

Curriculum Progression Document

Design Technology

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Curriculum Intent

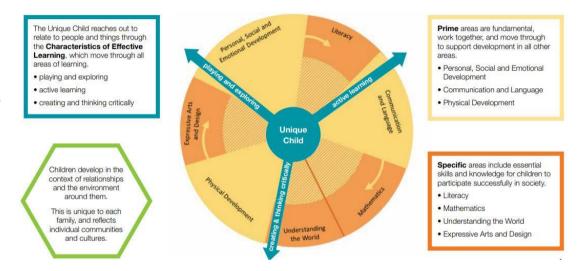
Intent - It is the intent of St. Bartholomew's First School for a high quality Design and Technology curriculum to be taught across all year groups, through well planned and resourced projects and experiences. Each year, all children will be taught at least one Design and Technology topic per term; one of which will be related to Cooking and Nutrition. Design and Technology projects will often be made cross curricular - linking to other subjects taught.

This vision is achieved by:

- Following the National Curriculum using suggestions from Design and Technology Association's 'Projects on a Page' documents.
- Ensuring every Design and Technology project will clearly follow the design process: research, design, prototype, redesign and final product.
- Strongly embedding our key skills. It is an inspiring, rigorous and practical subject, requiring collaboration, problem solving, self-management, communication, creative thinking and evaluation.
- Designing and making products that solve real and relevant problems within a variety of contexts.

Design Technology in the Early Years Foundation Stage

Each area of the EYFS curriculum has an **Early Learning Goal**, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.



The following link to the teaching and learning of Design Technology in our EYFS:

ELG 16: Expressive arts and design: Exploring and using media and materials

Children at the expected level of development will:

- Children sing songs, make music and dance, and experiment with ways of changing them.
- Children safely use and explore a variety of materials, tools and techniques.
- They experiment with colour, design, texture, form and function.

EELG 16: Expressive arts and design: Being imaginative

Children at the expected level of development will:

- Children use what they have learnt about media and materials in original ways.
- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

KS1 YEAR D (2023-24)	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	Early Learning Goal
THEME	Maps and beyond	Invaders and Raiders	Feeling hot, hot, hot	Crewkerne through the ages	Water, Water Everywhere	Going for gold	
Listening, Attention and Understanding	To understand how to listen <u>carefully</u> To understand why listening is <u>important</u> To be able to follow directions	To engage in story times, joining in with repeated phrases and actions To begin to understand how and why questions To respond to instructions with more than one step	To ask questions to find out more To begin to understand humour To understand a range of complex sentence structures	To retell a story To follow a story without pictures or props	To understand questions such as who, what, where, when, why and how	To have conversations with adults and peers with back and forth exchanges	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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.

	To use a dominant	To begin to use	To use a tripod grip	To hold scissors	To hold scissors	To hold scissors	Hold a pencil
	hand	anticlockwise	when using mark	correctly and cut	correctly and cut	correctly and cut	effectively in
		movement and	making tools	out large <u>shapes</u>	out small <u>shapes</u>	various <u>materials</u>	preparations for
	To mark make using	retrace vertical <u>lines</u>					fluent writing- using
	different shapes		To hold scissors	To write letters	To copy letters	To create drawings	the tripod grip in
		To hold scissors	correctly and cut along	using the correct	using a lead in and	with details	almost all cases.
	To begin to use a	correctly and cut	a curved <u>line</u>	letter formation	lead <u>out</u>		Use a range of small
	tripod grip when	along a straight and		and control the size		To copy letters using	tools including
	using mark making	zigzagged <u>lines</u>	To thread small beads	of <u>letters</u>	To paint using	a lead in and lead <u>out</u>	scissors,
	tools				thinner		paintbrushes and
		To use a tripod grip	To use small pegs	To use a hammer,	paintbrushes	To independently use	cutlery. Begin to
	To use large	when using mark		saw and		a knife, fork and	show accuracy and
Fine Motor	tweezers to transfer	making tools	To write taught letters	screwdriver		spoon to eat a range	care when drawing.
Skills	<u>objects</u>		using correct formation			of meals	
Skills		To accurately draw					
	To thread large	lines, circles and	To use a hammer and				
	beads	shapes to draw	saw				
		pictures					
	To use large pegs						
		To write taught					
	To begin to copy	letters using correct					
	letters	formation					
	To hold scissors	To begin to hold a					
	correctly and make	knife correctly and					
	snips in paper	use to cut food with					
		support <u>To</u> use tap					
	To hold a fork and	and pin					

