



'Roots to Grow and Wings to Fly'

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

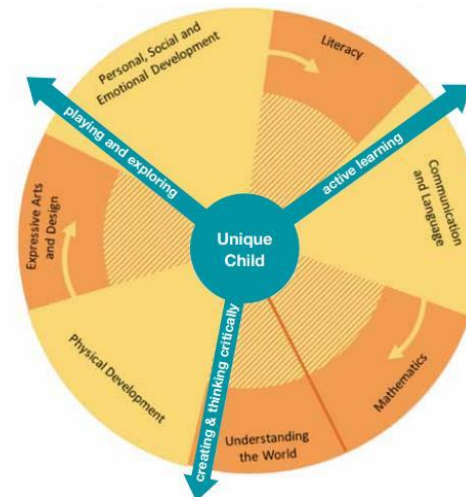
Each area of the EYFS curriculum has an **Early Learning Goal**, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.



Prime areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

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 | <p>To understand how to listen <u>carefully</u></p> <p>To understand why listening is <u>important</u></p> <p>To be able to follow directions</p> | <p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to understand how and why <u>questions</u></p> <p>To respond to instructions with more than one step</p> | <p>To ask questions to find out <u>more</u></p> <p>To begin to understand <u>humour</u></p> <p>To understand a range of complex sentence structures</p> | <p>To retell a story</p> <p>To follow a story without pictures or props</p> | <p>To understand questions such as who, what, where, <u>when</u>, why and how</p> | <p>To have conversations with adults and peers with <u>back and forth</u> exchanges</p> | <p><i>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.</i></p> |

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| <p>Fine Motor Skills</p> | <p>To use a dominant hand</p> <p>To mark make using different shapes</p> <p>To begin to use a tripod grip when using mark making <u>tools</u></p> <p>To use large tweezers to transfer <u>objects</u></p> <p>To thread large beads</p> <p>To use large pegs</p> <p>To begin to copy <u>letters</u></p> <p>To hold scissors correctly and make snips in <u>paper</u></p> <p>To hold a fork and</p> | <p>To begin to use anticlockwise movement and retrace vertical <u>lines</u></p> <p>To hold scissors correctly and cut along a straight and zigzagged <u>lines</u></p> <p>To use a tripod grip when using mark making tools</p> <p>To accurately draw lines, circles and shapes to draw <u>pictures</u></p> <p>To write taught letters using correct formation</p> <p>To begin to hold a knife correctly and use to cut food with support <u>To</u> use tap and pin</p> | <p>To use a tripod grip when using mark making tools</p> <p>To hold scissors correctly and cut along a curved <u>line</u></p> <p>To thread small beads</p> <p>To use small pegs</p> <p>To write taught letters using correct formation</p> <p>To use a hammer and saw</p> | <p>To hold scissors correctly and cut out large <u>shapes</u></p> <p>To write letters using the correct letter formation and control the size of <u>letters</u></p> <p>To use a hammer, saw and screwdriver</p> | <p>To hold scissors correctly and cut out small <u>shapes</u></p> <p>To copy letters using a lead in and lead <u>out</u></p> <p>To paint using thinner paintbrushes</p> | <p>To hold scissors correctly and cut various <u>materials</u></p> <p>To create drawings with details</p> <p>To copy letters using a lead in and lead <u>out</u></p> <p>To independently use a knife, <u>fork</u> and spoon to eat a range of meals</p> | <p>Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases. Use a range of small tools including <u>scissors, paintbrushes and cutlery</u>. Begin to show accuracy and care when drawing.</p> |
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| <p>Shape, Space and Measure</p> | <p>To match objects</p> <p>To sort objects</p> <p><u>To compare</u> capacity, length, height, size.</p> <p>To finish a repeating pattern of 2 objects or <u>colours</u></p> <p>To <u>recognise</u> and name circle and</p> | <p>To recognise and name square and rectangle</p> <p>To <u>recognise</u> 5p</p> <p>To <u>recognise</u> 4 o'clock and 5 o'clock</p> | <p>To order objects by height and length</p> <p>To order the days of the week</p> <p>To measure height using cubes</p> <p>To measure time</p> <p>To <u>recognise</u> 6 o'clock, 7 o'clock and 8 o'clock</p> | <p>To recognise 9 o'clock and 10 o'clock</p> <p>To <u>recognise</u> 10p</p> <p>To begin to name 3D <u>shapes</u></p> <p>To explore the properties of 3D shapes</p> | <p>To measure capacity</p> <p>To describe the properties of 3D shapes</p> <p>To make pictures with shape arrangements</p> | <p>To add money</p> <p>To recognise the time to o'clock</p> <p>To finish a repeating pattern</p> <p>To make patterns using shapes</p> <p>To name and describe 2D and 3D shapes</p> | <p>There are no early learning goals that directly relate to <u>shape, space and measure</u> objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in <u>shape, space and measure</u></p> |
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| <p>Technology</p> | <p>To know who to talk to if they are not sure about something they have seen online.</p> <p>To know how to keep safe online.</p> <p>To show an interest in technological toys such as iPads, toys with knobs, <u>pulleys</u> and buttons</p> <p>To learn about e-safety</p> | <p>To know how to keep safe online.</p> <p>To know how to operate simple <u>equipment</u></p> <p>To draw pictures on the IPADS and begin to change <u>colours</u></p> <p>To use the iPad to take pictures</p> | <p>To know how to keep safe online.</p> <p>To access, understand and interact with a range of technology within the Year R <u>environment</u></p> <p>To draw pictures on the IPADS, changing colour and pen size</p> | <p>To know how to keep safe online.</p> <p>To use the <u>ipads</u>, changing games and programmes</p> | <p>To know how to keep safe online.</p> <p>To explore how a Bee-Bot works</p> <p>To use the internet with adult supervision to find and retrieve information</p> | <p>To know how to keep safe online.</p> <p>To explain why we need to stay safe <u>online</u></p> <p>To use the Bee- Bots and program them to go forwards and <u>backwards</u></p> <p>To type their name using a laptop</p> | <p>There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.</p> |
| <p>Creating with Materials</p> | <p>Drawing To draw portraits of themselves.</p> <p>To name <u>colours</u></p> <p>To experiment</p> | <p>Mechanisms (DT) To use a needle and thread to make a Poppy.</p> | <p>Painting and Printing To use <u>stylofoam</u> to make a leaf print.</p> | <p>Food (DT) To follow a simple recipe to make a sweet treat.</p> | <p>Collage and Textiles To know which prime <u>colours</u> you mix together to</p> | <p>Structures (DT) To use junk modelling to create a structure.</p> | <p>Safely use and explore a variety of materials tools and techniques, experimenting with <u>colour</u>,</p> |

