

<b>Designing</b>					
<b>Progression of skills: Designing- Developing, planning and communicating ideas</b>					
	<b>Nursery</b>	<b>Reception</b>	<b>Year 1 and Year 2</b>	<b>Year 3 and Year 4</b>	<b>Year 5 and Year 6</b>
<b>Designing</b>	Children will begin to: <ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>• Explain what they are making and which materials they are using.</li> <li>• Select materials from a limited range that will meet a simple design criterion e.g. shiny.</li> <li>• Select and name the tools needed to work the materials e.g., scissors for paper.</li> <li>• Explore ideas by rearranging materials.</li> <li>• Describe simple models or drawings of ideas and intentions.</li> <li>• Discuss their work as it progresses.</li> </ul>	<ul style="list-style-type: none"> <li>• Make templates and mock ups of their ideas in card and paper or using ICT.</li> <li>• Use kits/reclaimed materials to develop more than one idea by drawing on their own and other people's experiences.</li> <li>• Model ideas with kits, reclaimed materials.</li> <li>• Select appropriate technique explaining: First... Next... Last....</li> <li>• Explore ideas by rearranging materials.</li> <li>• Use drawings and notes to help record ideas and explain what they want to design and make.</li> </ul>	<ul style="list-style-type: none"> <li>• When planning explain their choice of materials and components according to function and aesthetic.</li> <li>• Develop more than one design or adaptation of an initial design.</li> <li>• Plan a sequence of actions to make a product.</li> <li>• Record the plan by drawing using annotated sketches.</li> <li>• Begin to use cross-sectional and exploded diagrams.</li> <li>• Use prototypes to develop and share ideas.</li> <li>• Think ahead about the order of their work and decide upon tools and materials.</li> <li>• Propose realistic suggestions as to how they can achieve their design ideas.</li> <li>• Use CAD where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• List tools needed before starting the activity.</li> <li>• Record ideas using annotated diagrams.</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and CAD.</li> <li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</li> <li>• Plan the step by step sequence of their work, choosing appropriate materials, tools and techniques e.g. using a storyboard, which can be followed by someone else.</li> <li>• Decide which design idea to develop but sketch and model alternative ideas in case the first attempts fail.</li> <li>• Use annotated exploded diagrams and cross-sectional diagrams to communicate ideas.</li> </ul>
<b>Making</b>					
<b>Progression of skills: Working with tools, equipment, materials and components to make quality products</b>					

	EYFS		KS1	KS2	
	Nursery	Reception	Year 1 and 2	Year 3 and 4	Year 5 and 6
<b>Making</b>	<ul style="list-style-type: none"> <li>Join different materials and explore different textures.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to create their design using basic techniques.</li> <li>Start to build structures, joining components together.</li> <li>Look at simple hinges, wheels and axles.</li> <li>Use technical vocabulary when appropriate.</li> <li>Begin to use scissors to cut straight and curved edges and hole pinches to punch holes.</li> <li>Explore using/ holding basic tools such as a saw or hammer.</li> <li>Use adhesives to join material.</li> </ul> <p><b>Fine Motor Skills (Reception)</b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost</li> </ul>	<ul style="list-style-type: none"> <li>Discuss their work as it progresses.</li> <li>Select materials from a limited range that will meet the design criteria.</li> <li>Explain what they are making and explain and name which tools and materials they are using and why, using the correct vocabulary.</li> <li>Describe what they need to do next.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare pattern pieces as templates for their design.</li> <li>Cut slots and internal shapes.</li> <li>Select from a range of tools for cutting shaping joining and finishing.</li> <li>Select from techniques for different parts of the process.</li> <li>Select from materials according to their functional properties and use tools with accuracy.</li> <li>Plan the stages of the making process.</li> <li>Begin to use appropriate finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</li> </ul>	<ul style="list-style-type: none"> <li>Make prototypes.</li> <li>Develop one idea in depth.</li> <li>Use researched information to inform decisions.</li> <li>Produce detailed lists of ingredients / components / materials and tools.</li> <li>Use a computer to model ideas.</li> <li>Select from and use a wide range of tools.</li> <li>Cut accurately and safely to a marked line.</li> <li>Select from and use a wide range of materials.</li> <li>Refine their product – review and rework/improve.</li> <li>Use appropriate finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</li> </ul>