	To match objects	To recognise and	To order objects by	To recognise 9	To measure	To add money	There are no early
		name	height and length	o'clock and 10	capacity		learning goals that
	To sort objects	square and rectangle		o'clock		To recognise the time	directly relate to
			To order the days of		To describe the	to o'clock	shape, space and
	To compare	To recognise 5p	the week	To recognise 10p	properties of 3D		measure
	capacity, length,				shapes	To finish a repeating	objectives. However,
Shape, Space	height, size.	To recognise 4	To measure height	To begin to name		pattern	children will have
and Measure		o'clock and 5 o'clock	using cubes	3D shapes	To make pictures		experienced rich
	To finish a repeating		To measure time		with shape	To make patterns	opportunities to
	pattern of 2 objects			To explore the	arrangements	using shapes	develop their spatial
	or <u>colours</u>		To recognise 6	properties of 3D			reasoning skills in
			o'clock, 7 o'clock	shapes		To name and	shape, space and
	To recognise and		and 8 o'clock			describe 2D and 3D	measure
	name circle and					shapes	

	To know who to talk	To know how to keep	To know how to keep	To know how to	To know how to	To know how to keep	There are no early
	to if they are not	safe online.	safe online.	keep safe online.	keep safe online.	safe online.	learning goals that
	sure about						directly relate to
	something they	To know how to	To access, understand	To use the Ipads,	To explore how a	To explain why we	computing
	have seen online.	operate simple	and interact with a	changing games	Bee-Bot works	need to stay safe	objectives, though it
		equipment	range of technology	and programmes		<u>online</u>	is still expected that
	To know how to		within the Year R		To use the internet		children will be
Technology	keep safe online.	To draw pictures on	environment		with adult	To use the Bee- Bots	introduced to
reciliology		the IPADS and begin			supervision to find	and program them to	appropriate
	To show an interest	to change <u>colours</u>	To draw pictures on the		and	go forwards and	technology and use
	in technological toys		IPADS, changing colour		retrieve	<u>backwards</u>	it within their
	such as iPads, toys	To use the iPad to	and pen size		information		provision.
	with knobs, pulleys	take pictures				To type their name	
	and buttons					using a laptop	
	To learn about e-						
	safety	8.4 b t	D-1-11	5 (DT)	0-11	Characterist (DT)	0-6-1
	Drawing To draw portraits	Mechanisms	Painting and	Food (DT)	Collage and	Structures (DT)	Safely use and
	To draw portraits of themselves.	(DT)	Printing		Textiles		explore a variety
Creating with	or themselves.	To use a needle		To follow a		To use junk	of materials tools
Materials	To name colours	and thread to	To use stylofoam to	simple recipe	To know which	modelling to	and techniques,
	To fiame Colours	make a Poppy.	make a leaf print.	to make a	prime colours you	create a	experimenting
	To experiment			sweet treat.	mix together to	structure.	with colour,
	10 experiment						

