

RECEPTION DESIGN AND TECHNOLOGY PROGRESSION

Technical Knowledge Progression:

- Using tools to make moving parts. Including split pins and hole punches.
- Stitching using large plastic needles.
- Learn about how everyday objects work by dismantling things.
- Opportunities to discuss reasons that make activities safe or unsafe, for example hygiene, electrical awareness, and appropriate use of senses when tasting different flavourings.
- Observing closely and replicating a structure.

Design Progression:

- Work in contexts such as story based or wider environment.
- Explain what they are making and which materials they are using.
- Use the language of designing and making, e.g. words such as 'join', 'build' and 'shape' as well as evaluative and comparative language - 'longer', 'shorter', 'lighter', 'heavier' and 'stronger'.
- Select materials from a limited range that will meet a simple design criteria e.g. shiny.
- Select and name the tools needed to work the materials e.g. scissors for paper.
- Explore ideas by rearranging materials.
- Describe simple models or drawings of ideas and intentions.
- Discuss their work as it progresses.

Make Progression:

- Model with playdough/clay.
- Explore/use construction kits to build basic structures.
- Explore and safely use a variety of materials, tools and techniques.
- Develop appropriate holding of equipment.
- Begin to create their design using basic techniques.
- Start to build structures, joining components together.
- Look at simple hinges, wheels and axles. Use technical vocabulary when appropriate.
- Begin to use scissors to cut straight and curved edges and hole pinches to punch holes.
- Use basic adhesives to join material.

Evaluate Progression:

- Investigating/handling existing products before designing/making a product.
- Verbal questioning about a product.
- Verbal discuss about something they have made.
- Ask questions about their product.
- Say what they like and do not like about items they have made and attempt to say why.
- Start to talk about changes made during the making process.
- Begin to talk about their designs as they develop and identify good and bad points.

Cooking and Nutrition

- Follow instructions given one at a time by an adult.
- Carry out instructions with support.
- Discuss appropriate use of senses e.g. when tasting different foods.
- Begin to develop a food vocabulary using taste, smell, texture and feel.
- Explore familiar food products e.g. fruit and vegetables. Stir, spread, knead and shape a range of food and ingredients.
- Begin to work safely and hygienically.
- Start to think about the need for a variety of foods in a diet.
- Measure and weigh food items, non-statutory measures e.g. spoons, cups.