

Nyewood CE Infant School
DT Progression in Knowledge and Skills

Curriculum Intent

The **intent** of our curriculum is that it will secure our vision that at Nyewood Church of England Infant School our children are **confident, happy and independent learners** who take an active role **together in God's world**.

DT Intent

Through D.T, all children become successful creators like the God the creator himself.

EYFS

Knowledge and Skills Area	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
	Autumn Term		
Contextual Outcomes:			
Designing	<p>Children know Ways of representing their ideas. Simple language to talk about their work.</p> <p>Children can... With support of an adult or verbally create representations of their ideas. Talk about their ideas using simple language.</p>	<p>Children know How to represent events, people and objects. How to talk about their ideas. How to record their ideas through drawings.</p> <p>Children can... Create simple representations of events, people and objects. Communicate their ideas through talking, drawing and labelling.</p>	<p>Children Know... How to follow a simple design brief. Key vocab which supports them with talking about their designing ideas.</p> <p>Children Can... Design products from a simple design brief. Develop their ideas through talking and drawing. State what products they are designing and making. Generate ideas drawing on their own experiences.</p>
Making	<p>Children Know... The names of some tools. That they can join together different materials.</p> <p>Children can...</p>	<p>Children know... The names and uses of different tools. How to assemble objects and materials. How to join materials together. What tools and media to use to join materials together.</p>	<p>Children Know... Know the names and properties of a range of materials. What being safe and hygienic means.</p> <p>Children Can...</p>

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	Name some tools and know their job. With support from an adult edit shapes.	Children can... Select tools and techniques needed to shape, assemble and join materials they are using.	Select from a wide range of materials. Follow procedures for safety and hygiene with support.
Knowledge and Skills Area	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
	Spring Term		
Contextual Outcomes:			
Designing	<p>Children Know... Where to get resources. How to put their own ideas into practice.</p> <p>Children Can... Create a piece of work for their own enjoyment, exploring readily available resources. Children can talk to those around them about what they are doing.</p>	<p>Children Know... What a purpose is. The purpose of different products. Different parts of their work to label. How to label their own work.</p> <p>Children Can... Create a piece of work with a purpose in mind and consider which resources they are using. Children can label (verbally and written) their representations and ideas.</p>	<p>Children Know... What a purposeful and functional product looks like and is. What a design criteria is and how to use it. What a design is and how it can be formed. The different ways they can communicate their ideas. Key vocabulary to support them in communicating their ideas. The purpose of different products.</p> <p>Children Can... Design purposeful and functional products based on a simple design criteria. Generate, develop, and communicate their ideas through talking, drawing, and where appropriate, information and communication technology. State what products they are designing and making and explain the purpose of this product. Use knowledge of existing products to help them come up with ideas.</p>

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Making	<p>Children Know... What a material is. How to create a simple construction.</p> <p>Children Can... Experiment and explore different materials. Build a construction from a given material.</p>	<p>Children Know... How to manipulate materials to achieve a planned effect. How to construct a final product. The names and uses of a variety resource.</p> <p>Children Can... manipulate materials to achieve a planned effect. Construct a design using a variety of materials.</p>	<p>Children Know... Know the names and properties of a range of materials. What being safe and hygienic means.</p> <p>Children Can... Select from a wide range of materials. Follow procedures for safety and hygiene with support.</p>
Evaluating	<p>Children Know... Some simple vocabulary to talk about their work.</p> <p>Children Can... Talk about what they have done.</p>	<p>Children Know... A range of language. How to use a range of language correctly. What makes a product effective for its purpose.</p> <p>Children Can... Talk about their own design and its effectiveness.</p>	<p>Children Know... A range of language and how to use it correctly when discussing products.</p> <p>Children Can... Explore and discuss a range of existing products.</p>
Key Vocabulary			
Knowledge and Skills Area	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
	Summer Term		
Making	<p>Children Know... What tools are. What tools suit which purpose.</p> <p>Children Can... Use simple tools and techniques with adult support. Use more than one material at a time.</p>	<p>Children Know... How to use simple tools. A variety of techniques. A variety of media. That different media's can be combined to create a new effect.</p> <p>Children Can... Use simple tools and techniques competently and appropriately. Combine media to create new effects.</p>	<p>Children Know... Which tools and equipment suit particular purposes. What the terms stronger, stiffer and stable mean. What makes a structure strong, stiff and stable. How to build a structure. Where food comes from. Names of different food categories. Which food belongs to each category.</p> <p>Children Can...</p>