		<ul style="list-style-type: none"> <li>all cases.</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery.</li> </ul>			
<b>Evaluating</b>					
<b>Progression of skills: Evaluating processes and products</b>					
	<b>EYFS</b>		<b>KS1</b>		<b>KS2</b>
	<b>Nursery</b>	<b>Reception</b>	<b>Year 1 and Year 2</b>	<b>Year 3 and Year 4</b>	<b>Year 5 and Year 6</b>
<b>Evaluating</b>	<ul style="list-style-type: none"> <li>Discuss their work and how they feel about it.</li> </ul>	<ul style="list-style-type: none"> <li>Say what they like and do not like about items they have made and attempt to say why.</li> <li>Begin to talk about their designs as they develop and identify good and bad points.</li> <li>Start to talk about changes made during the making process.</li> <li>Discuss how closely their finished products meet their design criteria.</li> <li>Look at similarities and differences between existing objects</li> </ul>	<ul style="list-style-type: none"> <li>Explore a range of existing products and investigate how they have been made, deciding how they do/do not achieve their purpose and what they like and dislike about products and why.</li> <li>Start to evaluate their ideas and products against their design criteria, and say what they like and dislike about items they have made and attempt to suggest possible changes they might make.</li> <li>Note changes made during the making process as annotation to plans/drawings.</li> <li>Be able to disassemble and evaluate familiar products and consider the views of others to improve them.</li> <li>Discuss how closely their finished product meets</li> </ul>	<ul style="list-style-type: none"> <li>Investigate similar products to the one to be made, to give starting points for a design.</li> <li>Draw/sketch products to help analyse and understand how products are made.</li> <li>Research needs of user.</li> <li>Identify the strengths and weaknesses of their design ideas in relation to purpose/user.</li> <li>Decide which design idea to develop.</li> <li>Consider and explain how the finished product could be improved.</li> <li>Discuss how well the finished product meets the design criteria of the user.</li> <li>Evaluate the key designs of individuals in design and technology and understand how</li> </ul>	<ul style="list-style-type: none"> <li>Give a report using correct technical vocabulary.</li> <li>Evaluate their design ideas and products, identifying strengths and areas for development, and carrying out appropriate tests.</li> <li>Research and evaluate existing products (including book and web based research).</li> <li>Evaluate their work both during and at the end of the assignment.</li> <li>Record their evaluations using drawings with labels.</li> <li>Evaluate against their original design criteria and suggest ways that their product could be improved, based on the user's needs.</li> <li>Evaluate the key designs of individuals in design and technology and understand how key people have influence</li> </ul>

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Design and Technology Curriculum Progression of Skills and Vocabulary

		<p>/ materials / tools.</p> <ul style="list-style-type: none"> <li>Show an interest in technological toys.</li> <li>Describe textures.</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources, and skills.</li> </ul>	<p>their design criteria and how well it meets the needs of the user.</p> <ul style="list-style-type: none"> <li>Evaluate the key designs of individuals in design and technology and understand how key people have influence us and helped shape the world.</li> </ul>	<p>key people have influence us and helped shape the world.</p>	<p>us and helped shape the world.</p>
<b>Materials/Structures</b>					
	<b>EYFS</b>		<b>KS1</b>		<b>KS2</b>
	<b>Nursery</b>	<b>Reception</b>	<b>Year 1 and Year 2</b>	<b>Year 3 and Year 4</b>	<b>Year 5 and 6</b>
<b>Sheet Materials/ Structures</b>		<p>Children will:</p> <ul style="list-style-type: none"> <li>Use tools for a purpose.</li> <li>Use tools to explore and develop their thinking around their interests.</li> <li>Choose</li> </ul>	<ul style="list-style-type: none"> <li>Explore how to make structures stronger.</li> <li>Investigate different techniques for stiffening a variety of materials.</li> <li>Test different methods of enabling structures to remain stable.</li> <li>Join appropriately for</li> </ul>	<ul style="list-style-type: none"> <li>Develop vocabulary related to the project.</li> <li>Create shell or frame structures.</li> <li>Strengthen frames with diagonal struts.</li> <li>Make structures more stable by giving them a wide base.</li> </ul>	<ul style="list-style-type: none"> <li>Use the correct terminology for tools materials and processes.</li> <li>Use bradawl to mark hole positions.</li> <li>Use hand drill to drill tight and loose fit holes.</li> <li>Cut strip wood, dowel,</li> </ul>