colours To create simple representations of people and objects To draw and colour with pencils and crayons To role play using given propose and propose and propose and propose and costumes To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, To explore different techniques for joining materials (Glue Stick, PVA) To know how to work safely and hygienically To use non-statutory To know how to work safely and hygienically To use non-statutory To know how to work safely and hygienically To use non-statutory To use non-st	with mixing	To use colours	To experiment with		make secondary		design, texture,
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To know how to work safely and hygienically To know how to work safely and hygienically Kebab To use non- To know how to work safely and hygienically To know how to work safely and to work safely and To adapt work where necessary.						,	
work safely and hygienically To use non- Sandwiches, Fruit Kebab Sandwiches, Fruit Kebab, Biscuits To know how to work safely and and To adapt work where necessary. To use tools to hygienically				play <u>scenarios</u>			
hygienically Kebab Kebab, Biscuits to work safely and To adapt work where necessary. To use non- To use tools to hygienically necessary.					<u>hygienically</u>		
To use non- To use tools to and hygienically necessary.		· '				their <u>work</u>	
To use non- To use tools to <u>hygienically</u> necessary.	hygienically	Kebab	Kebab, Biscuits	· ·			
To do not have a second and the seco							
statutory cut and join <u>wood</u>				<u>hygienically</u>		necessary.	
	statutory		cut and join <u>wood</u>				

(spoons, cups)	To know the names of tools	statutory measures	statutory measures (spoons,	
To use some cooking techniques		(spoons, cups)	cups)	
(spreading, cutting) — Sandwiches	I	To use some cooking techniques		

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To use dit construct materials	ion	(spreading, cutti threading, corin mixing, grating) Sandwiches,	7,	
		Fruit Kebab, Biscuits, Salads		
		To use tools to depend and join wood using different read and screws		

		I			1		1
	To use costumes	To use costumes and			To join in with		
	and resources to act	resources to act out			whole school		
	out <u>narratives</u>	<u>narratives</u>			singing		
					worships.		
	To join in with	To join in with					
	whole school	whole school					
	singing	singing					
	worships.	worships.					
		·					
				To know the names			
				of tools			
	To sing and	To perform a song	To join in with	To perform	To move in time	To listen to poems	Invent, adapt and
	perform nursery	in the Christmas	whole school	songs at the	to music	and create their	recount narratives
	rhymes	Play	singing	Easter Concert		own	and stories with
			assemblies		To learn dance		peers and their
	To join in with	To learn and		To join in	routines	To join in with whole	teacher. Sing a ran
	whole school	perform a poem/	To create musical	with whole		school singing	of well know nurse
	singing	song at the	patterns using	school	To join in with	assemblies	rhymes and songs.
	assemblies	Christmas concert.	untuned	singing	whole school		Perform songs,
		To join in with whole	instruments	assemblies	singing	To create own	rhymes, poems and
	To experiment with	school singing			worships.	compositions	stories with others
Being	different	assemblies	To begin to create	To associate genres		using tuned	and (when
Imaginative and	instruments and		costumes and	of music with	To act out well	instruments	appropriate) try to
Expressive	their sounds	To pitch match	resources for role play	characters and	know stories		move in time with
				stories		To invent their won	music.
	To talk about	To sing the melodic	To join in with		To follow a	narratives, making	
	whether the like	shape of familiar	whole school	To create costumes	musical pattern	costumes and	
	or dislike a piece	songs	singing worships.	and resources for	to play tuned	resources	
	of music			role play	instruments		
		To begin to build up a		,		To join in with	
	To create musical	repertoire of songs		To join in with	To create narratives	whole school	
	patterns using			whole school	based around	singing	
	body percussion	To sing entire songs		singing	stores	worships.	
	, , ,			worships.			

