

DT Curriculum Skills Progression

INTENT: At Lyndhurst we aim to provide children with the opportunity to design and make a range of products that solve real-life practical problems. They make links between their knowledge from a range of other subjects, such as maths, science and art, and apply these skills in their DT work. They have opportunities to use a range of tools, materials and methods, thus allowing them to be independent and resourceful in their choices for their own practical work. Uses for their DT skills and knowledge within the real world are highlighted to the children in order for them to have aspirational opportunities. Children have the opportunity to look at a range of products already on the market and can make simple evaluations on their practicality for a task.

Our aim is for pupils to:

- Develop the creative, technical and practical experiences needed to perform everyday tasks confidently and recognise the application of design technology within the world
 - To apply their increasing knowledge of materials and their technical skills to design and make products for a range of users
 - To test and evaluate their work and that of their peers
 - To understand basic principles of nutrition and learn how to cook

SEND Provision

At Lyndhurst Infant School we believe that every child is respected as an individual and has the right to learn and develop their talents and abilities (Article 29) We adapt the curriculum and supply resources to suit individual needs, including; social, emotional and mental health, physical, sensory and cognitive, so that every child can access the curriculum and further their learning.

Children with complex needs including children with autism and social communication needs access the curriculum at their own level of personal development. This may not follow the continuum as they tend to have a spiky profile, therefore not necessarily accessing all aspects of the progression map in order. For example, in reading, a child may be able to read complex texts, but not have the comprehension skills to match.

SKILLS IMPLEMENTATION	EYFS	YEAR 1	YEAR 2
Design and Technical Knowledge	We recognise that children learn best from first hand experiences and therefore we provide opportunities for them to explore a range of materials and existing designs before they are expected to generate their own ideas. Simple design criteria will be provided for KS1 children so their design process has a purpose.		
	<p>Beginning:</p> <ul style="list-style-type: none"> To develop their small motor skills so that they can use a range of tools competently, safely and confidently. To explore, use and refine a variety of artistic effects to express their ideas and feelings. <p>Within:</p> <ul style="list-style-type: none"> To continue to develop their small motor skills to ensure they can use a range of tools competently, safely and confidently. Return to and build on their previous learning, refining ideas and developing their ability to represent them. <p>Expected (ELG's):</p> <ul style="list-style-type: none"> To independently use a range of small tools, 	<p>Beginning:</p> <ul style="list-style-type: none"> Begin to generate ideas through drawing on their own experiences Develop an understanding of the ways that sliders and levers can create movement <p>Within:</p> <ul style="list-style-type: none"> Say how a product will suit it's intended user Develop and communicate their design ideas through talking, drawing and labelling <p>Expected:</p> <ul style="list-style-type: none"> Design purposeful and appealing products for themselves and other users based on simple design criteria. 	<p>Beginning:</p> <ul style="list-style-type: none"> Explore existing products and say what makes them strong Begin to adapt their design, using knowledge of materials and structures to make them stronger, stiffer and more stable <p>Within:</p> <ul style="list-style-type: none"> Design models before using construction kits to build them <p>Expected:</p> <ul style="list-style-type: none"> Choose materials for a range of tasks based on their functional and aesthetic properties

	<p>including scissors and paintbrushes.</p> <ul style="list-style-type: none"> To be able to share their creations, explaining the process they have used. 		
Developing Vocabulary	Material names (eg, fabric, wood, paper, cardboard, plastic), wheels, design	Design, product, design criteria, material names (eg, textiles, fabric, wood, cardboard, paper, plastic, straw, wire, ingredients), structure, stable, mechanisms, lever, slider, pivot point, wheels, axle	
Key People and 'real-life' links	Builders, architects, Wendy Tsao,		
IMPACT:	Children will recognise that products that we use have been designed for a purpose and that there are a wide range of designs available for the same purpose. They will gain an understanding of the design process, and will be able to generate and communicate their own ideas through a range of appropriate methods.		

SKILLS IMPLEMENTATION	EYFS	YEAR 1	YEAR 2
Make and Technical Knowledge	Children will have access to range of materials to work with. This includes a variety of construction resources, junk materials, woodwork, unconventional materials, ingredients and textiles. When working with ingredients, concerns about and restrictions regarding allergies and special diets will be adhered to.		
	<p>Beginning:</p> <ul style="list-style-type: none"> To develop their small motor skills so that they can use a range of tools competently, safely and confidently. <p>Within:</p> <ul style="list-style-type: none"> To continue to develop their small motor skills to ensure they can use a range of tools 	<p>Beginning:</p> <ul style="list-style-type: none"> Begin to use a range of tools safely to make products, including moving mechanisms Begin to use cutting, gluing, tying and taping to shape and join materials <p>Within:</p> <ul style="list-style-type: none"> Use cutting, gluing, tying and taping to shape and join materials 	<p>Beginning:</p> <ul style="list-style-type: none"> Select from and use a range of tools safely to make products, including moving mechanisms <p>Within:</p> <ul style="list-style-type: none"> Explore how products can be made stronger, stiffer and more stable through different materials and techniques