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		<p>particular movements, instruments/ sounds, colours and materials for their own imaginative purposes.</p> <ul style="list-style-type: none"> <li>• Begin to use combinations of art forms.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery.</li> </ul>	<p>different materials and situations e.g. glue, tape.</p> <ul style="list-style-type: none"> <li>• Mark out materials to be cut using a template.</li> <li>• Use a glue gun with close supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Measure and mark square section, strip and dowel accurately to 1cm.</li> </ul>	<p>square section wood accurately to 1mm.</p> <ul style="list-style-type: none"> <li>• Join materials using appropriate methods.</li> <li>• Build frameworks to support mechanisms.</li> <li>• Stiffen and reinforce complex structures.</li> </ul>
<b>Progression of vocabulary: Materials/ Structures</b>					
<b>EYFS</b>		<b>KS1</b>		<b>KS2</b>	
<b>Nursery</b>	<b>Reception</b>	<b>Year 1 and Year 2</b>		<b>Year 3 and Year 4</b>	<b>Year 5 and Year 6</b>
	Car, Wheel, Pull, Push, Design, Make, Cut, Join, Split pin, Masking tape	Axle, Wheel, Hacksaw, Vice, Dowel, Body, Cab, Shaping, Loose pivot, Fixed pivot, System, Input, process, Mechanism, Lever, Slider, Slot, Pivot, Guide/bridge, Fastener, Straight, Work, Design, Evaluate,		Loose pivot, Fixed pivot, Input, Process, Reciprocating, Innovative, Appealing, Linkage, Fixing, Attaching, Tubing, Syringe, Plunger, Split pin, System, Input movement, Output movement, Control,	Pulley, Gear, Driver, Follower, Rotation, Motor, Belt, Spindle, Motor, Circuit, Switch, Ratio, Transmit, Functionality, Cam, Pear shaped cam, Follower, Shaft, Crank, Handle, Framework rotation, Rotary

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		Purpose, Components, Fixing, Attaching, Tubing, Syringe, Plunger, Split pin	Compression, Pressure, Inflate, Deflate, Pump, Seal, Air-tight, Linear, Rotary, Pneumatic system	motion, Oscillating motion, Reciprocating motion, Annotated sketches, Exploded diagrams, Mechanical system, Process	
			<b>All Key Stage 2-</b> Air resistance, Design, Structure, Graphics, Model, Chassis, Axle, Template, Energy, Kinetic, Stored energy, Mechanism, Panels, Nets, Tabs, Dimensions, Graphics, Model, Product, Axle  <b>*Year 5/6 to include these additional vocabulary words-</b> Compression, Pressure, Linear, Functionality, Oscillating motion		
<b>Progression of Skills: Mechanisms</b>					
	<b>EYFS</b>		<b>KS1</b>	<b>KS2</b>	
	<b>Nursery</b>	<b>Reception</b>	<b>Year 1 and Year 2</b>	<b>Year 3 and Year 4</b>	<b>Year 5 and 6</b>
<b>Mechanisms</b>			<ul style="list-style-type: none"> <li>Join appropriately for different materials and situations e.g. glue, tape.</li> <li>Try out different axle fixings and their strengths and weaknesses.</li> <li>Make vehicles with construction kits which contain free running wheels.</li> <li>Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels.</li> <li>Roll paper to create tubes.</li> <li>Cut dowel using hacksaw and bench hook.</li> <li>Attach wheels to a chassis using an axle.</li> <li>Mark out materials to be cut using a template.</li> <li>Fold, tear and cut paper and card.</li> </ul>	<ul style="list-style-type: none"> <li>Select most appropriate tools / techniques.</li> <li>Explain alterations to product after checking it.</li> <li>Grow in confidence about trying new / different ideas.</li> <li>Use levers and linkages to create movement.</li> <li>Use pneumatics to create movement.</li> </ul>	<ul style="list-style-type: none"> <li>Refine product after testing, considering aesthetics, functionality and purpose.</li> <li>Incorporate hydraulics and pneumatics.</li> <li>Use electrical systems such as motors.</li> <li>Be confident to try new / different ideas.</li> <li>Use mechanical systems such as cams, pulleys and gears to create movement.</li> <li>Develop a technical vocabulary appropriate to the project.</li> <li>Program, monitor and control using ICT.</li> </ul>

