



Statement of Intent

When children leave our school we aim for them to be confident in designing products fit for purpose and to use practical skills to enjoy making pieces of which they are proud.

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| KS1 National Curriculum Aims | Early Years Outcomes |
| Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. To build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality prototypes and products for a wide range of users. Critique, evaluate and test their ideas and products, and the work of others. Understand and apply the principles of nutrition and learn to cook. | Safely use and explore a variety of materials, tools and techniques. Use a range of small tools, including scissors, paintbrushes and cutlery. Share their creations, explaining the process they have used. |

| <u>Design, Make, Evaluate, Technical, Cooking and Food</u> | | |
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| Reception | Year 1 | Year 2 |
| Skills | | |
| <ul style="list-style-type: none"> Children can generate some original ideas from examples. Children can talk about their ideas Children can make suggestions for what to do next. Children can begin to show fine motor skills to make models. Children can talk about things they have made. Children can begin to find ways to improve their creations. Children can show an interest in toys with buttons and flaps. Children can begin to use simple techniques when cooking or decorating food, such as mixing, stirring, measuring, pouring and spreading. | <ul style="list-style-type: none"> Children can use existing knowledge to generate their own original designs. Children can begin to communicate ideas by drawing. Children can select appropriate tools, materials and components Children can suggest who their product could be used by and how they could be improved Children can select and use technology for a particular purpose. Children can prepare dishes using simple techniques such as cutting, mixing, grating and stirring. | <ul style="list-style-type: none"> Children can design purposeful, functional, appealing products generating their own ideas. Children can explore materials, make templates and mock-ups, eg. moving picture/lighthouse. Children can make and use their own templates. Children can explore and evaluate a range of existing products. Children can evaluate their ideas and products against design criteria. Children can use the correct technical vocabulary for the projects they are undertaking. Children can understand the movements of wheels and axles. Children can use appropriate equipment to weigh/measure ingredients. Children can prepare simple dishes safely and hygienically, without using heat sources. |
| Knowledge | | |
| <ul style="list-style-type: none"> Children know how to think of an idea with support from other designs. Children know what materials and components they want to use to make their design. Children know what they like about their model by sharing their voice with others and what they could change to improve it. Children know that technology can be used at home and school. Children know that tools and materials can be used to create changes. | <ul style="list-style-type: none"> Children know how to think of their own ideas for a design. Children know what they need to use in order to make their design. Children know why they are making their model and who would use it. Children know what they like about their model and what they could change to improve it. Children know what the movements of a lever and slider can do. Children know how to use a grater, cutting tool, mixing tool and stirring when preparing a dish. | <ul style="list-style-type: none"> Children know how to create a design with their own ideas. Children know which tools and equipment they need in order to make their design. Children know how to assemble, join and combine materials. Children know how to talk about what they liked about their model and how they could change it to improve it. Children know the correct vocabulary to describe their model. |



Burbage C of E Infant School DT Progression Ladder 2021

| Vocabulary | | |
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| Idea, design, make, material, like, dislike, change, improve, buttons, flaps, push, food, animals, plants, eat | Planning, design, investigating, make, ideas, product, user, evaluate, purpose, slider, lever, pivot, slot, bridge, guide, masking tape, join, paper, fastener, fruit, vegetables, utensils, sensory vocab soft, hard, sticky, squeezing, healthy diet, ingredients | Investigate, planning, design, ideas, make, function, evaluate, user, purpose, product, vehicle, wheel, axle, assembling, cutting, joining, fixed, free-moving, moving, mechanism of tools, equipment, materials used, Fruit, vegetable, utensils, sensory vocab (eg. soft, crisp), cutting, peeling, healthy diet, ingredients |