

1. Progression Map – Year on Year – DESIGN & TECHNOLOGY

Subject Leader: Sam Holt Last updated: SEPTEMBER 2021



EYFS		KS1 pupils should be taught to (NC subject content):	
In Reception	<ul style="list-style-type: none"> ➤ Explore, use and refine a variety of artistic effects to express their ideas and feelings. ➤ Return to and build on their previous learning, refining ideas and developing their ability to represent them. ➤ Create collaboratively sharing ideas, resources and skills. 	<p>Design:</p> <ul style="list-style-type: none"> ➤ 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. <p>Make:</p> <ul style="list-style-type: none"> ➤ 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. 	<p>Evaluate:</p> <ul style="list-style-type: none"> ➤ Explore and evaluate a range of existing products. ➤ Evaluate their ideas and products against design criteria. <p>Technical knowledge:</p> <ul style="list-style-type: none"> ➤ 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. <p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> ➤ use the basic principles of a healthy and varied diet to prepare dishes. ➤ Understand where food comes from.
Early Learning Goal	<p>Expressive Arts & Design - 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. 		

	Design	Make	Evaluate	Technical Knowledge - Mechanisms - Structures & Materials	Technical Knowledge – Cooking & Nutrition	Supporting Resources
Reception	<ul style="list-style-type: none"> ➤ I can select my own resources and begin to make decisions about the best resources to use for a purpose. ➤ I can talk about what I want to make and can suggest ways I can do it, with support. ➤ I can use my own ideas to create pieces of work which I can talk about. ➤ I can begin to use language of designing and making (join, build, shape, longer, shorter, heavier, stronger etc 	<ul style="list-style-type: none"> ➤ I can experiment with different ways of joining materials. ➤ I can use a range of materials to help me build models. ➤ I can create a model out of junk and can talk about what it is. ➤ I can begin to build with a meaningful purpose, planning and adapting in the process of making (through discussion or drawings). ➤ I can use resources safely and with good control, e.g. scissors. 	<ul style="list-style-type: none"> ➤ I can begin to evaluate my work, with support, through discussion with the teacher. ➤ I can share my creations, talking about some of the processes I have used. 	<ul style="list-style-type: none"> ➤ I am beginning to understand that different joining techniques create different outcomes, e.g. glue, adhesive tape, split-pins. ➤ I know how to use a range of tools safely and with good control, e.g. scissors, hole punch, stapler, rolling pins, pastry cutters. ➤ I can explore how everyday objects work by dismantling things. 	<ul style="list-style-type: none"> ➤ I can practise stirring, mixing and pouring through planned experiences and continuous provision. ➤ I can use my senses when exploring and describing different foods. ➤ I understand that eating a healthy diet will support my overall health and well-being. ➤ I know that I must always wash my hands before preparing or eating food. 	
Tier 2 & 3 Vocabulary	Design Plan Decide Purpose Idea Drawings	Make Create Build Model Adapt Safely Materials Tools Shape	Evaluate Improve Processes Product	Join Technique Tools Split-pins Sellotape Glue Hole punch Stapler Stick	Diet Healthy Balanced Fruit Vegetables Recipe Senses: taste, touch, smell Chop Roll Mix Stir Pour	

