

# Lowe's Wong Infant School

## Design and Technology Progression Document



Key Area	Foundation 1	Foundation 2	Year 1	Year 2
<b>Designing</b>	Know how to make connections between actions and the marks being made.	Know that appropriate resources can be selected when designing.	<p>Know that there are similar existing products relating to what is being made. Know that products serve a purpose.</p> <p>Know that they are making, who they are making it for and why they are making it, through drawings and talking.</p> <p>Know how to design purposeful models based on simple design criteria.</p>	<p>Know how to model and plan own ideas and share these with others – talking, annotated drawing, models,</p> <p>Know how to draw upon own experiences and knowledge to create drawings to aid ideas.</p> <p>Know how to design purposeful models based on a design criterion or brief.</p> <p>Know how their product will work and how it will impact their intended users.</p>
<b>Making</b>	Know that colours and materials to use for a particular use.	<p>Know that materials can be joined using tools and techniques.</p> <p>Know how to use tools safely.</p> <p>Know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p>	<p>Know that tools / equipment can be used to cut, shape, join and finish.</p> <p>Know that they can select from a variety of materials and components to construct their product.</p>	<p>Know that there is a purpose for what is being made.</p> <p>Know how to select from a range of materials and components according to characteristics.</p> <p>Know how to measure and mark, cut assemble and join materials and components.</p>

<b>Evaluating</b>	<p>Know how to explore different materials freely, in order to develop ideas about how to use them and what to make.</p>	<p>Know that work can be adapted if necessary.</p> <p>Know how to return to and build on their previous learning, refining ideas and developing ability to represent them.</p>	<p>Know that a final product is linked to a design brief.</p> <p>Know how to explore and evaluate a range of existing products.</p> <p>Know how their products could be improved.</p>	<p>Know that a final product is linked to a design brief.</p> <p>Know that there are strengths and weaknesses of products made.</p> <p>Make simple judgements about their products and ideas against design criteria.</p>
<b>Technical Knowledge</b>	<p>Know how to explore different materials freely.</p>	<p>Know that some products need to be strong.</p> <p>Know that some products move.</p> <p>Know how to create collaboratively, sharing ideas, resources and skills.</p>	<p>Know that there are ways to make a product stronger.</p> <p>Know that wheels and axles can be used to create movement.</p> <p>Know that textiles can be cut and joined to make a product.</p> <p>Know how to build a structure or mechanism using simple working characteristics, materials or components.</p>	<p>Know that materials can be measured.</p> <p>Know that levers and sliders can be used to create movement.</p> <p>Know that textiles can be joined to make a product.</p> <p>Know how to join textiles using a running stitch.</p> <p>Know how to make free standing structures and know how they can be made stronger, stiffer and more stable.</p>
<b>Cooking and nutrition</b>	<p>Know that ingredients can be stirred, mixed and poured.</p>	<p>Know that eating well contributes to good health.</p> <p>Know how to safely use and explore a variety of tools.</p>	<p>Know that food comes from plants or animals.</p> <p>Know that food has to be farmed, grown or caught.</p> <p>Know that with support, food can be cut, peeled and grated.</p>	<p>Know that food from comes from different countries in the world.</p> <p>Know that with safety and good hygiene, food can be cut, peeled and grated.</p> <p>Know how to evaluate existing food products and plan and make a similar food product using relevant tools and equipment.</p>

				Know that the 'Eat well' plate and suggest healthy food swaps.
<b>Key Vocabulary</b>	Stir, mix, pour	Design, materials, tools, draw, cut, join, move, healthy, ingredients	Product, equipment, shape, finish, measure, mark, improve, stronger, textiles, structure, mechanism, wheels, axels, farmed, grown, caught, peeled, grated	Plan, strength, weakness, levers, sliders, movement, stronger, stiffer, stable, free standing, hygiene, evaluate, healthy, portions, food groups- carbohydrates, protein, dairy, fruits and vegetables, fats and sugars.