DESIGN AND TECHNOLOGY - PROGRESSION OVERVIEW

We have designed our curriculum so that it is Inspirational, Inclusive and Ambitious.
More information about our Curriculum Intent can be found on this page on our school website.

This document sets out the details of our Design and Technology curriculum, explaining how it is taught and why, and what children will learn. It also sets out the 'Milestones', or what we expect all children to be able to achieve in Design and Technology in each year group.

RECEPTION (EYFS)

What are the EYFS Framework aims for DT?	**ELG: Creating with Materials (Expressive Arts and Design)** Children at the expected Level of development will: • 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. **ELG: Fine Motor Skills (Physical Development)** • Use a range of small tools, including scissors, paint brushes and cutlery. **ELG: Shape, Space and Measure (Mathematics)** • Recognize and name some 2D and 3D Shapes. • Begin to hear and use positional language to describe how items are positioned.
What is our vision for DT in the EYFS?	**It is our vision that children:** • Children enjoy Design and Technology because their learning is purposeful, and they have access to a wide range of resources • Children are equipped with the skills and knowledge required to undertake a variety of DT challenges. • Can begin to apply and understand the processes involved in seeing a project through from the initial design to the final outcome • Children begin to evaluate and reflect on designs

Terms	1	2	3	4	5	6
Topic Overview RECEPTION	**Only One You!**	**Let's Celebrate!**	**People who help us**	**Superheroes**	**All creatures great and small**	**Tell me a Story...**
What area of DT is covered?	Learn about and make pumpkin soup linked to Harvest Festival. Reception first shared learning event 	Children make firework breadstick sparklers. Clay Divali pinch pots 	Mother's Day Cream Tea. Children make scones and write recipes. 	Making fruit salad. - Linked to Healthy Me topic. Design and create a Supertato character using vegetables 	Designing and making a bug hotel 	
What is available in continuous provision?	In each class there is an arts and crafts area. The materials will change depending on enhancements and may include: • Mark making tools e.g. felt pens, colored pencils, paintbrushes, stampers, paint, stencils • Joining equipment e.g. glue, sellotape, masking tape • Collage materials e.g. feathers, pom poms, tissue paper, glitter, ribbon, thread, pipe cleaners, beads, • Junk modelling e.g. boxes, cylinders, cardboard, packaging • Paper and card e.g. scrap paper, colored paper, collage shapes, wrapping paper • Construction area (large items outside eg blocks, bricks, crates, wheels) as well as small items inside (lego, mobilo etc). Outside there is a construction area, obstacle area, digging area, kitchen area, large easels, sand and water trays, mark making tools and Imagination Hut. Outside area also has a mud kitchen with a recipe book so children can either follow a recipe or make up their own. Design sheets available in all classrooms. Texts evident in the art/craft areas showing instructions for different crafts.					
Which artists, designers, and craft makers used to inspire?		Jennifer Lee (ceramic artist)	Mary Berry (Chef)			

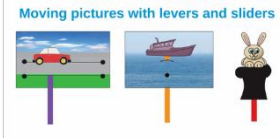
What vocabulary will the children learn?	• Picture, plan, materials, use, idea, draw, make, experiment, change, tools, • Roll, rip, stick, tape, staple, slot, • Carboard, paper, wood, fabric, • Design, evaluate, improve,	• Cooking and nutrition - Ingredients and cooking equipment eg bowl, scales, measure, teaspoon, mix, cut, bake, roll,	• Technical Knowledge linked to design eg stronger, longer, taller, shorter, add, remove,
What skills/knowledge will the children be taught?	They safely and hygienically prepare and cook soup, bread and scones, and share these with others They will safely use and explore a variety of materials, tools, and techniques eg cutting, joining, folding They will be shown how to make a design, and how to use that design when making They will understand how to use a range of equipment with an end goal in mind eg large and small construction		
How will the children respond to DT?	**The children will be given opportunities to:** • Draw a design before they start to make • Share what they like about a design (own or others) • Describe what they have made and how they can use it • Share their cooking with parents – soup and bread event, and Mother's Day cream tea – getting feedback from others • Feel confident to have a try, with plenty of opportunities for independent learning		
What are the end of year milestones for Reception?	**By the end of Reception, children will demonstrate that they can:** • Create their own open-ended products that support their imaginative play such as making cars and castles out of large blocks and crates outside. • Design and make their own models with the inside small equipment. • Design and make junk models using recyclable materials • Begin to use subject specific vocabulary • Know that food needs to be prepared safely • Understand the importance of washing hands before handling food • Use joining methods effectively (with support) eg cellotape, masking tape, glue,		

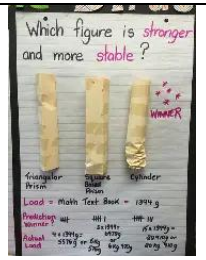
KS1 DESIGN AND TECHNOLOGY

National Curriculum Subject content - KS 1	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in the process of designing and making. **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
What is our vision for DT in KS1?	**It is our vision that our children:** • Children will gain knowledge and understanding of their world • Develop specific skills in planning, making and evaluating their products • Will understand that design is about thinking, involving some experience, some imagination and a willingness to change and modify ideas. • Will have confidence in their ability to design, redesign and modify a model, creation or process.