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Year 1	<ul style="list-style-type: none"> > I understand the purpose of a design. > I have my own ideas to design something. > I can use pictures and words to make a simple plan (design) through teacher modelling. > I can describe and explain what my product is for and how it will work. > I can design a product by following design criteria (instructions) or by following teacher modelling. > I can research similar existing products with support. 	<ul style="list-style-type: none"> > I can explain what I'm making and think about what I need to do next. > I understand that we need to use tools in order to make something. > I can select and use tools/equipment safely to cut, shape, join and finish. > I can try to use finishing techniques modelled by the teacher to make product look good. > I can work in a safe and hygienic manner and explain why this is important. 	<ul style="list-style-type: none"> > I can describe how things works. > I can talk about existing products considering: use, materials, how they work, audience, where they might be used. > I can talk about my product, and say what worked well and not so well. > I can begin to talk about what could make my product better. 	<ul style="list-style-type: none"> > I know how simple mechanism works such as sliders and levers. > I can create a slider mechanism to make a product with a moving part. > I can use a split pin to make a pivot point on a lever mechanism to make it move correctly. 	<ul style="list-style-type: none"> > I know that I can join materials in different ways. > I can use joining, rolling/folding to make something stronger. > I can explain how to and/or make my product stronger or more stable. 	<ul style="list-style-type: none"> > I know where some fruit and vegetables come from and why they are healthy. > I can describe differences between some food groups (e.g. sweet, vegetable etc.) > I can describe the textures of fruit and vegetables using senses (feeling, smelling and tasting). > I know that fruit and vegetables are healthy. > I can chop fruit and vegetables safely, using the claw and bridge grip. > I know why we follow safe procedures for food safety and hygiene and can demonstrate this. 		
Tier 2 & 3 Vocabulary	design, plan, research, products, criteria, ideas,	make, create, product, hygiene, join, cut, chop, finish, tools, equipment, techniques, tools, scissors, Sellotape, stapler, hole punch, string, card, glue	evaluate, explain, use, audience, product, improve, explain, criteria	mechanism, slider, lever, movement, up, down, left, right, product, push, pull, split pin, pivot, rotate	materials, joining, folding, rolling, sticking, stronger, stiffer, stable, improve, explain, structure, rigid, sturdy	fruit, vegetables, food groups, senses – feeling, smelling, tasting, healthy, balanced diet, hygiene, safety, claw grip, bridge grip, chop		

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Year 2	<ul style="list-style-type: none"> > I understand why it is important to create and follow a design. > I can think of own ideas and plan what to do next. > I can understand and explain the purpose of product, how it will work and how suitable it is for the user. > I can draw simple designs and label parts of products using words. > I can design products for myself and others following a design criteria. > I can use knowledge of existing products to produce ideas. 	<ul style="list-style-type: none"> > I can explain what I am making, why it fits the purpose and begin to make suggestions as to what I need to do next. > I can join material /components including simple sewing techniques. > I understand that different tools can join materials in different ways. > I can identify and name which hand tools I'm using and why. > I can mark out and cut fabric, with support. > I can use finishing techniques that have been modelled to make product look good. > I understand why we need to work safely and hygienically and can demonstrate this. 	<ul style="list-style-type: none"> > I understand why it is important to evaluate a product. > I can explain what went well, thinking about design criteria. > I can talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion. > I can talk about what I would do differently if I were to do it again and why. 	<ul style="list-style-type: none"> > I understand and can explain how wheels and axels can make a product move in a certain way. > I can use wheels and axles to make a product that moves. > I can create a spring mechanism. > I understand that different mechanisms make products move in different ways. > I can select a taught mechanism and use it to make a desired outcome. 		<ul style="list-style-type: none"> > I know why we follow safe procedures for food safety and hygiene and I can demonstrate this and explain the importance of it. > I know that food comes from different places and can say where certain food comes from (origins). > I know and can explain the food groups on the eat well plate and say which are healthy or not. > I understand and can describe "five a day". > I can chop (using bridge and claw grip), peel and grate safely with increasing confidence. 	<ul style="list-style-type: none"> > I can join textiles together to make a product, and explain how I did it and what tools I used. > I can understand that a 3D textile structure can be made from two identical fabric shapes. 	
Tier 2 & 3 Vocabulary	design, plan, research, products, criteria, ideas, audience, effectiveness, label	make, create, product, hygiene, join, cut, chop, finish, tools, equipment, techniques, tools, scissors, Sellotape, stapler, hole punch, string, card, glue	evaluate, explain, use, audience, product, improve, explain, effectiveness, criteria	mechanism, movement, forward, backwards, product, push, pull, wheels, axels, explain, slider, movement, up, down, left, right, split pin, pivot, rotate, spring.		food groups – fruit, vegetables, carbohydrates, starches, dairy, protein, sugars, fat, eat well plate, senses – feeling, smelling, tasting, healthy, balanced diet, hygiene, food safety, claw grip, bridge grip, origins, peeling, grating, 5 a day	textiles, fabric, needle, eye of needle, thread, cotton, felt, 3D, structure, join, sew, stitches, stuffing	

NB: Year 3 to be added in liaison with the Subject Leader at Robert Miles Junior School.