			<ul style="list-style-type: none"> <li>• Cut along lines, straight and curved.</li> <li>• Use a hole punch.</li> <li>• Insert paper fasteners for card.</li> <li>• Experiment with levers and sliders to find different ways of making things move in a 2D plane.</li> </ul>		
<b>Progression of vocabulary: Mechanisms</b>					
	<b>EYFS</b>		<b>KS1</b>		<b>KS2</b>
	<b>Nursery</b>	<b>Reception</b>	<b>Year 1 and Year 2</b>	<b>Year 3 and Year 4</b>	<b>Year 5 and Year 6</b>
	Car, Wheel, Pull, Push, Design, Make, Cut, Join, Split pin, Masking tape		Axle, Fixed, Free, Hacksaw, Vice, Dowel, Body, Cab, Shaping, Loose pivot, Fixed pivot, System, Input, Process, Mechanism, Lever, Slider, Slot, Pivot, Guide/bridge, Fastener, Straight, Work, Design, Evaluate, Purpose, Components, Fixing, Attaching, Tubing, Syringe, Plunger, Paper fastener, Pneumatic system	System, output, linear, rotary, reciprocating, innovative, appealing, linkage, oscillating components, fixing, attaching, tubing, syringe, plunger, Split pin, Input movement, Output movement, Control, compression, pressure, inflate, deflate, pump, seal, air-tight, linear, rotary, oscillating, reciprocating	Pulley, gear, driver, follower, rotation, motor, belt, spindle, motor, circuit, switch, ratio, transmit, annotated drawings, exploded diagrams, functionality, cam, snail cam, off-centre cam, peg cam, pear shaped cam, follower, Shaft, crank, handle, housing, framework rotation, rotary motion, oscillating motion, reciprocating motion, annotated sketches, exploded diagrams, mechanical system, input movement, output movement
<b>Progression of Skills: Textiles</b>					
	<b>EYFS</b>		<b>KS1</b>		<b>KS2</b>
	<b>Nursery</b>	<b>Reception</b>	<b>Year 1 and Year 2</b>	<b>Year 3 and Year 4</b>	<b>Year 5 and 6</b>
<b>Textiles</b>	Expressive Art and Design Nursery 1 <ul style="list-style-type: none"> <li>• Enjoys and responds to playing with colour in a variety of ways, for</li> </ul>	Expressive Arts and Design <ul style="list-style-type: none"> <li>• Enjoy using a variety of tools including different size/size brushes and tools i.e. sponge</li> </ul>	<ul style="list-style-type: none"> <li>• Measure textiles and cut out shapes carefully which have been created by drawing round a template onto the fabric, to produce accurate pieces.</li> <li>• Join fabrics to make a product by using running stitch, glue, staples, over</li> </ul>	<ul style="list-style-type: none"> <li>• Prototype a product using J cloths.</li> <li>• Begin to use a prototype to make pattern.</li> <li>• Develop vocabulary for tools, materials and their properties.</li> <li>• Understand seam allowance.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a prototype.</li> <li>• Use the correct vocabulary appropriate to the project.</li> <li>• Create 3D products using patterns pieces and seam allowance.</li> <li>• Understand pattern layout and decorate textiles appropriately</li> </ul>