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| <p>with mixing <u>colours</u></p> <p>To create simple representations of people and objects</p> <p>To draw and <u>colour</u> with pencils and crayons</p> <p>To role play using given props and costumes</p> <p>To explore different techniques for joining materials (<u>Glue Stick</u>)</p> <p>To know how to work safely and <u>hygienically</u></p> <p>To use non-statutory</p> | <p>To use <u>colours</u> for a particular purpose</p> <p>To share their creations</p> <p>To explore different techniques for joining materials (<u>Glue Stick, PVA</u>)</p> <p>To know how to work safely and <u>hygienically</u></p> <p>To use non-statutory measures (<u>spoons, cups</u>)</p> <p>To use some cooking techniques (<u>spreading, cutting, threading, coring</u>) – <u>Sandwiches, Fruit Kebab</u></p> | <p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>To explore different techniques for joining materials (<u>Glue Stick, PVA, Masking Tape, Tape</u>)</p> <p>To know how to work safely and <u>hygienically</u></p> <p>To use non-statutory measures (<u>spoons, cups</u>)</p> <p>To use some cooking techniques (<u>spreading, cutting, threading, coring, mixing</u>) <u>Sandwiches, Fruit Kebab, Biscuits</u></p> <p>To use tools to cut and join <u>wood</u></p> | <p>To use natural objects to make a piece of art (<u>Andy Goldsworthy</u>)</p> <p>To share creations and talk about the <u>process</u></p> <p>To explore different techniques for joining materials (<u>Glue Stick, PVA, Masking Tape, Tape, Split Pins</u>)</p> <p>To make props and costumes for different role play <u>scenarios</u></p> <p>To know how to work safely and <u>hygienically</u></p> | <p>make secondary <u>colours</u></p> <p>To plan what they are going to make (<u>cooking, wood work, construction,</u></p> <p>To draw more detailed pictures of people and objects</p> <p>To manipulate materials</p> <p>To create observational drawings</p> <p>To know how to work safely and <u>hygienically</u></p> | <p>To know how to join <u>material</u> together.</p> <p>To know some similarities and differences between materials</p> <p>To learn about and compare <u>artists</u> <u>?????????</u></p> <p>To explore, use and refine a variety of artistic effects to express their ideas and <u>feeling</u></p> <p>To share creations, talk about process and evaluate their <u>work</u></p> <p>To adapt work where necessary.</p> | <p><u>design, texture, form and function.</u></p> <p><u>Share their creations, explaining the process they have used.</u></p> <p><u>Make use of props and materials when role playing characters in narratives and stories.</u></p> |
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| | (spoons, cups) To use some cooking techniques (spreading, cutting) – Sandwiches | | To know the names of tools | statutory measures (spoons, cups) To use some cooking techniques | | statutory measures (spoons, cups) | |
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| | To use different construction materials | | | (spreading, cutting, threading, coring, mixing, grating) Sandwiches, Fruit Kebab, Biscuits, Salads To use tools to cut and join wood using different nails and <u>screws</u> | | | |
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| | To use costumes and resources to act out <u>narratives</u> To join in with whole school singing worships. | To use costumes and resources to act out <u>narratives</u> To join in with whole school singing worships. | | | To join in with whole school singing worships. | | |
| | | | | To know the names of tools | | | |
| Being Imaginative and Expressive | To sing and perform nursery <u>rhymes</u> To join in with whole school singing assemblies To experiment with different instruments and their sounds To talk about whether the like or dislike a piece of <u>music</u> To create musical patterns using body percussion | To perform a song in the Christmas Play To learn and perform a poem/ <u>song</u> at the Christmas concert. To join in with whole school singing assemblies To pitch match To sing the melodic shape of familiar songs To begin to build up a repertoire of <u>songs</u> To sing entire songs | To join in with whole school singing assemblies To create musical patterns using untuned instruments To begin to create costumes and resources for role <u>play</u> To join in with whole school singing worships. | To perform songs at the Easter Concert To join in with whole school singing assemblies To associate genres of music with characters and stories To create costumes and resources for role play To join in with whole school singing worships. | To move in time to music To learn dance routines To join in with whole school singing worships. To act out well know <u>stories</u> To follow a musical pattern to play tuned <u>instruments</u> To create narratives based around <u>stores</u> | To listen to poems and create their <u>own</u> To join in with whole school singing assemblies To create own compositions using tuned instruments To invent their won narratives, making costumes and resources To join in with whole school singing worships. | Invent, <u>adapt</u> and recount <u>narratives</u> and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs, <u>rhymes</u> , <u>poems</u> and stories with others and (when appropriate) try to move in time with music. |