EYFS YEAR C (2022-23)	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	Early Learning Go
THEME	Over the hills and far away	Lest we forget	From Crewkerne to the rainforest	Sweet like Chocolate	Reduce, Reuse, Recycle	Pyramids, Mummies and Tombs	
	Drawing	Textiles	Painting and	Food	Sculpture	Mechanisms	Safely use and
	To draw portraits	To use a needle	Printing			To make a sand	explore a variety
	of themselves.	and thread to	To use stylofoam to	To follow a	To use recycling	buggy.	of materials tools
		make a Poppy.	make a leaf print.	simple recipe	to make plant		and techniques,
	To name colours			to make a	pots and	To know some	experimenting
		To use colours	To experiment with	sweet treat.	sculptures for the	similarities and	with colour,
	To experiment	for a particular	different mark		outside space.	differences	design, texture,
	with mixing	purpose	making tools such	To use natural		between	form and functio
	colours		as art pencils,	objects to	To know which	materials	Share their
	1	To share their	pastels, chalk	make a piece of	prime colours you		creations,
	To create simple	creations		art (Andy	mix together to	To learn about and	explaining the
	representations		To explore different	Goldsworthy)	make secondary	compare artists	process they
	of people and	To explore	techniques for		colours	????????	have used.
	objects	different	joining materials	To share			Make use of pro
Cupatina		techniques for	(Glue Stick, PVA,	creations	To plan what	To explore, use	and materials wh
Creating with	To draw and	joining materials	Masking Tape,	and talk	they are going	and refine a	role playing
Materials	colour with	(Glue Stick, PVA)	Tape)	about the	to make	variety of artistic	characters in
iviateriais	pencils and			process	(cooking, wood	effects to express	narratives and
	crayons	To know how to	To know how to		work,	their ideas and	stories.
		work safely and	work safely and	To explore	construction,	feeling	
	To role play	hygienically	hygienically	different	junk modelling)		
	using given			techniques for		To share	
	props and	To use non-	To use non-	joining materials	To draw more	creations, talk	
	costumes	statutory	statutory measures	(Glue Stick, PVA,	detailed pictures	about process	
		measures	(spoons, cups)	Masking Tape,	of people and	and evaluate	
	To explore	(spoons, cups)		Tape, Split Pins)	objects	their work	
	different		To use some				
	techniques for	To use some cooking	cooking techniques	To make props	То	To adapt work where	
	joining materials	techniques	(spreading, cutting,	and costumes for	manipulate	necessary	
	(Glue Stick)	(spreading, cutting,	threading, coring,	different role	materials		
		threading, coring) –	mixing)	play scenarios			
		Sandwiches, Fruit	Sandwiches, Fruit		To create		
	To know how to	Kebab	Kebab, Biscuits	To know how	observational		

	work safely and			to work safely	drawings		
	hygienically		To use tools to	and	J		
	, ,		cut and join wood	hygienically	To know how		
	To use non-		•	,,,,	to work safely		
	statutory		To know the names of	To use non-	and		
	measures		tools	statutory	hygienically		
	(spoons, cups)			measures	, ,		
	, , , , ,			(spoons, cups)	To use non-		
	To use some				statutory		
	cooking techniques			To use some	measures		
	(spreading, cutting)			cooking techniques	(spoons, cups)		
	Sandwiches			(spreading, cutting,			
				threading, coring,	To use some		
	To use different			mixing, grating)	cooking		
	construction			Sandwiches,	techniques		
	materials				(spreading,		
				Fruit Kebab,	cutting,		
				Biscuits, Salads	threading,		
					coring, mixing,		
				To use tools to cut	grating, adding		
				and join wood	flavours)		
				using different nails			
				and screws	Sandwiches, Fruit		
					Kebab, Biscuits,		
				To know the names	Salads		
				of tools			
	To sing and	To perform a	To join in with	To perform	To move in time	To listen to poems	Invent, adapt and
	perform nursery	song in the	whole school	songs at the	to music	and create their	recount narratives
	rhymes	Christmas Play	singing	Easter Concert	to masic	own	and stories with
	Tityliles	Cilistillas Flay	assemblies	Laster Concert	To learn dance	OWII	peers and their
Being	To join in with	To learn and	assemblies	To join in	routines	To join in with whole	teacher. Sing a
Imaginative and	whole school	perform a poem	To create musical	with whole	Toutines	school singing	range of well know
Expressive	singing	at the Christmas	patterns using	school	To join in	assemblies	nursery rhymes
	assemblies	Concert	untuned	singing	with whole	assemblies	and songs.
	assemblies	Concert	instruments	assemblies	school	To create own	Perform songs,
	To experiment with		mad differita	assemblies	singing	compositions	rhymes, poems
	different		To begin to create		assemblies	using tuned	and stories with