	<p>example combining colours.</p> <p>Nursery 2</p> <ul style="list-style-type: none"> <li>Continues to explore colour and colour mixing.</li> <li>Continues to explore how colours can be changed.</li> <li>Creates sounds, movements, drawings to accompany stories.</li> </ul> <p>Physical Development Nursery 1</p> <ul style="list-style-type: none"> <li>When holding crayons, chalks etc., makes connections between their movement and the marks they make.</li> <li>Shows increasing control in</li> </ul>	<p>brushes, fingers, twigs</p> <ul style="list-style-type: none"> <li>Develops an understanding of using lines to enclose a space and begins to use drawings to represent things.</li> <li>Use a variety of construction materials in different ways.</li> <li>Use tools for a purpose and to explore and develop their thinking around their interests.</li> <li>Creates representations of both imaginary and real-life ideas, events, people and objects.</li> <li>Chooses particular movements, instruments/sounds, colours and materials for their own</li> </ul>	<p>sewing or tape etc. and explain how I did it.</p> <ul style="list-style-type: none"> <li>Explain choices of textile and decorate fabrics with attached items e.g. buttons, beads, sequins, braids and ribbons, thinking about the user.</li> <li>Colour fabrics using a range of techniques e.g. fabric paints, printing, painting.</li> <li>Understand that a 3D textile structure can be made from two identical fabric shapes.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how to and join fabrics in different way e.g. by using running stitch, over sewing, blanket stitch.</li> <li>Think about how to make products strong and explore strengthening and stiffening of fabrics.</li> <li>Explore fastenings (inventors?) and recreate some.</li> <li>Sew on buttons and make loops.</li> <li>Use appropriate decoration techniques suitable for the user.</li> <li>Understand that a simple fabric shape can be used to make a 3D textiles project.</li> </ul>	<p>(often before joining components).</p> <ul style="list-style-type: none"> <li>Pin and tack fabric pieces together.</li> <li>Use a range of joining techniques using over sewing, back stitch, blanket stitch or machine stitching (closer supervision).</li> <li>Make the product attractive and strong.</li> <li>Think about how the product might be sold and what would improve it to make it a quality product.</li> <li>Combine fabrics to create more useful properties.</li> <li>Understand that a single 3D textiles project can be made from a combination of fabric shapes.</li> </ul>
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	<p>holding, using and manipulating a range of tools and objects including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <ul style="list-style-type: none"> <li>• Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools.</li> <li>• Holds mark-making tools with thumb and all fingers.</li> </ul>	<p>imaginative purposes.</p> <ul style="list-style-type: none"> <li>• Begins to use combinations of art forms.</li> </ul> <p>Physical Development</p> <ul style="list-style-type: none"> <li>• Progress towards a more fluent and accurate handwriting style of moving with developing control, using the tripod grip in almost all cases.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently in one hand e.g. pencils for drawing and writing, toothbrushes, scarves and ribbons, paintbrushes, scissors and cutlery.</li> </ul>			
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	<ul style="list-style-type: none"> <li>• Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations.</li> </ul> <p>Nursery 2</p> <ul style="list-style-type: none"> <li>• Develop manipulation and control e.g. tearing paper, waving flags and streamers, painting and making marks on paper.</li> <li>• Explore different materials and tools providing opportunities for children to grasp, hold and explore materials.</li> <li>• Use one-handed tools</li> </ul>	<ul style="list-style-type: none"> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control and intention</li> <li>• Begins to use anticlockwise movement and retrace vertical lines.</li> </ul>			
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	<p>and equipment, for example, making snips in paper with scissors.</p> <ul style="list-style-type: none"> <li>• Show a preference for a dominant hand.</li> <li>• Creates lines and circles pivoting from the shoulder and elbow.</li> <li>• Uses a comfortable grip with good control when holding pens and pencils.</li> </ul>				
<b>Progression of vocabulary: Textiles</b>					
<b>EYFS</b>		<b>KS1</b>		<b>KS2</b>	
<b>Nursery</b>	<b>Reception</b>	<b>Year 1 and Year 2</b>		<b>Year 3 and Year 4</b>	<b>Year 5 and Year 6</b>
	Join, Sew, Stick, Pattern, Needle, Thread, Fabric	Mark out, Decorate, Running stitch, Back stitch, Template, Quality, Suitable, Features, Dye, Design, Fray, Mock-up, Seam, Embroidery, Annotate, Evaluate		Fastening, Compartment, Zip, Finishing technique, Function, Prototype, Felted, Woven, Knitted, Bonded, Tie dye, Aesthetics, Seam allowance, Pinning, Blanket stitch, Overstitch, Straight stitch, Cross stitch	Specification, Tacking, Working Drawing, Clasp, Pinking shears, Design criteria, Hem, Reinforce, Applique, Innovation, Functionality, Renewable, Authentic, Chain stitch, Stem stitch, Satin stitch
<b>Cooking and Nutrition</b>					
<b>Progression of skills: Working with tools, equipment, materials and components to make/cook quality products</b>					
<b>EYFS</b>		<b>KS1</b>		<b>KS2</b>	
<b>Nursery</b>	<b>Reception</b>	<b>Year 1 and 2</b>		<b>Year 3 and 4</b>	<b>Year 5 and 6</b>

