



Together We Grow

Buttsbury Infant School

Curriculum Progression Statements

At Buttsbury Infant School we pride ourselves on having an ambitious, broad and balanced curriculum. We follow the National Curriculum and ensure that there is progression throughout each subject, in all year groups. As we follow the National Curriculum, some progression is outlined in statutory documentation; where this is not explicit, we have used a range of other sources to guarantee there is appropriate challenge and variety.

This document sets out how Buttsbury Infant School's curriculum progresses in each subject.



Buttsbury Infant School Design and Technology Skills Progression

EYFS	
Skills progression	<ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills. • Use various construction materials to join and build structures. • Develop fine motor skills when drawing, cutting and sticking. • Experiment with colour and materials when designing and making. • Safely use and explore a variety of tools, materials and techniques. • Begin to select tools appropriately. • Share their creations, explaining the process they have used. • Build on previous learning to refine ideas. • Make use of props and materials when role playing characters.
Early Learning Goals <i>Expressive Arts and Design</i>	<p>Creating with Materials</p> <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. • Make use of props and materials when role playing characters in narratives and stories.

	Year 1	Year 2
Design	<p>To follow simple design criteria to design a product.</p> <p>To develop their design ideas through discussion.</p> <p>To use simple drawings in the design process.</p> <p>To say whether their products are for themselves or other users.</p>	<p>To explain why we design.</p> <p>To follow design criteria to design a product.</p> <p>To develop their design ideas through discussion.</p> <p>To use knowledge of existing products to create their own design.</p> <p>To reflect on their research to inform their design.</p> <p>To use simple drawings and labels in the design process.</p> <p>To say whether their products are for themselves or other users.</p>
Make	<p>To follow their design when making their product.</p> <p>To explain what they are making.</p> <p>To be able to choose appropriate tools and materials with support.</p> <p>To use tools safely with support.</p>	<p>To follow their design when making their product.</p> <p>To explain what they are making and why.</p> <p>To be able to choose appropriate tools and materials.</p> <p>To describe which tools to use and why.</p>

	To follow hygiene procedures when working with food.	To use tools safely. To follow hygiene procedures when working with food.
Evaluate	To explore and evaluate an existing product. To say what they like and dislike about an existing product. To evaluate their final product against the design criteria. To say what they like and dislike about their final product.	To explore and evaluate a range of existing products. To say what they like and dislike about existing products. To make comparisons between existing products. To evaluate their ideas throughout the learning process. To evaluate their final product against the design criteria. To say what they like and dislike about their final product. To consider what they would change if they made their product again.
Key vocabulary	<p>design, make, evaluate</p> <p>Food Technology ingredients, mixing bowl, whisk, knead, rolling pin, bake, oven, decorate butter, caster sugar, egg, flour, biscuit dough, icing</p> <p>Mechanisms slider, lever, push, pull, up, down</p> <p>Textiles weaving, over, under</p>	<p>research, design, make, evaluate</p> <p>Food Technology ingredients, taste, healthy, unhealthy, hygiene meat, salad, wrap, ham, chicken, cheese, cucumber, lettuce, tomato</p> <p>Mechanisms vehicle, wheel, axle, push, pull, forwards, backwards</p> <p>Textiles material, sewing, needle, thread</p>