| EYFS YEAR C (2022-23) | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 | Early Learning Goal |
|--------------------------|---|--|---|--|---|--|---|
| 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 | |
| Creating with Materials | <p>Drawing To draw portraits of themselves.</p> <p>To name colours</p> <p>To experiment with mixing colours</p> <p>To create simple representations of people and objects</p> <p>To draw and colour with pencils and crayons</p> <p>To role play using given props and costumes</p> <p>To explore different techniques for joining materials (Glue Stick)</p> <p>To know how to</p> | <p>Textiles To use a needle and thread to make a Poppy.</p> <p>To use colours for a particular purpose</p> <p>To share their creations</p> <p>To explore different techniques for joining materials (Glue Stick, PVA)</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring) – Sandwiches, Fruit Kebab</p> | <p>Painting and Printing To use stylofoam to make a leaf print.</p> <p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing) Sandwiches, Fruit Kebab, Biscuits</p> | <p>Food</p> <p>To follow a simple recipe to make a sweet treat.</p> <p>To use natural objects to make a piece of art (Andy Goldsworthy)</p> <p>To share creations and talk about the process</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Split Pins)</p> <p>To make props and costumes for different role play scenarios</p> <p>To know how</p> | <p>Sculpture</p> <p>To use recycling to make plant pots and sculptures for the outside space.</p> <p>To know which prime colours you mix together to make secondary colours</p> <p>To plan what they are going to make (cooking, wood work, construction, junk modelling)</p> <p>To draw more detailed pictures of people and objects</p> <p>To manipulate materials</p> <p>To create observational</p> | <p>Mechanisms To make a sand buggy.</p> <p>To know some similarities and differences between materials</p> <p>To learn about and compare artists ?????????</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To share creations, talk about process and evaluate their work</p> <p>To adapt work where necessary</p> | <p>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.</p> |

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

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| | <p>instruments and their sounds</p> <p>To talk about whether the like or dislike a piece of music</p> <p>To create musical patterns using body percussion</p> <p>To use costumes and resources to act out narratives</p> | <p>To join in with whole school singing assemblies</p> <p>To pitch match</p> <p>To sing the melodic shape of familiar songs</p> <p>To begin to build up a repertoire of songs</p> <p>To sing entire songs</p> <p>To use costumes and resources to act out narratives</p> | <p>costumes and resources for role play</p> | <p>To associate genres of music with characters and stories</p> <p>To create costumes and resources for role play</p> | <p>To act out well know stories</p> <p>To follow a musical pattern to play tuned instruments</p> <p>To create narratives based around stores</p> | <p>instruments</p> <p>To invent their won narratives, making costumes and resources</p> | <p>others and (when appropriate) try to move in time with music.</p> |
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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].