<p><b>Cooking and Nutrition</b></p>	<p>Children will begin to:</p> <ul style="list-style-type: none"> <li>• Develop a food vocabulary using senses: taste, smell, texture and feel.</li> <li>• Begin to understand some food preparation tools, techniques and processes.</li> <li>• Measure and weigh food items, non-statutory measures e.g. spoons, cups.</li> <li>• Practise stirring, mixing, pouring, blending.</li> <li>• Discuss how to make an activity safe and hygienic.</li> <li>• Begin to understand that eating well contributes to good health.</li> </ul>	<p>Children will confidently:</p> <ul style="list-style-type: none"> <li>• Develop a food vocabulary using senses: taste, smell, texture and feel.</li> <li>• Begin to understand some food preparation tools, techniques and processes.</li> <li>• Measure and weigh food items, non-statutory measures e.g. spoons, cups.</li> <li>• Practise stirring, mixing, pouring, blending.</li> <li>• Discuss how to make an activity safe and hygienic.</li> <li>• Begin to understand that eating well contributes to</li> </ul>	<ul style="list-style-type: none"> <li>• Measure and weigh food items, including using non-statutory measures e.g. spoons, cups.</li> <li>• Describe properties of ingredients using taste, smell, texture and feel and know the importance of varied diet.</li> <li>• Say where food comes from (animal, underground etc.)</li> <li>• Understand that all food comes from plants or animals.</li> <li>• Know that food has to be farmed, grown elsewhere (e.g. home) or caught.</li> <li>• Understand how to name and sort foods into the five groups in 'The Eat well plate' e.g. fruit and vegetables.</li> <li>• Know that everyone should eat at least five portions of fruit and vegetables every day.</li> <li>• Demonstrate how to prepare simple dishes safely and hygienically, including without using a heat source.</li> <li>• Demonstrate how to use techniques such as cutting, peeling, grating and chopping with increasing confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Think about presenting a product in interesting/attractive ways and develop sensory vocabulary/knowledge using, smell, taste, texture and feel.</li> <li>• Understand ingredients can be fresh, pre-cooked or processed.</li> <li>• Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</li> <li>• Find out which fruit and vegetables are grown in countries/continents studied in Geography and explore the seasonality of them.</li> <li>• Follow instructions/recipes and understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</li> <li>• Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing,</li> </ul>	<ul style="list-style-type: none"> <li>• Understand a recipe can be adapted by adding / substituting ingredients.</li> <li>• Weigh and measure using scales and adapt recipes to change appearance, taste, texture or aroma.</li> <li>• Understand that seasons may affect the food available.</li> <li>• Select and prepare foods and understand how the ingredients are processed so they can be used and eaten in cooking.</li> <li>• Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</li> <li>• Prepare food products taking into account the properties of ingredients and sensory characteristics.</li> <li>• Show awareness of a healthy diet (using the Eatwell plate) and know that different food and drink contain nutrients, water and fibre, that are needed for health.</li> <li>• Understand and use a range of cooking techniques such as peeling, chopping, slicing, grating, mixing,</li> </ul>
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	<ul style="list-style-type: none"> <li>Explore familiar food products e.g. fruit and vegetables.</li> <li>Stir, spread, knead and shape a range of food and ingredients.</li> <li>Start to think about and understand the need for a variety of foods in a diet.</li> </ul> <p>Mathematics Children will begin to:</p> <ul style="list-style-type: none"> <li>Compare length, weight and capacity.</li> </ul>	<ul style="list-style-type: none"> <li>good health.</li> <li>Explore familiar food products e.g. fruit and vegetables.</li> <li>Stir, spread, knead and shape a range of food and ingredients.</li> <li>Start to think about and understand the need for a variety of foods in a diet.</li> </ul> <p>Mathematics Children will confidently:</p> <ul style="list-style-type: none"> <li>Compare length, weight and capacity.</li> </ul>		<p>spreading, kneading and baking.</p> <ul style="list-style-type: none"> <li>Know that a healthy diet is made up from a variety and balance of different foods and drink, as depicted in 'The Eat well plate'.</li> <li>Know that to be active and healthy, food and drink are needed to provide energy for the body.</li> </ul>	<p>spreading, kneading and baking.</p> <ul style="list-style-type: none"> <li>Know where and how ingredients are grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</li> <li>Consider influence of chefs e.g. Jamie Oliver and school meals, Hugh Fearnley- Whittingstall and sustainable fishing etc.</li> </ul>
<b>Progression of vocabulary: Cooking and Nutrition</b>					
<b>EYFS</b>		<b>KS1</b>		<b>KS2</b>	
<b>Nursery</b>	<b>Reception</b>	<b>Year 1 and Year 2</b>		<b>Year 3 and Year 4</b>	<b>Year 5 and Year 6</b>
<p>Preparing Fruit &amp; Vegetables: Cut, Taste, Fruit, Vegetable, Juicy, Squeeze, Crunchy, Sticky, Smooth, Sharp, Crisp, Sour, Sweet, Hard, Soft, Hot, Spicy, Skin, Seed, Pip, Healthy</p>		<p>Healthy &amp; Varied Diet: Flesh, Core, Slicing, Peeling, Choosing, Planning, Tasting, Arranging, Name of products, Names of equipment, Utensils, Techniques and ingredients, Texture, Appearance, Healthy diet</p>		<p>Healthy &amp; Varied Diet: Preference, Greasy, Moist, Fresh, Savoury, Hygienic, Edible, Grown, Reared, Caught, Frozen, Tinned, Processed, Seasonal, Harvested</p>	<p>Celebrating Culture &amp; Seasonality: Ingredients, Yeast, Dough, Wholemeal, Unleavened, Baking Soda, Spice, Herbs, Carbohydrate, Sugar, Fat, Protein, Vitamins, Nutrients, Gluten, Allergy, Intolerance, Savoury, Seasonality, Pour, Mix,</p>