instr	truments and	To join in with whole	costumes and	To associate genres		instruments	others and (when
thei	eir sounds	school singing	resources for role	of music with	To act out well		appropriate) try to
		assemblies	play	characters and	know stories	To invent their	move in time with
То	o talk about			stories		won narratives,	music.
wh	hether the like	To pitch match			To follow a	making	
or	r dislike a piece			To create	musical pattern	costumes and	
of	f music	To sing the melodic		costumes and	to play tuned	resources	
		shape of familiar		resources for	instruments		
То	o create	songs		role play			
mı	nusical patterns				To create		
usi	sing body	To begin to build up			narratives based		
pe	ercussion	a repertoire of songs			around stores		
То	o use costumes	To sing entire songs					
and	nd resources to						
act	ct out narratives	To use					
		costumes and					
		resources to					
		act out					
		narratives					

Design Technology and the National Curriculum: Key Stage One

Key stage 1 Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

nen designing and making, pupils should be taught to:
<u>sign</u>
O design purposeful, functional, appealing products for themselves and other users based on design criteria
O generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
a <u>ke</u>
O select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
O select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
<u>aluate</u>
O explore and evaluate a range of existing products

Technical knowledge

O build structures, exploring how they can be made stronger, stiffer and more stable

O evaluate their ideas and products against design criteria

O explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Cooking and Nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

Key stage 1

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from.

Design Technology and the National Curriculum: Key Stage Two

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- o use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- o generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

<u>Make</u>

- o select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- o select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- o investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- o understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- o apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- o understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- o understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- o apply their understanding of computing to program, monitor and control their products.

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Cooking and Nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

Key stage 2

- o understand and apply the principles of a healthy and varied diet
- o prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- o understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

Whole School Programme of Study

Year C = 2022 - 2023

KS2 YEAR C (2022-23)_	AUTUMN 2_	SPRING 2_	SUMMER 2_
THEME_	Lest we forget _	Sweet like Chocolate_	Pyramids, Mummies and Tombs_
KS1	Textiles	Food	Mechanisms
K31	Design, make, Evaluate	Cooking and Nutrition	Design, make, Evaluate
KS2	Textiles	Food	Mechanical Structures
N32	Design, make, Evaluate	Cooking and Nutrition	Design, make, Evaluate

KS2 YEAR D (2023-24)_	AUTUMN 2_	SPRING 2_	SUMMER 2_	
THEME_	Invaders and Raiders_	Crewkerne through the ages_	Going for gold	
KS1	Mechanisms	Food	Structures	
K21	Design, make, Evaluate	Cooking and Nutrition	Design, make, Evaluate	
KS2	Structures	Food	Electrical Systems	
K32	Design, make, Evaluate	Cooking and Nutrition	Design, make, Evaluate	

KS2 YEAR A (2024-25)_	AUTUMN 2_	SPRING 2_	SUMMER 2_	
THEME_	Battle, Blitz and Victory _ Heroes and Heroines _		On the March!	
KS1	Mechanisms	Food	Textiles	
V21	Design, make, Evaluate	Cooking and Nutrition	Design, make, Evaluate	
KS2	Textiles	Food	Mechanical Structures	
N32	Design, make, Evaluate	Cooking and Nutrition	Design, make, Evaluate	

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KS2 YEAR B (2025-26)_	AUTUMN 2_	AUTUMN 2_ SPRING 2_	
THEME_	Intrepid Explorers _	Fossil Hunting _	Local History Topic
KS1	Mechanisms	Food	Structures
V21	Design, make, Evaluate	Cooking and Nutrition	Design, make, Evaluate
KS2	Structures	Food	Electrical Systems
N32	Design, make, Evaluate	Cooking and Nutrition	Design, make, Evaluate

Reasoning Behind our Design Technology Curriculum

STAGE	TOPIC	WE TEACH THIS BECAUSE	BUILD ON LEARNING	FUTURE LEARNING	LINKS TO ST BARTS SCHOOL LIFE
STAGE	TOPIC	WE TEACH THIS BECAUSE	BUILD ON LEARNING	FUTURE LEARNING	LINKS TO ST BARTS SCHOOL LIFE