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			Use a range of tools and equipment to perform practical tasks with support. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms. Sort foods by categories.
Year 1			
Knowledge and Skills Area	Working Towards the Expected Standard	Working At the Expected Standard	Working at Greater Depth within the Expected Standard
	Spring Term		
Evaluating	<p>Children Know... A range of language and how to use it correctly when discussing products.</p> <p>Children Can... Explore and discuss a range of existing products.</p>	<p>Children Know... A range of language and how to use it correctly when discussing products. How to evaluate a product, knowing what makes a product successful or not.</p> <p>Children Can... Explore and evaluate a range of existing products.</p>	<p>Children Know... How to justify their ideas using technical language.</p> <p>Children Can... Explore and evaluate a range of existing products and justify their responses.</p>
Designing	<p>Children Know... How to follow a simple design brief. Key vocab which supports them with talking about their designing ideas.</p> <p>Children Can... Design products from a simple design brief. Develop their ideas through talking and drawing. State what products they are designing and making. Generate ideas drawing on their own experiences.</p>	<p>Children Know... What a purposeful and functional product looks like and is. What a design criteria is and how to use it. What a design is and how it can be formed. The different ways they can communicate their ideas. Key vocabulary to support them in communicating their ideas. The purpose of different products.</p> <p>Children Can... Design purposeful and functional products based on a simple design criteria.</p>	<p>Children Know... The audience they are creating a product for. What the meaning of purposeful, functional and appealing. What a purposeful, functional and appealing product looks like. How to follow a success criteria accurately. What a template is and how to use it effectively. How to make a template.</p> <p>Children Can...</p>

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		<p>Generate, develop, and communicate their ideas through talking, drawing, and where appropriate, information and communication technology. State what products they are designing and making and explain the purpose of this product. Use knowledge of existing products to help them come up with ideas.</p>	<p>Design purposeful, functional and appealing products for themselves and others following a success criteria. Develop and communicate ideas by talking and drawing model ideas by exploring materials, components and construction kits and by making templates.</p>
Making	<p>Children Know... Which tools and equipment suit particular purposes. Know the names and properties of a range of materials. What being safe and hygienic means.</p> <p>Children Can... Use a range of tools and equipment to perform practical tasks with support. Select from a wide range of materials. Follow procedures for safety and hygiene with support.</p>	<p>Children Know... The names and uses of a range of tools and equipment. Know how to use a range of tools safely and purposefully. The names and properties of a wide range of materials. They can use different tools and materials for the same purpose and different. The simple idea of hygiene and how to implement this in their learning.</p> <p>Children Can... Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components including construction materials, textiles and ingredients. Follow procedures for safety and hygiene.</p>	<p>Children Know... How to use technical language to explain their choices. That they have choice within the decisions they make in their learning. The characteristics of a range of materials and ingredients.</p> <p>Children Can... Select from and use a wide range of materials and components, including construction materials. textiles and ingredients, according to their characteristics. Select from a range of tools and equipment, explaining their choices.</p>
Knowledge and Skills Area	Working Towards the Expected Standard	Working At the Expected Standard	Working at Greater Depth within the Expected Standard
	Summer Term		

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Making	<p>Children Know... How to prepare a food dish safely. What equipment they need to prepare a food dish effectively. What a structure is. That materials, structures and sculptures can be changed. If food comes from a plant or animal.</p> <p>Children Can... Prepare basic food dishes. Build structures, exploring how they can change. Name a variety of foods.</p>	<p>Children Know... What equipment to use to measure, mark out, cut and shape materials successfully. How to measure accurately. How to cut materials safely. What a healthy and varied diet means. How to prepare dishes safely and effectively. What the terms stronger, stiffer and stable mean. What makes a structure strong, stiff and stable. How to build a structure. Where food comes from. Names of different food categories. Which food belongs to each category.</p> <p>Children Can... Measure, mark out, cut and shape materials. Use the basic principle of a healthy and varied diet to prepare dishes. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms. Sort foods by categories.</p>	<p>Children Know... The meaning and purpose of being healthy What a varied diet is and what it looks like. How to prepare a food dish appropriately How to give reasons and the correct language to use. About the simple working characteristics of materials and simple mechanisms. The meaning of the word free standing.</p> <p>Children Can... Use the basic principles of a healthy and varied diet to prepare dishes, giving reasons for the choices. Use and discuss simple mechanisms in their work- levers, sliders, wheels and axels. Make freestanding structures stronger, stiffer and stable.</p>
	Evaluating	<p>Children Know... Key language to use when discussing a product, they have made. Key ideas to discuss when evaluating.</p> <p>Children Can... Discuss their final product and evaluate it.</p>	<p>Children Know... What evaluating means. How to use a success criteria effectively.</p> <p>Children Can... Evaluate their ideas and products against a design criteria.</p>
Year 2			
Knowledge and Skills Area	Working Towards the Expected Standard	Working At the Expected Standard	Working at Greater Depth within the Expected Standard
	Spring Term		

