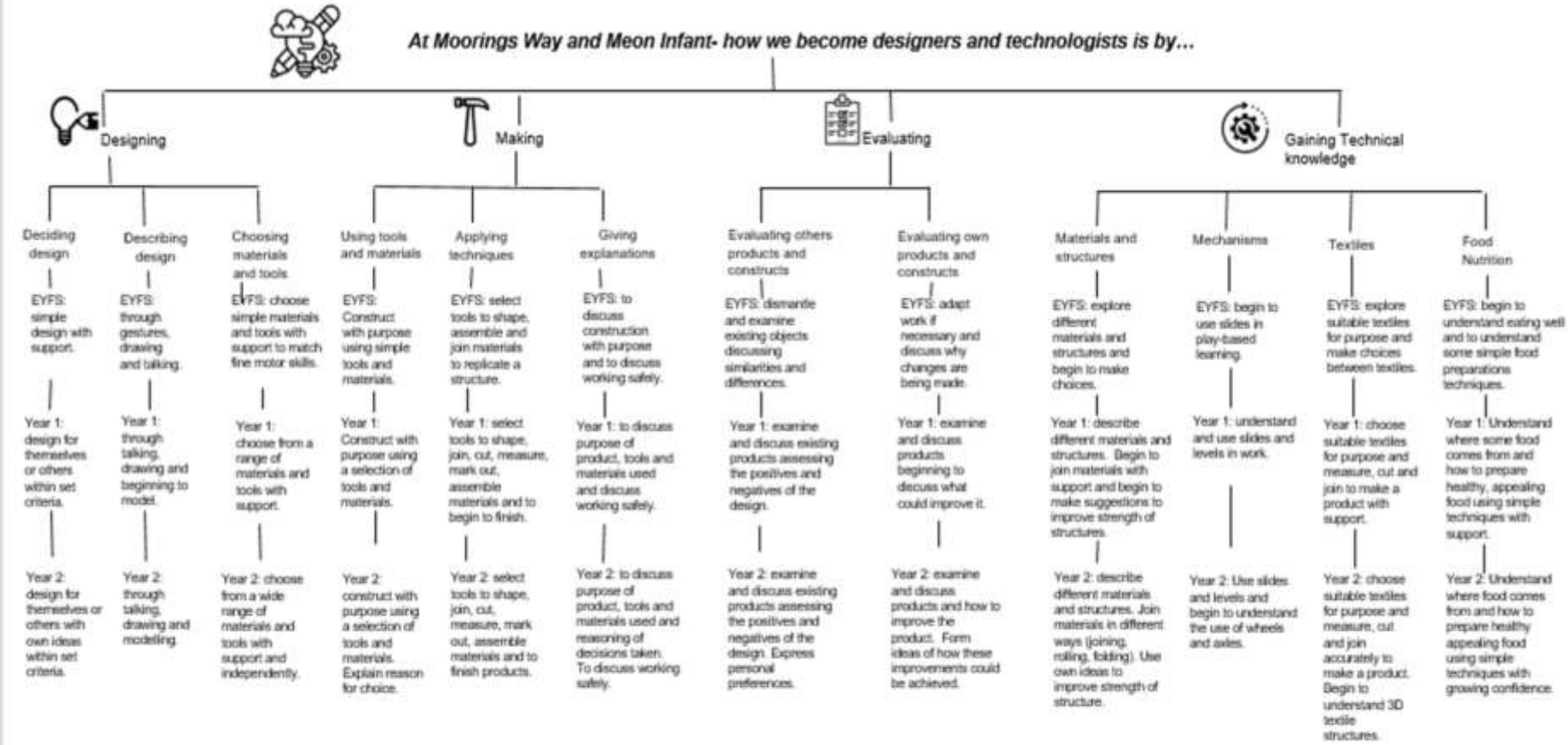
Subject progression: DT – Key stage 1

	Reception	Year 1	Year 2	End of Key Stage Expectation
DT	Aut – mechanisms – sliders clay Spring – structures – design and build a bridge food – choosing healthy food for a fruit kebab Summer – textiles – superhero capes, ship sail	Autumn: Make picture frame Spring: Levers and Sliders Summer: Food/textiles	Autumn: Make a vehicle for the future. Spring: Bridges Summer: Food	.
Design	Learning to construct with a purpose in mind, e.g. using scissors, glue, string and a hole-punch to make a bag to store items collected during a Forest School session. Learning about planning and adapting initial ideas to make them better, e.g. a child might choose to use scissors, a stapler, elastic bands and glue to join bits together to make a toy vehicle. But they might then modify	• use own ideas to design something and describe how their own idea works • design a product which moves • explain to someone else how they want to make their product and make a simple plan before making	• think of an idea and plan what to do next • explain why they have chosen specific materials	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

	their initial idea by using masking tape. Children should use a range of tools including scissors, hole punch, stapler, glue spreader, rolling pin, cutter and grater.			
Make	Observing closely and replicating a structure, e.g. following a visit, children make a milking shed, church tower out of small wooden bricks	• use own ideas to make something • make a product which moves • choose appropriate resources and tools	• choose tools and materials and explain why they have chosen them • join materials and components in different ways • measure materials to use in a model or structure	Make Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) Select from and use a wide range for materials and components, including construction materials, textiles and ingredients, according to their characteristics.
Evaluate	Opportunities to notice and discuss materials around them e.g. utensils for cooking, tree barks on a walk, soft furnishings in the classroom. Opportunities to discuss reasons that make activities safe or unsafe e.g. hygiene and electrical awareness. Opportunities to discuss appropriate use of senses e.g. when tasting different foods. Opportunities to use the language of designing and making, e.g. words	• describe how something works • explain what works well and not so well in the model they have made	• explain what went well with their work	Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria.

