

Uplands Infant and Nursery School

Progression in DT

2021-2022

	Nursery	Reception	Year 1	Year 2
<p>Master Practical Techniques Vocabulary, Technical knowledge, practical knowledge</p>	<p>Explore and name familiar and unfamiliar household and school objects, materials, tools and equipment.</p> <p>What is the purpose?</p> <p>Explore and notice the features of objects</p> <p>Explore ‘transformative’ actions</p> <p>pressing, squashing, prodding, tearing, scrunching, twisting, rolling, snipping, cutting</p> <p>Joining</p> <p>Investigate joining materials/ together- glue sticks. PVA and glue spreaders and tape. Progress to treasury tags and hole punchers, staplers and staples, split pins explore and use real tools with support e.g screwdrivers and hammers</p> <p>Explore threading e.g using raw spaghetti, beads and string</p>	<p>Explore and name familiar and unfamiliar household and school objects, materials, tools and equipment.</p> <p>What is the purpose?</p> <p>Examine and note the features of objects</p> <p>Practise and improve ‘transformative’ actions</p> <p>pressing, squashing, prodding, tearing, scrunching, twisting, rolling, snipping, cutting- along a line, a simple shape, simple patterns</p> <p>Joining</p> <p>Join materials/ pieces together with increasing precision and effectiveness- glue sticks, PVAand glue spreaders, tape, staplers, treasury tags. Progress to treasury tags and hole punchers, staplers and staples, split pins, real tools e.g screwdrivers, hammers and nails</p> <p>Practise threading- binca and needles</p>	<p>Know that Ideas are built on something that was already there and are improved over time.</p> <p>Practise the use of tools safely and with increasing accuracy and skill Include woodwork</p> <p>Joining</p> <p>Practise using of a range of joining techniques. Explore and practise best joining technique for purpose.</p> <p>Practise threading- binca and needles</p>	<p>Know about the materials used for a purpose</p> <p>Know and use tools for cutting and joining safely e.g hacksaw for cutting wood.</p> <p>Joining</p> <p>Know and use different ways of joining e.g running stich for fabrics, Tape and glue to create temporary, fixed and moving joins Hammer and nails to join wood</p>

Structures
 Exploration of structures using familiar and new resources e.g construction kits- Duplo, magnetic balls and rods, popoids (push, pull). Progressing to mobilo and mechano (twist and using tools)



Practise:
Simple Flap Join



Hinge Joins
 Simple hinge using paper or masking tape.



Begin to use
 Flange
 joins



Structures
 Block play- stacking, bridging and enclosing to make increasingly complex structures

Junk modelling- selecting objects and materials for a purpose

Block Play-
 Block play- stacking, bridging, ramping, enclosing and making complex structures.

Continued exploration of balance and stability through combination of resources in

Structures
 Developing awareness of different kinds of structures- e.g frame solid. Build structures, exploring stability and strength

Marshmallows and spaghetti pier structures
 Experimenting with the most stable shape
 Adapting designs as the structures are built

Explain ideas

Structures
 Identify some features of different kinds of structures
 Build structures, exploring and using ways to make them stronger, stiffer and more stable



Block play-

stacking, ramping, bridging progressing to enclosing and begin to make increasingly complex structures. Exploring balance and stability

Mechanisms

Explore equipment/resources



that have

mechanisms e.g books with moving parts including levers and sliders- lift the flap, wind up toys, water wheels, whisks, dough extruders, garlic crushers, pegs, scissors, litter pickers

the creation of complex structures

Mechanisms

Pivot – using split pin



Wheels

Investigate fixed axles and rotating wheels on toy cars

Mechanisms

Practise and use- Bench Fold



Tabs and flange joins



Simple Sliders



Mechanisms

Use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Fixed axle with accurate joining

Rotating axle with fixed wheels







Axle held in place by a straw.






Axle holder made with pegs.

