



# Hillborough Infant and Nursery School

## Skills Progression: D&T

|   | <b>Nursery</b>  | <b>Reception</b>  | <b>Year 1</b>  | <b>Year 2</b>   |
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| <b>Generating ideas &amp; designing</b> | <p>Show curiosity about objects, events and people</p> <p>Use senses to explore the world around them</p> <p>With encouragement, share their ideas of what they want to make</p>  | <p>Think of design ideas</p> <p>Talk about what I want to make</p> <p>Design simple products</p> <p>Questions why and how things happen</p> <p>Plan and make decisions about how to approach a task</p> <p>Make simple observations about the features of objects</p>   | <p>Design products for a particular user based on simple design criteria.</p> <p>Generate initial ideas and design criteria through own experiences.</p> <p>Develop and communicate these ideas through talk and drawings and mock ups where relevant</p>  | <p>Design appealing products for a particular user based on design criteria.</p> <p>Generate initial ideas and design criteria through own experiences.</p> <p>Develop and communicate these ideas through talk and drawings and mock ups where relevant</p>  |
| <b>Making</b>                           | <p>Explain what they are making</p> <p>Explore using a range of tools and materials</p> <p>Use the tools safely</p> <p>Engage in open-ended activity</p> <p>Attempts to create simple presentations of objects, events and people</p> <p>Construct with purpose in mind, using a variety of resources</p> | <p>Find ways to solve problems / find new ways to do things / test their ideas</p> <p>Changing strategy as needed</p> <p>Checking how well their activities are going</p> <p>Use tools to manipulate materials</p> <p>Work from observation, imagination and memory.</p> <p>Use a variety of tools and materials to make models</p> | <p>Select and use simple utensils, tools and equipment to perform a job e.g. peel, cut, slice, squeeze, grate and chop safely; marking out, cutting, joining and finishing; cut, shape and join paper and card.</p> <p>Select from a range of ingredients and materials according to their characteristics to create a chosen product.</p> | <p>Plan by suggesting what to do next.</p> <p>Select and use tools, equipment, skills and techniques to perform practical tasks, explaining their choices.</p> <p>Select new and materials, components, reclaimed materials and construction kits to build and create their products.</p> <p>Use simple finishing techniques suitable for the products they are creating.</p> |



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|                                |   | <p>Select appropriate tools and resources</p> <p>Safely use a variety of tools and techniques</p> <p>Experiment with design, form and function</p>   |  |  |
| <b>Evaluating</b>              | <p>Be excited about what they have made</p> <p>Talk about what they have made</p>   | <p>Engage in conversation about their products/ models</p> <p>Identify success and next steps</p>  | <p>Taste, explore and evaluate a range of products to determine the intended user's preferences for the product</p> <p>Evaluate their ideas throughout and finished products against design criteria, including intended user and purpose.</p>   | <p>Explore a range of existing products related to their design criteria.</p> <p>Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.</p>  |
| <b>Cooking &amp; Nutrition</b> | <p>Begin to develop a food vocabulary using taste, smell, texture and feel.</p> <p>Begin to explain what healthy foods are</p> <p>Stir and knead a range of food and ingredients</p> <p>Explore familiar food products e.g. fruit and vegetables.</p> <p>Begin to work safely and hygienically.</p> | <p>Eat a healthy range of foods and understand the need for variety in food.</p> <p>Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Spread and cut a range of food and ingredients using a plastic knife safely</p> <p>Measure and weigh food items, non-statutory measures e.g. spoons, cups.</p> | <p>Explain where some food grows</p> <p>Name different fruit and vegetables</p> <p>Identify healthy and unhealthy meals</p> <p>Cut and assemble some healthy foods to make a meal</p> <p>Know the benefits of fruit and vegetables.</p> <p>Know about basic hygiene and safety rules</p> | <p>Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</p> <p>Explain why I need to eat a balanced and a variety of food groups to stay healthy.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Use simple scales or balances</p> <p>Understand main rules of food hygiene</p> |



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|                                    |   |   | Know and use technical and sensory vocabulary relevant to the project   | Know and use technical and sensory vocabulary relevant to the project  |
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| <b>Construction &amp; Textiles</b> | <p>Explore and investigate a variety of construction materials, e.g. wooden blocks, bricks, mobile</p> <p>Stack blocks vertically and horizontally</p> <p>Explore using/holding basic tools such as scissors, glue sticks and roll pins</p> <p>Explore the texture of different fabrics</p> | <p>Use a variety of construction materials appropriately, e.g. crates, bricks, Mobilo</p> <p>Manipulate materials to achieve a planned effect</p> <p>Handle a range of tools and equipment effectively, e.g. scissors, hole punch, stapler, woodworking tools, rolling pins</p> <p>Use different media and combine to create new effects.</p> <p>Experiment to create different textures.</p> <p>Start to build structures, joining components together</p> | <p>Arrange pieces of the construction before building</p> <p>Begin to build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Make a structure/model using a variety of materials</p> <p>With support, cut materials other than paper using scissors</p> <p>Join two materials together, often with glue</p> <p>Make simple models, not necessarily with a purpose</p> <p>Explain which tools are they using and why</p> <p>Select suitable pre-cut fabrics</p> <p>Join textiles together</p> <p>Express preferences when choosing fabric</p> | <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Start to assemble, join and combine materials in order to make a product.</p> <p>Select tools for folding, joining and rolling</p> <p>Join multiple materials together</p> <p>Use a simple template for cutting out</p> <p>Use simple finishing techniques</p> <p>Measure an amount of a textile and cut it out</p> <p>Join textiles together to make a product, using techniques – stitching</p> <p>Cut textiles accurately</p> |



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| <b>Mechanisms</b> | Begin to fold paper effectively<br><br>Learn how to lift a flap gently<br><br>To investigate toys with wheels, pulleys | Use split pin to create a moving picture/creature<br><br>Begin to make a lift a flap picture/book<br><br>Look at simple hinges, wheels and axles<br><br>Use simple tools and techniques appropriately, e.g. hole punch, PVA glue stick, tape. | Explain their ideas orally<br><br>Make a product which moves<br><br>Identify the key features of an existing product<br><br>Explain why they have chosen moving parts<br><br>Know how some moving objects work<br><br>Use a variety of tools safely<br><br>Explain which tools are they using and why<br><br>Make a lever to use in a product | Choose the most appropriate tools and materials and explain their choices<br><br>Follow basic safety rules<br><br>Join materials together as part of a moving product<br><br>Explain how different parts move<br><br>Use wheels, slides and levers in their plans<br><br>Talk about how moving objects work |
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