

Design Technology Curriculum Progression at Merebrook Infant School

	EYFS Framework/ National Curriculum		
Design			
	EYFS	Year 1	Year 2
Substantive knowledge	I know how to draw an idea.	I understand that create means to bring into existence.	I understand that different products are made/created in different ways.
Disciplinary knowledge	I can think about what I want to make. I can use my imagination to come up with a design idea.	I can design products that have an intended use.	I can design a product that has a clear purpose and an intended use. I can begin to select tools to use with my design.
Vocabulary	Draw, imagination.	Create, exist.	Design, purpose, intended.
Make			
	EYFS	Year 1	Year 2
Substantive knowledge	I can show some understanding about strength within structures.	I understand that tools need to be handled carefully.	I know what precautions to take when cutting different materials.
Disciplinary knowledge	I can manipulate materials to achieve a planned effect. I can use different construction materials: bricks, blocks, natural resources, Duplo etc. I can use scissors for cutting and glue for sticking.	I can demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). I can handle tools in a way that won’t cause harm.	I can measure and mark out to the nearest centimetre.
Vocabulary	cut, fold, join, fix, framework, weak, strong, underneath, side, edge, surface, thinner, thicker, wood, plastic circle, triangle, square.	Structure, wall, tower, framework, base, top.	Corner, point, straight, curved, metal, plastic, rectangle, cuboid, cylinder.
Evaluate			
	EYFS	Year 1	Year 2
Substantive knowledge	I understand why I might need to make changes to my design.	I understand that improve means to make things better.	I know how to evaluate a piece of work looking at positives and negatives.
Disciplinary knowledge	I can say whether I like my design and think about what I can do to make it better next time.	I can say what I like and dislike about my design. I can suggest improvements to existing designs.	I can improve my work, refining the design as work progresses. I can explore objects and designs to identify likes and dislikes of the designs using these to think about how I can improve. I can evaluate my design.
Vocabulary	Design, drawing, represent.	planning, investigating design, evaluate, make, user, purpose, ideas, product.	investigating, planning, design, make, evaluate, user, purpose, ideas, design criteria, product, function.
Technical Knowledge			
	EYFS	Year 1	Year 2
Substantive knowledge	I know about different construction materials: bricks, blocks, natural resources, duplo etc I know that join means to put together.	I understand that ‘safely’ means in a way that is not likely to cause or lead to harm or injury. I know the difference between techniques are the tools used (scissors-cutting/fingers-tearing).	I know how to use materials safely and effectively.
Disciplinary knowledge	I can use my knowledge to experiment with different materials.	I can create products using levers, wheels and winding mechanisms.	I can demonstrate a range of joining techniques such as gluing, hinges or combining materials to strengthen my product. I can use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. I can colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).
Vocabulary	Join, build, strong, weak	Safe, carefully, secure, lever, wheel, mechanism.	Screwing, gluing, nailing, drilling, hinges, colour, decorate.

Design Technology Curriculum Progression at Merebrook Infant School

Cooking and Nutrition			
	EYFS	Year 1	Year 2
Substantive knowledge	I understand what it means to eat a balanced diet.	I know about the different food groups we need to eat in our diet.	I can understand the balance of nutrients needed in different food groups.
Disciplinary knowledge	I can make healthy choices about my food and drink.	I can cut, peel or grate ingredients safely and hygienically. I can accurately measure/weigh an item. I can assemble ingredients.	I can cut, peel, grate and begin to add shape to ingredients safely and hygienically and with increasing control. I understand that adding more will make the weight increase and taking some away will make the weight will decrease. I can assemble ingredients, observing changes.
Vocabulary	Fruit and vegetable names, names of equipment and utensils.	Sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, peeling, cutting, measure, weigh, measuring cups/spoons, scale	Squeezing, healthy diet, choosing, ingredients, slicing.
	EYFS	Year 1	Year 2
Projects	Skills to be explored through continuous provision.	Sliders and Levers – Make a boat using levers and or sliders. Wheels and Axles – make a vehicle to take on a journey – link to Wright Brothers and journey. Fixing wheels and using axles. Preparing fruit and vegetables – Plan and make a healthy lunch box meal for a journey to space – Grating, slicing, peeling and squeezing skills to be explored.	Templates and joining – Make a simple bag and finish it using a range of finishing techniques. Sewing/gluing/stapling, pinning. Fabric crayons, sequins, dyeing. Preparing fruit and vegetables - Make a fruit and vegetable kebab – hygiene and different skills of preparing the food. Freestanding Structures – Make a Tudor House – Stability, strength, make it so it doesn't fall down.