Year 1

Terms	1	2	3	4	5	6
Topic Overview YEAR 1	**Me, Myself and I**	**Terrific Toys**	**Wheels, wings and other things**	**Panic on Pudding Lane**	**Wondrous Weather**	**Our Wild World**
What area DT is covered?		Moving Pictures 		Stable structures – Make a new house for Samuel Pepys	Cooking and Nutrition Wrap pizzas 	

						
Which artists, designers, and craft makers are studied?		Isambard Kingdom Brunel {Mechanical and Civil Engineer}		Zaha Hadid-[Architect] Christopher Wren.[Architect]	Ainsley Harriott {Chef} Jamie Oliver (Chef)	
What vocabulary will the children learn?	• Design, make, evaluate • Purpose, develop, model, template, information, materials. • Cut, measure, stick, split pin, tape, • Technical Knowledge- lever, pulley, wheel, spin, slide, slider, strong, rip, pull, push,		• Design, make, evaluate • Construct, join, build, add, remove • Cut, measure, stick, tape, glue, staple, fold, slit, • Technical Knowledge- stable, strengthen, base, even, strong		• Design, make, evaluate • Cooking and Nutrition-chop, cut, peel, cook, healthy, farm, factory, grow, sprinkle, pour, freeze, ingredients, recipe, mix	
What skills/knowledge will the children be taught?	Designing, looking at different moving mechanisms e.g. Levers, spinning mechanisms, sliding mechanisms, pull and push mechanisms Children make and evaluate a moving picture. Children make their own moving picture of a Christmas/holiday scene Cross curricular topic links Take simple products apart and talk about how their parts work		Design, making and evaluate a 3D house (Tudor style) Cross-curricular link to the Great Fire of London Talk about and /or use construction materials, drawings and words to plan their own original designs Describe their products and combine them with others to recreate a scene (Pudding Lane) Reflect and evaluate the stable structure		Safe preparation of food including washing hands, having a clean work surface, not coughing or licking ingredients Follow a recipe including naming utensils and equipment, and using specific terminology eg teaspoon Design, make and evaluate sweet and savoury seasonal snacks	
How will the children respond to DT?	**The children will be given opportunities to:** • Look at and talk about their own work considering parts they are satisfied with, or parts they particularly like • Explore the work of a range of designers and inventors, describing the differences and similarities they see • Consider the purpose of their design, and whether they could make it even better next time					
What are the end of year milestones for Year 1?	**By the end of Year 1, children will demonstrate that they can:** • Design and follow a plan to create a product • Build simple structures using a range of materials and tools • Experiment with moving mechanisms					

	• Talk about their designs and evaluate their work and the work of others, considering strengths and weaknesses • Use subject specific vocabulary • Know how to cut and join materials with increasing accuracy • Explain how to prepare food safely • Name a famous Architect, Engineer, Chef or Fashion Designer.

Year 2

Terms	1	2	3	4	5	6
Topic Overview YEAR 2	**Take a Dip**	**Full Steam Ahead**	**Mischief and Medicine**	**Flourish**	**In a Land Far, Far Away**	**Take Flight**
What area of DT is covered?		Design a celebration bread– savory or sweet 		Hand Puppets 	Make a carriage for Cinderella 	Food tasting
Which artists, designers, and craft makers are studied?		Nadiya Hussain (chef)		Dame Vivienne Westwood. [Fashion Designer] Jim Henson – puppet designer	Karl Benz (first car design) with engine	
What vocabulary will the children learn?	Cooking and Nutrition- balance, carbohydrates, protein, vitamin, cost, fitness, energy Ingredients – flour, oil, yeast, rising agent, water, salt, other eg chocolate chips, rosemary, olives, poppy seeds, ham, cheese Change – fridge, set, irreversible,		Design, make, evaluate, function Technical knowledge - Fabric, thread, sew, fold, join, staple, stitch, needle, running stitch, thimble, cut, fit, move, size, reverse		Design, make, evaluate, function, product, purpose, prototype Join, cut, stick, staple, attach, fix, tape, build Technical knowledge – wheels, axle, mechanism, fixed, movement, spin, twist, turn, size, even, reduce, add, roll, stable,	
What skills will the children be taught?	Cooking and nutrition including safe and hygienic food preparation How to evaluate and reflect on the food they made		Explore and evaluate puppets – looking at design Designing, making and evaluating their own finger puppet. Learn how to sew, join fabric and add		Design, make and evaluate Consider purpose – can their carriage carry a small toy and transport them from one place to the	

	– what would they do differently next time? Taste - how is it the same/different to other breads they have tried?	embellishments Develop and communicate ideas by talking and drawing. Compare their final product with their original design and evaluate its effectiveness and the way it looks	next? How to identify, name and use axles and wheels to enable movement Joining, cutting, taping, folding, sliding mechanisms
How will the children respond to DT?	**The children will be given opportunities to:** • Evaluate their own and others designs, commenting on what worked well and what they may change in future • Share ideas with a talk partner • Evaluate several products for design ideas before starting their own • Have opportunities to test their final product • Develop and communicate ideas by talking, drawing, labelling, making		
What are the end of year milestones for Year 2?	**By the end of Year 2, children will demonstrate that they can:** • Design, make and evaluate a product • Consider purpose when designing a product • Use a range of tools to join materials together • Know some key vocabulary linked to technical knowledge (explicitly taught) • Explain and demonstrate how to prepare food safely • Experience using a range of materials including paper, cardboard, wood dowelling, wood, fabric • Understand key aspects of sewing; threading, knotting, running stitch • Name and comment on the work of a well-known artist from a range of Chefs, Engineers, Architects Artists or Designers		