



Greenfield Primary School

Design & Technology Progression Grid

Mechanisms/Mechanical Systems

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<ul style="list-style-type: none"> Explore and use sliders and levers. Understand that different mechanisms produce different types of movement. Explore and use wheels, axles and axle holders. Distinguish between fixed and freely moving axles. Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> Understand and use lever and linkage mechanisms. Distinguish between fixed and loose pivots. Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> Understand that mechanical and electrical systems have an input, process and an output. Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. Know and use technical vocabulary relevant to the project.

Textiles

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<ul style="list-style-type: none"> Understand how simple 3D textile products are made, using a template to create two identical shapes. Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> Know how to strengthen, stiffen and reinforce existing fabrics. Understand how to securely join two pieces of fabric together. Understand the need for patterns and seam allowances. Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> Know that a 3D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. Know that fabrics can be strengthened, stiffened and reinforced where appropriate. Know and use technical vocabulary relevant to the project.

Structure

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<ul style="list-style-type: none"> Know how to make freestanding structures stronger, stiffer and more stable. Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> Develop and use knowledge of how to construct strong, stiff shell structures. Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> Understand how to strengthen, stiffen and reinforce 3D frameworks. Know and use technical vocabulary relevant to the project.

Electrical Systems

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p><i>Electrical systems are not taught at Key Stage One.</i></p>	<ul style="list-style-type: none"> Understand and use electrical systems in their products such as series circuits incorporating switches, bulbs and buzzers. Apply their understanding of computing to program and control their products. 	<ul style="list-style-type: none"> Understand and use electrical systems in their products. Apply their understanding of computing to program, monitor and control their products.

	<ul style="list-style-type: none"> Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> Know and use technical vocabulary relevant to the project.
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Food

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<ul style="list-style-type: none"> Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of <i>The Eatwell plate</i>. Know and use technical and sensory vocabulary relevant to the project. 	<ul style="list-style-type: none"> Know how to use appropriate equipment and utensils to prepare and combine food. Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. Know and use relevant technical and sensory vocabulary appropriately. 	<ul style="list-style-type: none"> Know how to use utensils and equipment including heat sources to prepare and cook food. Understand about seasonality in relation to food products and the source of different food products. Know and use relevant technical and sensory vocabulary.

DT in EYFS

Personal, Social and Emotional Development

Three and Four-Year-Olds
<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.

Physical Development

Three and Four-Year-Olds	Reception	ELG
<ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. 	<ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 	<ul style="list-style-type: none"> Use a range of small tools, including scissors, paintbrushes and cutlery.

Understanding the World

Three and Four-Year-Olds
<ul style="list-style-type: none"> Explore how things work.

Expressive Arts and Design

Three and Four-Year-Olds	Reception	ELG
<ul style="list-style-type: none"> Make imaginative and complex 'small worlds' with blocks and construction kits such as a city with different buildings and a park. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.