					Knead, Whisk, Beat, Combine, Fold, Rubbing in
<b>Progression of skills: Electrical Systems</b>					
	<b>EYFS</b>		<b>KS1</b>	<b>KS2</b>	
	<b>Nursery</b>	<b>Reception</b>	<b>Year 1 and 2</b>	<b>Year 3 and 4</b>	<b>Year 5 and 6</b>
<b>Electrical Systems</b>				<ul style="list-style-type: none"> <li>Use number of components in circuit.</li> <li>Program a computer to control product.</li> </ul>	<ul style="list-style-type: none"> <li>Use different types of circuit in product.</li> <li>Think of ways in which adding a circuit would improve product.</li> <li>Program a computer to monitor changes in environment and control product.</li> </ul>
<b>Progression of vocabulary: Electrical Systems</b>					
	<b>EYFS</b>		<b>KS1</b>	<b>KS2</b>	
	<b>Nursery</b>	<b>Reception</b>	<b>Year 1 and Year 2</b>	<b>Year 3 and Year 4</b>	<b>Year 5 and Year 6</b>
			Switch, battery holder, crocodile clip	User, fault, toggle switch, insulator, conductor, battery holder, Series circuit, connection, push-to-make switch, push-to-break switch, innovative, appealing, control box, input device, output device, system	Parallel circuit, light emitting diode, monitor, flowchart, design specification, reed switch, tilt switch, Light dependent resistor, interface control, micro switch, latching switch

