




Brough Primary School – Progression in Design Technology EYFS & KS1



	Phase 1 EYFS	Phase 2 Years 1 and 2
<p>Design</p> 	<ul style="list-style-type: none"> ● Select appropriate resources ● Use gestures, talking and arrangements of materials and components to show design ● Use contexts set by the teacher and myself ● Use language of designing and making (join, build, shape, longer, shorter, heavier etc.) <p>Key Vocabulary Investigating, planning, design, purpose, ideas.</p>	<ul style="list-style-type: none"> ● Have own ideas and plan what to do next ● Explain what I want to do and describe how I may do it. ● Explain purpose of product, how it will work and how it will be suitable for the user ● Describe design using pictures, words, models, diagrams, begin to use ICT ● Design products for myself and others following design criteria ● Choose best tools and materials, and explain choices ● Use knowledge of existing products to produce ideas <p>Key Vocabulary Investigating, planning, design, purpose, ideas, design criteria, product, function.</p>
<p>Make</p>	<ul style="list-style-type: none"> ● Construct with a purpose, using a variety of resources ● Use simple tools and techniques ● Build / construct with a wide range of objects ● Select tools & techniques to shape, assemble and join 	<ul style="list-style-type: none"> ● Explain what I am making and why it fits the purpose ● Make suggestions as to what I need to do next. ● Join materials/components together in different ways ● Measure, mark out, cut and shape materials and components, with support ● Describe which tools I'm using and why


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	<ul style="list-style-type: none"> ● Replicate structures with materials / components ● Discuss how to make an activity safe and hygienic ● Record experiences by drawing, writing, voice recording ● Understand different media can be combined for a purpose <p>Key Vocabulary Make, measure, cut, fold, join, fix structure, wall, tower, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic.</p>	<ul style="list-style-type: none"> ● Choose suitable materials and explain choices depending on characteristics. ● Use finishing techniques to make product look good ● Work safely and hygienically <p>Key Vocabulary Make, measure, cut, fold, join, fix structure, wall, tower, weak, strong, base, joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish.</p>
<p>Evaluate</p> 	<ul style="list-style-type: none"> ● Adapt work if necessary ● Dismantle, examine, talk about existing objects/structures ● Consider and manage some risks ● Practise some appropriate safety measures independently ● Talk about how things work ● Look at similarities and differences between existing objects / materials / tools ● Show an interest in technological toys ● Describe textures <p>Key Vocabulary Discuss, compare, change.</p>	<ul style="list-style-type: none"> ● Describe what went well, thinking about design criteria ● Talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion ● Evaluate how good existing products are ● Talk about what I would do differently if I were to do it again and why <p>Key Vocabulary Discuss, compare, evaluate, improve, change, adapt, assess.</p>

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<p>Cooking and nutrition</p>  A cartoon illustration of a chef with a white hat, a white apron, and a friendly expression. He is holding a spoon in his right hand and has his left hand on his chin, appearing to be in deep thought or listening.	<ul style="list-style-type: none">● Begin to understand some food preparation tools, techniques and processes● Practise stirring, mixing, pouring, blending● Discuss how to make an activity safe and hygienic● Discuss use of senses● Understand need for variety in food● Begin to understand that eating well contributes to good health <p>Key vocabulary Fruit and vegetable names, names of equipment and utensils, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients,</p>	<ul style="list-style-type: none">● Explain hygiene and keep a hygienic kitchen● Describe properties of ingredients and importance of varied diet● Say where food comes from (animal, underground etc.)● Describe how food is farmed, home-grown, caught● Draw eat well plate; explain there are groups of food● Describe “five a day”● Cut, peel and grate with increasing confidence <p>Key Vocabulary Fruit and vegetable names, names of equipment and utensils, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients,</p>
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