	such as 'join', 'build' and 'shape' as well as evaluative and comparative language - 'longer', 'shorter', 'lighter', 'heavier' and 'stronger'. Children should also learn to record their experiences by, for example, drawing, writing, voice recording or modelling.			
Technical Knowledge	earning about how everyday objects work by dismantling things and looking closely at their component parts, e.g. a child might dismantle a pepper grinder and discover how it is put together and the materials different parts are made from.	• make their own model stronger	• make a model stronger and more stable • use wheels and axles, when appropriate to do so	Technical knowledge 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
Food Technology	Beginning to understand some of the tools, techniques and processes involved in food preparation. E.g. taking turns stirring the mixture for a cake and then watching it rise while cooking. Children should practise stirring, mixing, pouring and blending ingredients during cookery activities.	• cut food safely	• weigh ingredients to use in a recipe • describe the ingredients used when making a dish or cake • Using different kitchen tools for a purpose • Learning different food preparation techniques	*use the basic principles of a healthy and varied diet to prepare dishes* *understand where food comes from*



Design and Technology at Moorings Way Infant School 7 principles for Teaching

Subject knowledge is the foundation for teaching the children Design and Technology. Teachers have access to subject knowledge development to ensure relevant and up to date subject knowledge. Explanation is supported by application of previous learning, worked examples, practical demonstrations and thinking maps in order for inclusive learning to take place. Questioning is used to underpin key vocabulary and opportunities for planned questioning are taken. All staff apply the principles of feedback to feed forward using hats, editing, evaluation and learning reviews as well as in the moment verbal feedback. This ensures the reflective practice of the creative process of DT. Modelling is a key aspect in Design and Technology and occurs through practical demonstrations. Metacognition principles in lessons are planned for by similar lesson structures to reduce the cognitive load. Also, metacognition is supported by ensure children work through the plan, do, evaluate process of DT. Staff ensure learning in DT is revisited throughout the school year and across the years, in order to support meta-memory strategies. These include looking for cross-curricular opportunities of retrieval practice.