



Burbage C of E Infant School DT Progression Ladder

Statement of Intent

We want children to use their own creativity and imagination by designing and making products that solve real and relevant problems within a variety of contexts and consider their own and others' needs, wants and values. We want children to learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Children are to evaluate past and present design and technology. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Development Matters- Children in Reception (non-statutory curriculum guidance for EYFS)	KS1 National Curriculum Subject Content
<ul style="list-style-type: none">• Expressive Arts & Design.• Explore different materials freely, to develop their ideas about how to use them and what to make.• Develop their own ideas and then decide which materials to use to express them.• Join different materials and explore different textures.• Return to and build on their previous learning, refining ideas and developing their ability to represent them.• Create collaboratively, sharing ideas, resources and Disciplinary Knowledge.• Physical Development.• Develop their small motor Disciplinary Knowledge so that they can use a range of tools competently, safely and confidently.	<p>When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none">• Design purposeful, functional, appealing products for themselves and other users based on design criteria.• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate, information and communication technology.• Select from and use a range of tools and equipment to perform practical tasks (example cutting, shaping, joining and finishing).• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic.• Explore and evaluate a range of existing products.• Evaluate their ideas and products against design criteria.• Build structures, exploring how they can be made stronger, stiffer and more stable.• Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products.• Use the basic principles of a healthy and varied diet to prepare dishes.• Understand where food comes from.



<u>Design, Make, Evaluate, Technical, Cooking and Food</u>		
Reception	Year 1	Year 2
Disciplinary Knowledge		
<ul style="list-style-type: none"> Children can develop their small motor Disciplinary Knowledge so that they can use a range of small tools competently, safely and confidently. Children can use a range of small tools, including scissors, paintbrushes and cutlery. Children can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children can share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> Children can design a purposeful and functional product for themselves and others based on a design criterion. Children can generate, model, mock up and communicate their ideas through talking, drawing and templates. Children can select from and use a range of tools and equipment to perform practical tasks, for example, cutting, shaping and joining. Children can select from and use a wide range of materials and components, including construction materials, textiles and ingredients. Children can explore and evaluate existing products. Children can explore and use mechanisms such as levers and sliders in their product. Children can use basic principles of a healthy and varied diet to prepare dishes. Children can understand where food comes from. Children can explore and use mechanisms such as levers and sliders in their product. 	<ul style="list-style-type: none"> Design a purposeful, functional and appealing product for themselves and others based on a design criterion. Children can generate, develop, model and mock up their ideas-using information and communication technology where appropriate. Children can select from and use a range of tools and equipment to perform practical tasks, for example, cutting, shaping, joining and finishing. Children can select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics to make their model. Children can evaluate their ideas and products against design criteria by comparing them. Children can build structures, explore how they can be made stronger, stiffer and more stable. Children can explore and use mechanisms such wheels and axles. Children can use basic principles of a healthy and varied diet to prepare dishes. Children can understand where food comes from.



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Substantive Knowledge		
<ul style="list-style-type: none"> • Children know how to use a range of tools competently, safely and confidently. • Children know that they can build on their previous learning, refine ideas and develop their ability to represent them. • Children know how to use a range of small tools, including scissors, paintbrushes and cutlery. • Children know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<ul style="list-style-type: none"> • Children know how a design can be purposeful to create a functional product for themselves and other users. • Children know a range of tools and equipment and their uses for cutting, shaping and joining. • Children know a range of materials and components, including construction materials, textiles and ingredients to assist their selection process. • Children know how to evaluate existing and their own products. • Children know how to make structures more stable. • Children know levers and sliders are mechanisms. • Children know what the basic principles are of a healthy diet. • Children know where food comes from. 	<ul style="list-style-type: none"> • Children know how a design can be purposeful to create a functional and appealing product for themselves and other users. • Children know a range of tools and equipment and their uses for cutting, shaping, joining and finishing. • Children know a range of materials and components, including construction materials, textiles and ingredients to assist their selection process, according to their characteristics to make their model. • Children know how to evaluate their ideas and products against their design criteria by comparing them. • Children know how to make structures stronger, stiffer and more stable. • Children know wheels and axles are mechanisms. • Children know what the basic principles are of a healthy and varied diet. • Children know where food comes from.
Vocabulary		
Idea, design, make, material, tools, experiment, colour, texture, like/ dislike, change, improve, buttons, flaps, push, food, animals, plants, eat	Plan, design, investigate, make, ideas, product, model, template, tools, equipment, materials, user, evaluate, purpose, function, mechanism, slider, lever, pivot, slot, join, paper, fastener, stable, fruit, vegetables, sensory vocabulary- soft, hard, sticky, squeezing, healthy diet, ingredients, textiles, construction materials, product,	Plan, design, investigate, make, ideas, product, model, template, tools, equipment, materials, user, evaluate, purpose, function, mechanism, vehicle, wheel, axle, joined, fixed, free moving, bridge, stiffer, stronger, stable, assemble, cut, join, tools, equipment, ingredients, textiles, construction materials, healthy diet, varied diet,