- For Nursery objectives, please see the 'Leavening EYFS long term plan example'. The following 'Hooks for Learning' show suggested questions to explore, and some of these can be linked closely with the Expressive Art and Design/Physical Development objectives.

Theme	Marvellous Me	Let's Celebrate	On the Move	My Local Area	Growing	The World Around Us
<b>Hooks for Learning</b>	<ul style="list-style-type: none"> <li>Starting my new class</li> <li>New Beginnings</li> <li>How have I changed?</li> <li>My family</li> <li>What am I good at?</li> <li>How do I make others</li> </ul>	<ul style="list-style-type: none"> <li>What do you celebrate?</li> <li>What celebrations have you been to?</li> <li>Do we all celebrate the same celebrations?</li> <li>Why do we celebrate things?</li> <li>What makes a</li> </ul>	<ul style="list-style-type: none"> <li>How does my body move?</li> <li>How many different ways can you move on your feet?</li> <li>What sort of vehicles have you travelled in?</li> <li>How do the different</li> </ul>	<ul style="list-style-type: none"> <li>What do the signs around us tell us?</li> <li>Do all streets have names?</li> <li>Why our village is called what it is?</li> <li>Did anyone famous live in our village?</li> </ul>	<ul style="list-style-type: none"> <li>What grows in my garden?</li> <li>Why are trees so big?</li> <li>How can I grow my own vegetables?</li> <li>Which fruits grow in our country and which do not?</li> </ul>	<ul style="list-style-type: none"> <li>Where do you go on holiday when its holiday time?</li> <li>Have you flown on an aeroplane?</li> <li>Where do people go on their holidays?</li> <li>What do people do</li> </ul>

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	<p>feel?</p> <ul style="list-style-type: none"> <li>• Being kind / staying safe</li> </ul>	<p>celebration special?</p> <p>Let us celebrate our differences – what are they?</p>	<p>vehicles work?</p> <ul style="list-style-type: none"> <li>• How do the different vehicles move?</li> </ul>	<ul style="list-style-type: none"> <li>• Is our village famous for something?</li> <li>• What is your favourite part of our village?</li> </ul> <p>How does our village compare to other villages/towns around us?</p>	<ul style="list-style-type: none"> <li>• How did it become a butterfly?</li> <li>• How do animals change as they grow?</li> <li>• What does everything need to help it grow?</li> </ul>	<p>on their holiday?</p> <p>What clothes do we need for very hot days?</p>
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**Early Learning Goals for the end of year assessment**

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with</li> </ul>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices</li> </ul> <p><b>Building Relationships</b></p>	<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate – where appropriate – key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number;</li> <li>• Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>

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<p>modelling and support from their teacher.</p>	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others</li> <li>• Form positive attachments to adults and friendships with peers</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>		<p>Write simple phrases and sentences that can be read by others.</p>		<p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	
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