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

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

- 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

- 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
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- 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

- 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
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

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

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- 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 | <i>Textiles</i> Design, make, Evaluate | <i>Food</i> Cooking and Nutrition | <i>Mechanisms</i> Design, make, Evaluate |
| KS2 | <i>Textiles</i> Design, make, Evaluate | <i>Food</i> Cooking and Nutrition | <i>Mechanical Structures</i> 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 | <i>Mechanisms</i> Design, make, Evaluate | <i>Food</i> Cooking and Nutrition | <i>Structures</i> Design, make, Evaluate |
| KS2 | <i>Structures</i> Design, make, Evaluate | <i>Food</i> Cooking and Nutrition | <i>Electrical Systems</i> 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 | <i>Mechanisms</i> Design, make, Evaluate | <i>Food</i> Cooking and Nutrition | <i>Textiles</i> Design, make, Evaluate |
| KS2 | <i>Textiles</i> Design, make, Evaluate | <i>Food</i> Cooking and Nutrition | <i>Mechanical Structures</i> Design, make, Evaluate |

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| KS2 YEAR B (2025-26) | AUTUMN 2 | SPRING 2 | SUMMER 2 |
|-------------------------|---|--------------------------------------|---|
| THEME | Intrepid Explorers | Fossil Hunting | Local History Topic |
| KS1 | <i>Mechanisms</i> Design, make, Evaluate | <i>Food</i> Cooking and Nutrition | <i>Structures</i> Design, make, Evaluate |
| KS2 | <i>Structures</i> Design, make, Evaluate | <i>Food</i> Cooking and Nutrition | <i>Electrical Systems</i> 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 ... |
|-------|-------|---------------------------|-----------------------|---------------------|-----------------------------------|
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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 Preparing fruit and vegetables | Textiles Templates and joining | Mechanisms Sliders and Levers. Wheels and Axels. | Structure Freestanding Structures |
|------------|--|---|---|--|
| KS1 | - names of fruit and vegetables - names of equipment - names of utensils sensory vocabulary, e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard | - names of existing products - names of fabrics - names of tools - names of joining and finishing techniques template, pattern pieces, mark out, join, decorate, finish | - names of tools used - names of equipment used - names of materials used slider, lever, pivot, slot, bridge/guide | cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved |

| | | | | |
|-------------------|--|--|--|--|
| | <p>flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients</p> <p>planning, investigating, tasting, arranging, popular, design, evaluate, criteria</p> | <p>features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function</p> | <p>pull, push, up, down, straight, curve, forwards, backwards</p> <p>vehicle, wheel, axle, axle holder, chassis, body, cab</p> <p>assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism</p> <p>design, make, evaluate, purpose, ideas, user, criteria, function, functional, design criteria, product</p> | <p>metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder</p> <p>design, make, evaluate, user, purpose, ideas, design criteria, product, function</p> |
| | <p>Cooking and Nutrition Healthy and varied diet</p> | <p>Textiles 2D to 3D product</p> | <p>Mechanical Systems and Electrical Systems Levers and Linkages. Simple circuits and switches</p> | <p>Structure Shell structures</p> |
| <p>KS2</p> | <ul style="list-style-type: none"> - names of products - names of equipment - names of utensils - names of techniques - names of ingredients <p>texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury</p> | <ul style="list-style-type: none"> - names of fabrics <p>fabric, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance</p> <p>user, purpose, design, model, evaluate, prototype, annotated</p> | <p>mechanism, lever, linkage, pivot, slot, bridge, guide, system, input, process, output, linear, rotary, oscillating, reciprocating</p> <p>series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb,</p> | <p>shell structure, three-dimensional shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity</p> <p>marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle,</p> |

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

Progression in Design Technology

| | EYFS | Year 1 | YEAR 2 | LKS2 | UKS2 |
|--------|---|--|--|--|---|
| Design | 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 |
| | 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 |
|------|--|--|---|---|--|
| Make | 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 |
| | 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 materials and 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 |

'Roots to Grow and Wings to Fly'

| | EYFS | Year 1 | Year 2 | Lower KS2 | UKS2 |
|----------|---|--|--|---|---|
| Evaluate | 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 |
| | 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 |
| | 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 and vegetables, 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 handling hygienic 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 understand where food comes from (food origin). | I can name some foods that come from the farm | To understand where food comes from. | To understand foods that are grown in this country and those that come from different regions and climates around the world | To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. |
| | | | | 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

'Roots to Grow and Wings to Fly'