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<p>Evaluating</p>	<p>Children Know... A range of language and how to use it correctly when discussing products. How to evaluate a product, knowing what makes a product successful or not.</p> <p>Children Can... Explore and evaluate a range of existing products.</p>	<p>Children Know... How to justify their ideas using technical language.</p> <p>Children Can... Explore and evaluate a range of existing products and justify their responses.</p>	<p>Children Know... How products have been made. The purpose of different materials.</p> <p>Children Can... Consider how well products have been designed, how well products have been made, why materials have been chosen and how well products work.</p>
<p>Designing</p>	<p>Children Know... What a purposeful and functional product looks like and is. What a design criteria is and how to use it. What a design is and how it can be formed. The different ways they can communicate their ideas. Key vocabulary to support them in communicating their ideas. The purpose of different products.</p> <p>Children Can... Design purposeful and functional products based on a simple design criteria. Generate, develop, and communicate their ideas through talking, drawing, and where appropriate, information and communication technology. State what products they are designing and making and explain the purpose of this product. Use knowledge of existing products to help them come up with ideas.</p>	<p>Children Know... The audience they are creating a product for. What the meaning of purposeful, functional and appealing. What a purposeful, functional and appealing product looks like. How to follow a success criteria accurately. What a template is and how to use it effectively. How to make a template.</p> <p>Children Can... Design purposeful, functional and appealing products for themselves and others following a success criteria. Develop and communicate ideas by talking and drawing model ideas by exploring materials, components and construction kits and by making templates.</p>	<p>Children Know... How to research and where/how to complete appropriate research about products. What a prototype is and what one looks like. The purpose of a prototype.</p> <p>Children Can... Use research to develop a success criteria. Use a success criteria to inform their own ideas and planning. Model their ideas using prototypes and pattern pieces.</p>
<p>Making</p>	<p>Children Know... The names and uses of a range of tools and equipment. Know how to use a range of tools safely and purposefully. The names and properties of a wide range of materials.</p>	<p>Children Know... How to use technical language to explain their choices. That they have choice within the decisions they make in their learning. The characteristics of a range of materials and ingredients.</p>	<p>Children Know... Which tools and equipment relates to each skill and technique. How to measure and which equipment is appropriate to use. How to use tools safely and accurately for cutting.</p>

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	<p>They can use different tools and materials for the same purpose and different.</p> <p>The simple idea of hygiene and how to implement this in their learning.</p> <p>Children Can... Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components including construction materials, textiles and ingredients. Follow procedures for safety and hygiene</p>	<p>Children Can... Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Select from a range of tools and equipment, explaining their choices.</p>	<p style="text-align: center;">Children Can...</p> <p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using. Measure, mark out, cut and shape materials with some accuracy.</p>
Knowledge and Skills Area	Working Towards the Expected Standard	Working At the Expected Standard	Working at Greater Depth within the Expected Standard
	Summer Term		
Making	<p>Children Know... What equipment to use to measure, mark out, cut and shape materials successfully. How to measure accurately. How to cut materials safely. What a healthy and varied diet means. How to prepare dishes safely and effectively. What the terms stronger, stiffer and stable mean. What makes a structure strong, stiff and stable. How to build a structure. Where food comes from. Names of different food categories. Which food belongs to each category.</p> <p>Children Can... Measure, mark out, cut and shape materials.</p>	<p>Children Know... The meaning and purpose of being healthy What a varied diet is and what it looks like. How to prepare a food dish appropriately How to give reasons and the correct language to use. About the simple working characteristics of materials and simple mechanisms. The meaning of the word free standing.</p> <p>Children Can... Use the basic principles of a healthy and varied diet to prepare dishes, giving reasons for the choices. Use and discuss simple mechanisms in their work-levers, sliders, wheels and axels.</p>	<p>Children Know... A range of finishing techniques and how to incorporate them in a product design.</p> <p>Children Can... Use finishing techniques including those taught in art.</p>

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	<p>Use the basic principle of a healthy and varied diet to prepare dishes. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms. Sort foods by categories.</p>	<p>Make freestanding structures stronger, stiffer and stable.</p>	
Evaluating	<p>Children Know... What evaluating means. How to use a success criteria effectively.</p> <p>Children Can... Evaluate their ideas and products against a design criteria.</p>	<p>Children Know... Ways in which products can be improved.</p> <p>Children Can... Evaluate their ideas and products against a success criteria and suggest how their product could be improved.</p>	<p>Children Know... About the inventions, creations and designs of known inventors, designers, architects, chefs and engineers.</p> <p>Children Can... Link ideas to familiar inventors, designers, architects, chefs and engineers. Consider the views of others, including intended users, to improve their work.</p>