



The Mead Infant & Nursery School – DT Subject Progression Tracker

		Cooking & Nutrition			
		Nursery	Reception	Year 1	Year 2
Skills	Design		<ul style="list-style-type: none"> Designing a soup recipe as a class. Designing soup packaging. 	<ul style="list-style-type: none"> Designing smoothie carton packaging by-hand or on ICT software. 	<ul style="list-style-type: none"> Designing a healthy wrap based on a food combination which work well together.
	Make	<ul style="list-style-type: none"> Explore chopping during snack time and fine motor activities. Explore cutting using scissors. Explore preparing fruits and vegetables that they will eat themselves. 	<ul style="list-style-type: none"> Chopping plasticine safely. Chopping vegetables with support. 	<ul style="list-style-type: none"> Independently chopping fruit and vegetables safely, using the claw grip, to make a smoothie. 	<ul style="list-style-type: none"> Slicing food safely using the bridge or claw grip. Constructing a wrap that meets a design brief.
	Evaluate	<ul style="list-style-type: none"> To talk about what fruits and vegetables they like and do not like. 	<ul style="list-style-type: none"> Tasting the soup and giving opinions. Describing some of the following when tasting food: look, feel, smell and taste. Choosing their favourite packaging design and explaining why 	<ul style="list-style-type: none"> Tasting and evaluating different food combinations. Describing appearance, smell and taste. Suggesting information to be included on packaging 	<ul style="list-style-type: none"> Describing the taste, texture and smell of fruit and vegetables. Taste testing food combinations and final products. Describing the information that should be included on a label. Evaluating which grip was most effective.
Knowledge		<ul style="list-style-type: none"> To explore fruits and find seeds. To know that plants are grown. To know that we eat fruits and vegetables. To begin to understand some differences between fruits and vegetables. 	<ul style="list-style-type: none"> To know that soup is ingredients (usually vegetables and liquid) blended together. To know that vegetables are grown. To recognise and name some common vegetables. To know that different vegetables taste different. To know that eating vegetables is good for us. To discuss why different packages might be used for different foods. 	<p>Understanding the difference between fruits and vegetables.</p> <ul style="list-style-type: none"> To understand that some foods typically known as vegetables are fruits (e.g. cucumber, tomato). To know that a blender is a machine which mixes ingredients together into a smooth liquid. To know that a fruit has seeds and a vegetable does not. To know that fruits grow on trees or vines. To know that vegetables can grow either above or below ground. To know that vegetables can come from different parts of the plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber). 	<ul style="list-style-type: none"> To know that 'diet' means the food and drink that a person or animal usually eats. To understand what makes a balanced diet. To know where to find the nutritional information on packaging. To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar. To understand that I should eat a range of different foods from each food group, and roughly how much of each food group. To know that nutrients are substances in food that all living things need to make energy, grow and develop. To know that 'ingredients' means the items in a mixture or recipe. To know that I should only have a maximum of five teaspoons of sugar a day to stay healthy.



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				<ul style="list-style-type: none">• To know that many food and drinks we do not expect to contain sugar do; we call these 'hidden sugars'
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		Mechanisms			
		Nursery	Reception	Year 1	Year 2
Skills	Design	<ul style="list-style-type: none"> • Talk about what they will make and how they will make it. • Begin to talk about which parts will move. 	<ul style="list-style-type: none"> • Draw simple plans, including moving parts, with some labelling. 	<ul style="list-style-type: none"> • Designing a vehicle that includes wheels, axles and axle holders, that when combined, will allow the wheels to move. • Creating clearly labelled drawings that illustrate movement. • Explaining how to adapt mechanisms, using bridges or guides to control the movement • Designing a moving story book for a given audience. 	<ul style="list-style-type: none"> • Creating a class design criteria for a moving alien. • Designing a moving monster for a specific audience in accordance with a design criteria. • Selecting a suitable linkage system to produce the desired motion. • Designing a wheel.
	Make	<ul style="list-style-type: none"> • Make designs with moving parts, that might not work as they should. 	<ul style="list-style-type: none"> • Make designs using simple plans which include moving parts. 	<ul style="list-style-type: none"> • Adapting mechanisms, when: <ul style="list-style-type: none"> ○ they do not work as they should. ○ to fit their vehicle design. ○ to improve how they work after testing their vehicle. • Following a design to create moving models that use levers and sliders. 	<ul style="list-style-type: none"> • Making linkages using card for levers and split pins for pivots. • Experimenting with linkages adjusting the widths, lengths and thicknesses of card used. • Cutting and assembling components neatly. • Selecting materials according to their characteristics. • Following a design brief.
	Evaluate	<ul style="list-style-type: none"> • Discuss what they have made. 	<ul style="list-style-type: none"> • Discuss what they have made, and which parts move. • Identify that a part is not moving and begin to recognise why that might occur. 	<ul style="list-style-type: none"> • Testing wheel and axle mechanisms, identifying what stops the wheels from turning, and recognising that a wheel needs an axle in order to move. • Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed. • Reviewing the success of a product by testing it with its intended audience. 	<ul style="list-style-type: none"> • Evaluating own designs against design criteria. • Using peer feedback to modify a final design. • Evaluating different designs. • Testing and adapting a design.