	<p>competently, safely and confidently.</p> <p>Expected (ELG's):</p> <ul style="list-style-type: none"> To independently use a range of small tools, including scissors and paintbrushes and use appropriate vocabulary. 	<ul style="list-style-type: none"> Begin to use knowledge of existing products when selecting the tools and materials for their own creations <p>Expected:</p> <ul style="list-style-type: none"> Select from a range of components and materials to make a product 	<p>Expected:</p> <ul style="list-style-type: none"> Explore a range of existing products and use their knowledge to consider characteristics of materials and ingredients when choosing which to use for their own products
Developing Vocabulary	Cut, stick, tape, glue, fix, build, material names (eg fabric, wood, paper, cardboard, plastic),	Levers, sliders, pivot point, wheels, axles, scissors, blades, hacksaw, sandpaper, needle, thread, knives, material names (eg, fabric, wood, cardboard, paper, plastic, ingredient names), structures, stable, mechanisms, lever, slider, pivot point, wheels, axle	
Key people and 'real-life' links	Carpenters, builders, joiners, Lead architects and designers – these may be linked the local area or linked to topics being studied		
IMPACT	Children will be able to work with a range of materials, ingredients and components effectively. They will consider the characteristics of the materials that they choose to make informed decisions when selecting equipment and tools to perform practical tasks. Children will recognise the importance of hygiene when working with ingredients.		

SKILLS IMPLEMENTATION	EYFS	YEAR 1	YEAR 2
Evaluate	Children will be given opportunities to look at existing products and discuss how they are used and if they are fit for purpose. They will use their knowledge of materials, ingredients, components and processes to comment on the effectiveness of their use within the product/design.		
and	<p>Beginning:</p> <ul style="list-style-type: none"> To explore, use and refine a variety of artistic effects to express their ideas and feelings. <p>Within:</p>	<p>Beginning:</p> <ul style="list-style-type: none"> Explore existing products and say what they like and dislike about them <p>Within:</p> <ul style="list-style-type: none"> Say what they like and dislike about their finished products 	<p>Beginning:</p> <ul style="list-style-type: none"> Begin to suggest ways in which products could be tested fairly <p>Within:</p> <ul style="list-style-type: none"> Evaluate their own and existing products against simple design criteria, identifying strengths and weaknesses
Technical Knowledge			

	<ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them. <p>Expected (ELG's):</p> <ul style="list-style-type: none"> To be able to share their creations, explaining the process they have used. 	<p>Expected:</p> <ul style="list-style-type: none"> Begin to suggest ways in which their products could be strengthened and improved 	<p>Expected:</p> <ul style="list-style-type: none"> Suggest ways in which products could be strengthened and improved
Developing Vocabulary	Strength, weakness, improve,	Strength, weakness, improve, success criteria, evaluate, assess, purpose,	
Key people and 'real life' links	Quantity surveyor, product analyst, Study the work of Key/Famous designers and products		
IMPACT	Children will be able to talk about what has been successful in their design and making process. They will progress towards evaluating their own work, the work of their peers and some existing products against design criteria. There is an understanding when evaluating any product, that there may be a difference of opinion and that people have a right to express this.		

SKILLS IMPLEMENTATION	EYFS	YEAR 1	YEAR 2
Cooking and Nutrition	Lyndhurst is a Healthy School and we promote the importance of drinking water and eating a healthy diet. School lunches provide a balanced diet and fresh fruit and milk is provided daily. All children follow current food hygiene regulations and have clean hands before eating their snack and lunch. Children will be taught about how to make healthy food and drink choices, and special diets are respected and catered for.		
	<p>Beginning:</p> <ul style="list-style-type: none"> To beginning to Know and talk about the different factors that 	<p>Beginning:</p> <ul style="list-style-type: none"> Understand that food comes from plants and animals (links to Science) <p>Within:</p>	<p>Beginning:</p> <ul style="list-style-type: none"> Begin to use mixing to make cakes or bread that involve ovens to bake <p>Within:</p>

	<p>support their overall health and wellbeing</p> <p>Within:</p> <ul style="list-style-type: none"> To know and talk about the different factors that support their overall health and wellbeing <p>Expected (ELG's):</p> <ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including the importance of healthy food choices. 	<ul style="list-style-type: none"> Talk about foods that we should eat to stay healthy Compare the taste and texture of different foods (International Day) <p>Expected:</p> <ul style="list-style-type: none"> Use a knife to prepare fruit and vegetables safely and hygienically (without a heat source) 	<ul style="list-style-type: none"> Understand where food comes from and that it can be farmed, grown elsewhere or caught Evaluate through taste testing and user feedback (International Day) <p>Expected:</p> <ul style="list-style-type: none"> Name and sort food into the five main food groups Use cutting, peeling and grating to prepare ingredients
Developing Vocabulary	Recipe, instructions, ingredient names including fruit and veg	Healthy, unhealthy, sugars, fats, protein, carbohydrate, ingredient names including fruit and veg names, recipe, seed, grow, plant	
Key people and 'real-life' links	Chef, cook, recipe designer, Jamie Oliver, Nadiya Hussain, Mary Berry, Kenny Tutt (local famous people linked to food production and design) International food studies linked to topics and celebrations including festivals ie Christmas, Diwali		
IMPACT	Children will have a growing understanding of where food comes from and will have opportunities to see various food products grown from seed. They will be taught about healthy foods and the importance of a varied diet and will be encouraged to make healthy food choices in school. Children will learn safe and hygienic practices for working with food to prepare dishes.		