WINS SUBJECT PROGRESSION GRID

SUBJECT- Design Technology SUBJECT LEAD- Rosie Sullivan

ASPECT Textiles- e.g. puppets, a simple purse, pencil case, book mark			
	EYFS	**YEAR ONE**	**YEAR TWO**
VOCAB	**Materials, join, stick, snip, cut, weave**	**Materials, fabric, product, design, cut , attach, sew, thread, needle, eye**	**Materials, cut, shape, join, product, design, fabric, template,**
RESOURCES/ EQUIPMENT	**Scissors, glue, range of materials- e.g. felt, ribbon**	**Scissors, glue, range of materials- e.g. felt, ribbon, binka, needles, stapler, buttons**	**Scissors, glue, glue guns range of materials- e.g. felt, ribbon binka, needles, stapler, buttons**
KNOWLEDGE	**Understand how to use tools safely**	**Identifying parts of a needle (point and eye)** **Understand how to use equipment and tools safely**	**Understand the alternative ways of joining fabrics and embellishments**
SKILLS **-Design** **-Make** **-Evaluate**	**To use a pair of scissors to snip and cut** **To join two pieces of material together** **To use a glue stick** **To use a stapler safely** **To weave two pieces of material together**	**To design a simple product** **To join two pieces of material together** **To thread a needle** **To use a simple running stitch**	**To evaluate existing products** **To measure out material** **To add simple finishing touches e.g. decorations** **To sew on a button** **Evaluate their ideas and products against design criteria**

ASPECT Moving Mechanisms- e.g. make a pop up card, make a moving vehicle			
	EYFS	**YEAR ONE**	**YEAR TWO**
VOCAB	**Slot, pop up, move, flap, pull, push, upwards**	**Lever, slider, hinge, design, make, straight, curved,**	**Mechanism, guide, bridge, pivot, slot, evaluate, purpose, design criteria, wheel, axel**
RESOURCES/ EQUIPMENT	**Card, paper, split pins, hole punch, scissors, glue stick, masking tape, tape dispenser, PVA glue**	**Finishing/ decoration materials**	**Cutting mats, craft knives, dowling, wheels, axels**
KNOWLEDGE	**Understand how to use tools safely** **Explore examples of pop ups and flaps in books** **Explore wheels and axels**	**Explore examples of levers, and sliders in books**	**Generate a simple design based on design criteria and their own experiences** **Understand that different mechanisms produce different types of movement**
SKILLS	**How to cut paper and card** **How to use scissors and other tools safely** **How to use a hole punch** **How to use paper fasteners**	**Select the tools needed** **Evaluate the product** **Measure the card/ paper** **Use finishing techniques**	**Select the tools they need and explain their choices** **Use tools such as a craft knife and cutting mat safely to make slots** **Evaluate the product and talk about whether it met the design criteria**

ASPECT Structures			
	EYFS	YEAR ONE	YEAR TWO
VOCAB	Build, construct, strong, join	Reinforce, stable, structure, attach, stiff,	Assemble, scoring, accuracy, rigid,
RESOURCES/ EQUIPMENT	Junk modelling boxes, dispenser and sellotape, scissors, glue spreader, glue stick, felt tip pens, woodwork tools such as hammer	Cardboard, ruler, coloured paper, glue guns, woodwork tools- screwdriver, hammer drill	Squared paper, woodwork tools such as
KNOWLEDGE	Understand how to use tools safely	How to use woodwork tools safely- e.g. drills, saws	How to strengthen, stiffen and reinforce more complex structures How to generate a simple design based on design criteria and their own experiences
SKILLS	How to use tools such as glue sticks, scissors How to join/ attach boxes together How to bang a nail in	How to measure materials Select the tools and materials needed Evaluate the product Measure the card/ paper How to use a saw, screwdriver and drill	Evaluate the product and talk about whether it met the design criteria

ASPECT Cooking and Nutrition			
	EYFS	**YEAR ONE**	**YEAR TWO**
VOCAB	**Healthy, mix, whisk, ingredients, recipe**	**Vitamins, balanced, cut,**	**grate, slice,**
RESOURCES/ EQUIPMENT	**Knife, jug, fork, wooden spoon, sieve, masher**	**peeler, lemon squeezer, serrated vegetable knife**	**Grater, Melon baller**
KNOWLEDGE	**Eating a balanced diet ensures we are healthy**	**Understand that all food comes from plants or animals** **To be able to name and sort food into the five groups of the Eatwell plate** **To know that we need to eat five potions of fruit or vegetables a day**	**Understand that food has to be farmed, grown else where**
SKILLS	**To use a knife to spread** **To be able to use a knife to cut soft foods e.g. bananas** **To use hands to shape dough**	**To use a potato masher** **To use a colander to drain foods- eg tuna** **Sift flour into a bowl** **To crack an egg (with close supervision)** **To use a peeler (with close supervision)**	**To use a bridge hold to cut up fruit/ vegetables (with close supervision)** **To be able to grate foods(with close supervision)**