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Knowledge	<ul style="list-style-type: none">• To know objects can have moving parts.• To begin to use simple terms to discuss existing moving mechanisms (round and round, up and down).	<ul style="list-style-type: none">• To know which parts of an object move and discuss why.• To use simple terms to discuss existing moving mechanisms (round and round, straight, up and down).• To explore different moving objects and describe their movement.	<ul style="list-style-type: none">• To know that wheels need to be round to rotate and move.• To understand that for a wheel to move it must be attached to a rotating axle.• To know that an axle moves within an axle holder which is fixed to the vehicle or toy.• To know that the frame of a vehicle (chassis) needs to be balanced.• To know that a mechanism is the parts of an object that move together.• To know that a slider mechanism moves an object from side to side.• To know that a slider mechanism has a slider, slots, guides and an object.• To know that bridges and guides are bits of card that purposefully restrict the movement of the slider.	<ul style="list-style-type: none">• To know that mechanisms are a collection of moving parts that work together as a machine to produce movement.• To know that there is always an input and output in a mechanism.• To know that an input is the energy that is used to start something working.• To know that an output is the movement that happens as a result of the input.• To know that a lever is something that turns on a pivot.• To know that a linkage mechanism is made up of a series of levers. <p>To know that different materials have different properties and are therefore suitable for different uses.</p> <ul style="list-style-type: none">• To know the features of a ferris wheel include the wheel, frame, pods, a base an axle and an axle holder.• To know that it is important to test my design as I go along so that I can solve any problems that may occur.
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		Structures			
		Nursery	Reception	Year 1	Year 2
Skills	Design	<ul style="list-style-type: none"> • Discuss what they want to make and think about what they will need. 	<ul style="list-style-type: none"> • Begin to draw a design and discuss what their design needs. • Discuss what they will need to make their design. • Making verbal plans and material choices. • Developing a junk model. • Designing a junk model boat. • Using knowledge from exploration to inform design. 	<ul style="list-style-type: none"> • Learning the importance of a clear design criteria. • Including individual preferences and requirements in a design. 	<ul style="list-style-type: none"> • Generating and communicating ideas using sketching and modelling. • Learning about different types of structures, found in the natural world and in everyday objects.
	Make	<ul style="list-style-type: none"> • Aligning, arranging and balancing objects. • Explore joining objects together. • Explore folding paper and card. 	<ul style="list-style-type: none"> • Begin to make stable structures using a range of materials. • Explore different ways of joining objects. • Begin to fold paper and card for a design. • Improving fine motor/scissor skills with a variety of materials. • Joining materials in a variety of ways (temporary and permanent). • Joining different materials together. • Describing their junk model, and how they intend to put it together. <p>Making a boat that floats and is waterproof, considering material choices.</p>	<ul style="list-style-type: none"> • Making stable structures from card, tape and glue . • Learning how to turn 2D nets into 3D structures. • Following instructions to cut and assemble the supporting structure of a windmill. • Making functioning turbines and axles which are assembled into a main supporting structure 	<ul style="list-style-type: none"> • Making a structure according to design criteria. • Creating joints and structures from paper/card and tape. • Building a strong and stiff structure by folding paper.
	Evaluate	<ul style="list-style-type: none"> • Discuss what they have made and what they like about it. • Begin to identify what parts they would improve. 	<ul style="list-style-type: none"> • Decide whether their creation is stable based on their own design. • Begin to identify ways to make their creation more stable. • Giving a verbal evaluation of their own and others' junk models with adult support. • Checking to see if their model matches their plan. • Considering what they would do differently if they were to do it again. • Describing their favourite and least favourite part of their model • Making predictions about, and evaluating different materials to see if they are waterproof. • Making predictions about, and evaluating existing boats to see which floats best. 	<ul style="list-style-type: none"> • Evaluating a windmill according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't. • Suggest points for improvements 	<ul style="list-style-type: none"> • Exploring the features of structures. • Comparing the stability of different shapes. • Testing the strength of own structures. • Identifying the weakest part of a structure. • Evaluating the strength, stiffness and stability of own structure.