Axle holder using cardboard triangles

Levers

	<p>Food and Nutrition Begin to know that food comes from animals or plants</p> <p>Develop food vocabulary</p> <p>Know the importance of hand washing before eating food</p> <p>Explore and develop use of tools and equipment safely- scooping, stirring, pouring, kneading and shaping</p> <p>Explore filling, emptying, weighing equipment, food preparation equipment e.g pestle mortar</p> <p>Know our bodies need food</p>	<p>Food and Nutrition Begin to know that food comes from animals or plants Develop knowledge to work safely and hygienically</p>  <p>Use tools with increasing control</p>  <p>Developing understanding of foods that keep us healthy</p> <p>Begin to use a food vocabulary using taste, smell, texture and feel</p> <p>Continued exploration of filling, emptying, weighing equipment, food preparation equipment</p> <p>Begin to group familiar foods- e.g fruit and vegetables</p> <p>Know why we need healthy food in our diets</p>	<p>Food and Nutrition Know that food comes from animals or plants</p> <p>Know how to work hygienically and safely</p>  <p>Begin to measure and weigh ingredients</p> <p>Use selected tools to carefully and with some accuracy – cut, squeeze, chop, spread, mix etc.</p> <p>Identify healthy and unhealthy foods- know about the benefits of fruit and vegetables</p> <p>Know about portable snacks</p>  <p>Know that all food comes from plants or animals</p>	<p>Food and Nutrition Observe hygiene, health and safety hazards.</p> <p>Begin to choose/select appropriate ingredients and equipment to cut, peel, slice, grate, mix etc.</p> <p>Use tools with increased effectiveness</p> <p>Measure and weigh food items using non and statutory measures</p> <p>Understand and know foods that we need for a balanced diet</p> <p>Understand the need for a variety of foods in a diet</p> <p>Name and sort foods into the five groups in the 'eat well' plate.</p>
<p>Take inspiration from design</p>	<p>Notice defining features of objects e.g fire engine, helicopter, flowers, people, houses</p>	<p>Notice similarities and differences of collective nouns e.g vehicles, buildings, shoes.</p>	<p>Know how products have improved over time- Compare old to new.</p>	<p>Notice finer details in products Have awareness of the special features of products</p>

<p>Design inspiration (What do we have in existence)</p>	  <p>Begin to notice similarities and differences of collective nouns e.g vehicles, buildings.</p> <p>Structures Show an interest in structures around them e.g Houses, skeletons, spiders webs</p>  <p>Mechanisms Show interest in how things work e.g water wheels, wind-up toys, hole punchers.</p> <p>Food and nutrition Talk about their favourite foods and foods they do not like.</p>	<p>Use sense to explore and describe objects</p> <p>Express likes / dislikes</p> <p>Structures Identify key features of structures.</p> <p>Mechanisms Investigate and talk about how they think things work</p> <p>Food and nutrition Explore and describe foods using senses</p> <p>Have an awareness of famous chefs and bakers</p>	<p>Begin to evaluate a range of existing products- likes/ dislikes</p> <p>Food and nutrition Identify healthy and unhealthy meals Have a developing awareness of famous chefs and bakers</p>	<p>Evaluate a range of existing products against design criteria</p> <p>Generate own ideas through comparison of existing ideas</p> <p>Food and nutrition Review and evaluate the creations of famous chefs. Experiment with colour, texture and taste.</p>
<p>Design, make,</p>	<p>Show awareness of planning process by suggesting which</p>	<p>Think about and explain what you want to make</p>	<p>Explain what you intend to make, what you will need.</p>	<p>Plan and communicate their ideas in a range of ways- talk, diagrams, ICT.</p>

<p>evaluate, improve</p> <p>Design process</p>	<p>materials to use, , what to do next, what equipment to use.</p> <p>Select resources to create their ideas.</p> <p>Express likes and dislikes</p> <p>Food and nutrition Show interest and engage in cooking activities. Express likes/ dislikes</p>	<p>Begin to plan how to make it Draw simple plans select appropriate resources to meet design criteria e.g waterproof Select tools and use them with increased competence Use tools safely to manipulate and shape</p> <p>Use scissors to cut accurately – increasingly complex lines Suggest ideas for improving work</p> <p>Food and nutrition Use cooking equipment safely to mix, cut, grate.</p>	<p>Choose materials according to their characteristics Make a product with a moving part, selecting and using tools and techniques with increasing effectiveness Explain how it works Use tools safely Explain use of tools and choices made.</p> <p>Use scissors to cut shapes marked out by a template</p> <p>Evaluate product</p> <p>Food and nutrition List ingredients in planning for cooking</p> <p>make a portable snack with healthy ingredients</p> <p>Follow basic food hygiene practices</p> <p>Use equipment safely</p>	<p>Use appropriate materials and tools effectively for cutting, joining, shaping and finishing - explain choices.</p> <p>Evaluate own product against design criteria and suggest ways of improving.</p> <p>Follow basic safety rules</p> <p>Food and nutrition Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from</p> <p>Understand and use food terminology e.g ingredients</p> <p>Use cooking equipment safely and effectively including simple scales</p> <p>Understand and follow basic rules for food hygiene</p>