Design Technology Progression Grid				
Concept	**Nursery**	**Reception**	**Y1**	**Y2**
Design	• Explore and experiment with a range of media and materials. • Develop ideas through experimentation. • Talk about what they have made.	• Talk about what a design is. • Talk about and name a range of materials. • Produce a shared design. Too be able to talk about the product and its purpose. • Use gestures, talking and arrangements of materials and components to show design. • To adapt an idea- colour, pattern. • Use language to plan. Need to cut this. Need to glue this.	• Use pictures and words to convey what they want to design/make. • Propose one idea for their product. • Develop one idea for their product. • Use kits/reclaimed materials to develop their idea. • Create a simple model of idea using kits, or reclaimed materials. • Select appropriate technique explaining: First… Next… Last…. • Explore ideas by rearranging materials/ingredients. • Use drawings to record ideas as they are developed. • Add notes to drawings to help explanations. • Use ICT to communicate their ideas	• Use pictures and words to convey what they want to design/make. • Propose more than one idea for their product. • Develop more than one idea or more for their product. • Use kits/reclaimed materials to develop their idea. • Create models to convey and develop ideas using kits, or reclaimed materials. • Select appropriate technique explaining: First… Next… Last…. Explore ideas by rearranging materials/ingredients and explain why. • Use drawings to record ideas as they are developed. • Add notes to drawings to help explanations and material choice. • Use ICT to communicate their ideas. • Describe their models and drawings of ideas and intentions.

Make	• Use various construction materials. • Experiment with junk modelling, attaching it together. • Use simple joining methods. Glue, Sellotape, masking tape. • Start experimenting with scissors. Cutting playdoh, snipping.	• Talk about what they are making. • Construct with a purpose, using a variety of materials. • Explore different tools and use with a purpose. E.g. Scissors to cut along lines. • Explore joining methods and understand some are better than others. Tape, split pins, paper folding, paper clips, glue. •	• Discuss their work as it progresses. • Select materials/ingredients from a limited range that will meet the design criteria. • Select and name the tools needed to work the materials/ingredients. • Explain what they are making, how they are joining or cutting. • Explain which materials/ingredients they are using and why. • Name the tools they are using. • Use the tools with support.	• Discuss their work as it progresses and adapt their design. • Select materials/ingredients from a range that will meet the design criteria. • Select and name the tools needed to work the materials/ingredients and explain why they are used. • Explain what they are making, how they are joining, cutting and why. • Explain which materials/ingredients they are using and why. • Name the tools they are using. • Use the tools with some support.
Evaluate	• Share what they have made with peers and adults and talk about what they have made. • Start to answer questions about their product. E.g. What are the wheels for?	• Talk about their product with peers and adults. • Adapt product based on feedback from an adult. E.g. Could you add colour to that? • Talk about how things work. • Look at similarities and differences between existing objects / materials / tools	• Explore existing products and investigate how they have been made. • Decide how existing products do/do not achieve their purpose. • Talk about their design as they develop and identify good and bad points. • Can talk about changes made during the making process. • Say what they like and do not like about items they have made and attempt to say why.	• Explore existing products and investigate how they have been made. • Decide how existing products do/do not achieve their purpose. • Talk about their design as they develop and identify good and bad points. • Note changes made during the making process as annotation to plans/drawings. • Write what they like and do not like about items they have made and attempt to say why.

			• Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.	• Write how closely their finished product meets their design criteria and how well it meets the needs of the user.
Skills - Mechanisms	• To enjoy looking and reading pop up books. • To explore using scissors. Cutting Playdoh, snipping. • Explore joining materials.	• Explore mechanism through play. • Explore a range of mechanisms in construction resources, book and toys. • To use scissors to cut along a straight or curved line.	• Make a sliding mechanism out of card. • To understand how to use a split pin. • Understand and use a pivot and lever mechanism using card and a split pin. • Make a wheel mechanism using card and a split pin. • Match a mechanism to the type of movement it makes. • Use scissor correctly.	• Use technical vocabulary when describing mechanisms, tools and materials they use. • Join appropriately for different materials and situations e.g. glue, tape. • Try out different axle fixings and their strengths and weaknesses. • Make vehicles with construction kits which contain free running wheels. • Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels. • Cut dowel using hacksaw and bench hook. • Attach wheels to a chassis using an axle. • Use a hole punch and Insert paper fasteners for card.
Knowledge - Mechanisms	• To know things move.	• To know how things, move. • To know materials can be attached in different ways.	• Know about movement of simple mechanisms such as levers, sliders, wheels and axels. • Know appropriate vocabulary mechanism, lever, split pin, cam.	• Apply knowledge about movement of simple mechanisms such as levers, sliders, wheels and axels. • Use appropriate vocabulary in context. E.g. the split pin creates the pivot.
Skills - Textiles	• To explore and feel different textiles. • To thread. Beads, in and out.	• To identify fabrics from other materials. • Weaving in and out.	• To name some fabrics e.g. cotton, felt. • Supported to thread a needle.	• To name and identify fabrics. • Thread a needle.

	• Join textiles using glue.	• Supported join textiles using a needle and thread, in and out.	• Join textiles using a running stitch.	• Cut, then join textiles using an over sew stitch. • Decorate using a range of items (buttons, sequins, beads, ribbons etc).
Knowledge- Textiles	• To know that different textiles feel different.	• To be able to talk about the characteristics of different materials, e.g. it is red and fluffy. • To know that materials can be joined together.	• To know there are different textiles for different purposes. • To talk about a material and its characteristic. • To know what a running stitch is.	• To know there are different textiles for different purposes and explain why. • To talk about materials and their characteristic. • To know what a running stitch is and an overstitch and the difference.
Skills – Food & Nutrition	• Cut food with supervision using a knife. • Mix using a spoon. • Spread using a knife.	• Cut different foods with supervision using a knife. • Mix and combine ingredients to make a final product. Supported and directed.	• Know how to peel, cut, grate, mix and mould foods (with close supervision).	• Know how to peel, cut, grate, mix and mould foods (with supervision). • Measure ingredients accurately.
Knowledge – Food & Nutrition	• Discuss foods which are more and less healthy	• Know the difference between healthy and less healthy. • Make healthy choices. • Discuss food from a range of cultures.	• To know how to make an activity safe and hygienic. • To know he senses and how they are used with food. • To know the need for variety in food. • To begin to understand that eating well contributes to good health.	• To know where some foods come from, (i.e. plant or animal). • To describe differences between some food groups (i.e. sweet, vegetable etc.). • To know how fruit and vegetables are healthy. • To know the different food groups.
Skills – Materials & Structures	• Explore in the modelling areas attaching, stacking and joining. • To use tapes and glue.	• Start joining materials with purpose. • To use a split pin.	• Begin to measure and join materials, with some support. • Suggest ways to make material/product stronger. • To use hammer a nail.	• Measure materials using a ruler. • Join materials in different ways. • Use joining, rolling or folding to make it stronger. • Use own ideas to try to make product stronger. • To use a drill.

Knowledge – Materials & Structures	• To know something is wood or not.	• To know if something is wood or plastic or different. • To know a famous structure and talk about it. E.g. the Eiffel tower.	• To identify some materials wood, plastic, glass, fabric, card, rubber etc. • To identify a famous structure and talk about its characteristics.	• To know some materials and talk about their characteristics. E.g. Wood is strong. Plastic can be flexible and hard. • To identify a few famous structures and talk about their characteristics.