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		<ul style="list-style-type: none"> • Testing their design and reflecting on what could have been done differently. • Investigating the how the shapes and structure of a boat affect the way it moves. 		
Knowledge	<ul style="list-style-type: none"> • To understand that structures can fall, break or bend. • To know that buildings are built and should not fall or break. 	<ul style="list-style-type: none"> • To begin to understand what the term ‘stable’ means and begin to apply this to their designs. • To begin to understand what makes a design strong or stable. • To know there are a range to different materials that can be used to make a model and that they are all slightly different. • Making simple suggestions to fix their junk model. • To know that ‘waterproof’ materials are those which do not absorb water. 	<ul style="list-style-type: none"> • To understand that the shape of materials can be changed to improve the strength and stiffness of structures. • To understand that cylinders are a strong type of structure (e.g. the main shape used for windmills and lighthouses). • To understand that axles are used in structures and mechanisms to make parts turn in a circle. • To begin to understand that different structures are used for different purposes. • To know that a structure is something that has been made and put together. 	<ul style="list-style-type: none"> • To know that shapes and structures with wide, flat bases or legs are the most stable. • To understand that the shape of a structure affects its strength. • To know that materials can be manipulated to improve strength and stiffness. • To know that a structure is something which has been formed or made from parts. • To know that a ‘stable’ structure is one which is firmly fixed and unlikely to change or move. • To know that a ‘strong’ structure is one which does not break easily. • To know that a ‘stiff’ structure or material is one which does not bend easily



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		Textiles			
		Nursery	Reception	Year 1	Year 2
Skills	Design		<ul style="list-style-type: none"> • Discussing what effective design needs. • Designing a simple pattern with paper. • Designing a bookmark. • Choosing from available materials 	<ul style="list-style-type: none"> • Using a template to create a design for a puppet. 	<ul style="list-style-type: none"> • Designing a pouch.
	Make	<ul style="list-style-type: none"> • Explore cutting different materials using scissors. • Exploring threading and wrapping string or wool. 	<ul style="list-style-type: none"> • Developing fine motor/cutting skills with scissors. • Exploring fine motor/threading and weaving (under, over technique) with a variety of materials. • Using a prepared needle and wool to practise threading 	<ul style="list-style-type: none"> • Cutting fabric neatly with scissors. • Using joining methods to decorate a puppet. • Sequencing steps for construction. 	<ul style="list-style-type: none"> • Selecting and cutting fabrics for sewing. • Decorating a pouch using fabric glue or running stitch. • Threading a needle. • Sewing running stitch, with evenly spaced, neat, even stitches to join fabric. • Neatly pinning and cutting fabric using a template.
	Evaluate	<ul style="list-style-type: none"> • Talking about existing products and sharing some opinions. 	<ul style="list-style-type: none"> • Reflecting on a finished product and comparing to their design. 	<ul style="list-style-type: none"> • Reflecting on a finished product, explaining likes and dislikes. 	<ul style="list-style-type: none"> • Troubleshooting scenarios posed by teacher. • Evaluating the quality of the stitching on others' work. • Discussing as a class, the success of their stitching against the success criteria. • Identifying aspects of their peers' work that they particularly like and why.
Knowledge		<ul style="list-style-type: none"> • To know names for some different materials. • To know that materials can be put together when making. 	<ul style="list-style-type: none"> • To know that a design is a way of planning our idea before we start. • To know that threading is putting one material through an object. 	<ul style="list-style-type: none"> • To know that 'joining technique' means connecting two pieces of material together. • To know that there are various temporary methods of joining fabric by using staples, glue or pins. • To understand that different techniques for joining materials can be used for different purposes. • To understand that a template (or fabric pattern) is used to cut out the same shape multiple times. • To know that drawing a design idea is useful to see how an idea will look. 	<ul style="list-style-type: none"> • To know that sewing is a method of joining fabric. • To know that different stitches can be used when sewing. • To understand the importance of tying a knot after sewing the final stitch. • To know that a thimble can be used to protect my fingers when sewing

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