Design Technology Vocabulary

EYFS Design and Technology and Skills Overview

Knowledge	Vocabulary	Skills
Know that different media can be combined to create new effects.	Paper Card Wood Fold Glue	Manipulates material to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Chopping with a blunt knife Mashing

	Cooking and Nutrition	Textiles	Mechanisms	Structure
	Preparing fruit and vegetables	Templates and joining	Sliders and Levers. Wheels and	Freestanding Structures
			Axels.	
	- names of fruit and vegetables -	- names of existing products	- names of tools used	cut, fold, join, fix
	names of equipment	- names of fabrics	- names of equipment used	
	- names of utensils	- names of tools	- names of materials	structure, wall, tower,
		- names of joining and finishing		framework, weak, strong,
	sensory vocabulary, e.g. soft, juicy,	techniques	used slider, lever, pivot, slot,	base, top, underneath, side,
	crunchy, sweet, sticky, smooth, sharp,		bridge/guide	edge, surface, thinner,
	crisp, sour, hard	template, pattern pieces, mark		thicker, corner, point,
<u>KS1</u>		out, join, decorate, finish		straight, curved

	flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients planning, investigating, tasting, arranging, popular, design, evaluate, criteria	features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function	pull, push, up, down, straight, curve, forwards, backwards vehicle, wheel, axle, axle holder, chassis, body, cab assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism	metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder design, make, evaluate, user, purpose, ideas, design criteria, product, function
			design, make, evaluate, purpose, ideas, user, criteria, function, functional, design criteria, product	
	Cooking and Nutrition	Textiles	Mechanical Systems and	Structure
	Healthy and varied diet	2D to 3D product	Electrical Systems	Shell structures
			Levers and Linkages. Simple circuits and switches	
	- names of products	- names of fabrics	mechanism, lever, linkage,	shell structure, three-
	- names of equipment		pivot, slot, bridge, guide,	dimensional shape, net,
	- names of utensils	fabric, fastening,	system, input, process, output,	cube, cuboid, prism, vertex,
	- names of techniques	compartment, zip, button,	linear, rotary, oscillating,	edge, face, length, width,
<u>KS2</u>	- names of ingredients	structure, finishing technique, strength, weakness, stiffening,	reciprocating	breadth, capacity
	texture, taste, sweet, sour, hot, spicy,	templates, stitch, seam, seam	series circuit, fault, connection,	marking out, scoring,
	appearance, smell, preference,	allowance	toggle switch, push-to-make	shaping, tabs, adhesives,
	greasy, moist, cook, fresh, savoury		switch, push-to-break switch,	joining, assemble, accuracy,
		user, purpose, design, model,	battery, battery holder, bulb,	material, stiff, strong,
		evaluate, prototype, annotated	, , , ,	reduce, reuse, recycle,

hygienic, edible, grown, reared,	sketch, functional, innovative,	bulb holder, wire, insulator,	corrugating, ribbing,
caught, frozen, tinned, processed,	investigate, label, drawing,	conductor, crocodile clip	laminating
seasonal, harvested, healthy/varied	aesthetics, function, pattern		
die	pieces	control, program, system,	font, lettering, text,
		input device, output device	graphics, decision
planning, design criteria, purpose,			
user, annotated sketch, sensory		user, purpose, function,	evaluating, design brief,
evaluations		prototype, design criteria,	design criteria, innovative,
		innovative, appealing, design	prototype
		brief	

Progression in Design Technology

	EYFS	Year 1	YEAR 2	LKS2	UKS2
	To draw on their own experience to help generate ideas, with support.	To think about how I want my product to look	To design purposeful, functional, appealing products for themselves and other users based on design criteria	To solve real and relevant problems within a variety of contexts	To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose
Design	To suggest ideas and explain what they are going to do, with support.	To think about what I want my product to do	To design products with an awareness of purpose	To use research and develop design criteria to inform the design of products aimed at particular individuals or groups	To design and make high-quality prototypes and products for a wide range of users
		To plan out my product before I start making	To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	To generate, develop, model and communicate their ideas through discussion, annotated sketches, mock-ups and, information and communication technology	To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

