craft</p> <p>Making</p> <p>Build</p> <p>Change</p>

Ashbrook Infant and Nursery School

Progression in Design Technology



Art In The Early Years Curriculum

Activities and Vocabulary in Reception

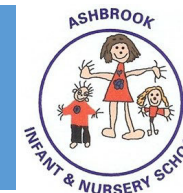
that prepare our children to use

Design Technology in Key Stage 1

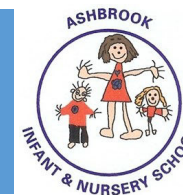
<u>Objectives</u>	<u>Activities</u>	<u>Language</u>
<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Encourage them to think about and discuss what they want to make.</p> <p>Discuss problems and how they might be solved as they arise.</p> <p>Reflect with children on how they have achieved their aims.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once.</p>	<p>Vocabulary from Nursery plus:</p> <p>How, what, why, where</p> <p>Carefully</p> <p>Rough, smooth, spiky, soft, hard, bumpy, squishy, sticky</p> <p>Gallery, museum</p> <p>Construct</p> <p>Materials –(wood, metals, paper, glass, plastic)</p> <p>Properties</p>

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Progression in Design Technology



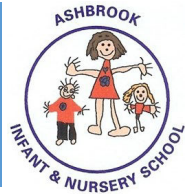
	Year 1	Year 2	Year 3
Developing, planning and communicating ideas	<p>Begin to understand the development of existing products: What they are for, how they work, materials used.</p> <p>Start to suggest ideas and explain what they are going to do.</p> <p>Begin to develop their ideas through talk and drawings. Make templates and mock ups of their ideas in card and paper or using ICT.</p>	<p>Start to generate ideas by drawing on their own and other people's experiences.</p> <p>Begin to develop their design ideas through discussion, observation, drawing and modelling.</p> <p>Identify a purpose for what they intend to design and make.</p> <p>Develop their ideas through talk and drawings and label parts. Make templates and mock ups of their ideas in card and paper or using ICT.</p>	<p>Start to order the main stages of making a product.</p> <p>Identify a purpose and establish criteria for a successful product.</p> <p>Know to make drawings with labels when designing.</p> <p>When planning explain their choice of materials and components including function and aesthetics.</p> <p>Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</p> <p>With growing confidence generate ideas for an item, considering its purpose and the user/s.</p>



	Year 1	Year 2	Year 3
Working with tools, equipment, materials and components to make quality products	<p>Begin to make their design using appropriate techniques.</p> <p>Begin to build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>With help measure, mark out, cut and shape a range of materials.</p> <p>Explore using tools safely.</p> <p>Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p> <p>Begin to use simple finishing techniques to improve the appearance of their product.</p>	<p>Begin to select tools and materials; use correct vocabulary to name and describe them.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>With help measure, cut and score with some accuracy.</p> <p>Learn to use hand tools safely and appropriately.</p> <p>Start to choose and use appropriate finishing techniques based on own ideas.</p> <p>Demonstrate how to cut, shape and join fabric to make a simple product. Use basic sewing techniques.</p>	<p>Select a wider range of tools and techniques for making their product i.e. construction materials and kits, textiles, food ingredients, mechanical components and electrical components.</p> <p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</p> <p>Measure, mark out, cut, score and assemble components with more accuracy.</p> <p>Start to work safely and accurately with a range of simple tools.</p>

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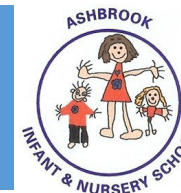
Progression in Design Technology



	Year 1	Year 2	Year 3
Evaluating processes and products	<p>Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria).</p> <p>Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>When looking at existing products explain what they like and dislike about products and why.</p>	<p>Evaluate their work against their design criteria.</p> <p>Start to evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>With confidence talk about their ideas, saying what they like and dislike about them.</p> <p>Look at a range of existing products explain what they like and dislike about products and why.</p>	<p>Start to evaluate their product against original design criteria</p> <p>e.g. how well it meets its intended purpose</p> <p>Begin to evaluate familiar products and consider the views of others to improve them.</p> <p>Evaluate the key designs of individuals in design and technology has helped shape the world.</p> <p>Begin to disassemble and evaluate familiar products and consider the views of others to improve them.</p>

Ashbrook Infant and Nursery School

Progression in Design Technology



	Year 1	Year 2	Year 3
Food and Nutrition	<p>Start to understand how to name and sort foods into the five groups.</p> <p>Start to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>Know how to use techniques such as cutting, peeling and grating.</p> <p>Measure and weigh food items using non standard measures e.g. spoons, cups.</p>	<p>Know that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>Demonstrate how to use techniques such as cutting, peeling and grating.</p> <p>Understand that all food comes from plants or animals.</p> <p>Know that food has to be farmed, grown elsewhere (e.g. home) or caught.</p>	<p>Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Know that to be active and healthy, food and drink are needed to provide energy for the body.</p> <p>Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as</p>