	EYFS	YEAR 1	YEAR 2	Lower KS2	UKS2
	To explore new techniques, e.g. joining and cutting.	To select tools and techniques needed to shape, assemble and join materials	To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	To use a range of tools with accuracy and precision	To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
Make	To begin to use small tools safely e.g. scissors and cutlery.	To select from a range of materials according to their characteristics	To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	To use a range of factors to evaluate the usefulness of a material	To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
	To begin to assemble, join and combine materialsand components together using a variety of temporary methods e.g. glue or masking tape.	To explore objects and designs to identify likes and dislikes of the designs	To refine my design as my work progresses, discussing how I have improved it	To refine work and techniques as work progresses, continually evaluating the product design	To develop the creative, technical and practical expertise needed to perform everyday tasks confidently

	EYFS	Year 1	Year 2	Lower KS2	UKS2
	To share my creation and explain what I did	To explore objects and designs to identify likes and dislikes of the designs	To explore and evaluate a range of existing products	To evaluate positive and negative features of existing products	To investigate and analyse a range of existing products
Evaluate	To say what I like about my work	To give likes and dislikes of my own design	To evaluate their ideas and products against design criteria	To critique, evaluate and test their ideas and products and the work of others	To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
Ш	To refine my ideas, making improvements.			To understand how key events and individuals in design and technology have helped shape the world	To evaluate past and present design and technology, developing a critical understanding of its impact on daily life and the wider world
				To draw on disciplines such as mathematics, science, engineering, computing and art	To explain what skills and disciplines I have used in completing a DT project

	EYFS	Year 1	Year 2	LKS2	UKS2
Cooking and Nutrition	To learn how to select and use appropriate fruit andvegetables, processes and tools.	To know some healthy and unhealthy foods	To use the basic principles of a healthy and varied diet to prepare dishes	To design meals that represent a healthy, balanced diet	To understand what constitutes a healthy diet (including understanding calories and other nutritional content).
	To have an awareness of basic food handlinghygienic practises and personal hygiene. E.g.washing hands.	To assemble or cook healthy ingredients with assistance	To assemble and cook healthy ingredients	To assemble or cook healthy ingredients, adapting recipes to meet my needs	To prepare and cook a range of healthy meals using a range of cooking techniques
	To begin to learn about Harvest and understandwhere food comes from (food origin).	I can name some foods that come from the farm	To understand where food comes from.	To understands foods that are grown in this country and those that come from different regions and climates around the world	
				To plan recipes thinking about the cost of different ingredients	To consider affordability during the planning of a meal
		To know I need to wash my hands before preparing food and that equipment must be washed up afterwards	To prepare ingredients hygienically using appropriate utensils.	To consider safety and hygiene when working with food	To understand the importance of correct storage and handling of ingredients

What will Design Technology look like in the classroom?

Reading in Design Technology

Assessment

- D&T exercise books are to be used by each year group within key stage one and two. Teachers are to follow the D&T setting out policy.
- D&T exercise books will be regularly scrutinised to ensure children are being challenged, making good progress and to track whether children will meet National Curriculum expectations at the end of the key stage.
- Teachers are to use a digital platform such as See Saw to record evidence of 3-d work, or work too large to fit in D&T books
- Individual teachers will use the framework to evaluate the quality of their own teaching and the D&T coordinator will use the framework to monitor and evaluate the quality of planning, teaching and learning throughout the school.

- D&T Progression Framework will be used to inform assessment and to report children's progress to parents towards the end of the Summer Term.
- Teachers will fill in an assessment sheet at the end of each project indicating which children met expectations and those significantly above or below. This will be used to inform future planning.
- Children will keep sketches, plan drawings, paper mock ups, research and evaluations in D&T exercise books. These will be used for assessment purposes and monitoring progression.
- Children will be encouraged to make personal assessments of their own work through evaluating activities and identifying what they need to improve

SEN

Monitoring and review