



Design Technology

Curriculum Progression

EYFS – Overview of Learning

Expressive Arts and Design: - Learning Across the Reception Year.

Creating with Materials. Being Imaginative and Expressive:

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.

Expressive Arts and Design: ELG

Creating with Materials

- 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.

Physical Development: ELG: Fine motor skills: Use a range of small tools, including scissors, paint brushes

What this looks like in EYFS: (See Reception Curriculum Map)

Making area – Adults model how to use tools/techniques

Construction and small world areas

Begin to mix colours

Join in with role play games and use resources available for props

Build models using construction equipment.

Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.

Provide opportunities to work together to develop and realise creative ideas

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Designing	<p>Continuous Provision:</p> <p>Making Area Fixing & Fastening Junk Modelling Cutting</p> <p>Playdough Make & Manipulate</p> <p>Construction Kit Lego Blocks Tyres Tubes Guttering</p>	<p>Create simple designs for a product</p> <p>Use pictures or words to describe what he/she wants to do</p>	<p>Design purposeful, functional appealing products for himself/herself and other users based on design criteria</p> <p>Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and where appropriate, information and communication technology.</p>	<p>Use knowledge of existing products to design his/her own functional product.</p> <p>Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes.</p>	<p>Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience.</p> <p>Create designs using exploded diagrams.</p>	<p>Use his/her research into existing products and structures and his/her research to inform the design of their own product including researching into famous designers.</p> <p>Create prototypes to show ideas.</p>	<p>Use research into famous designers and inventors to inform the design of their own innovative products.</p> <p>Generate, develop, model and communicate own ideas though discussion, annotated sketches, crosssectional & exploded diagrams, prototypes, pattern pieces and computer aided design.</p> <p>Make design decisions , taking into account of constraints such as time, resources and cost.</p>
		Pigs Houses Fruit Salad	Sliding Pop Up Book Moving Vehicle with Axles	Autumn Leaves 2d/3d Fabric Heat Food Sandwiches	Lighthouse - Shell Structures Electrical systems	Worry Monsters Textiles Breads From Around the World	Bridges Topic (structures)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Making	<p>Continuous Provision:</p> <p>Making Area Fixing & Fastening Junk Modelling Cutting</p> <p>Playdough Make & Manipulate</p> <p>Construction Kit Lego Blocks Tyres Tubes Guttering</p>	<p>Select from and use a range of tools and equipment to perform practical tasks eg cutting, shaping, joining and finishing. Explaining their choices.</p> <p>Use a range of simple tools to cut, join and combine safely.</p> <p>Build Structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p>Choose appropriate tools, equipment, techniques and materials from a wide range.</p> <p>Safely measure, mark out, cut and shape materials and components.</p> <p>Assemble, join and combine materials safely.</p> <p>Use finishing techniques, including those from art and design.</p>	<p>Safely measure, mark out, cut, assemble and join with some accuracy.</p> <p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</p> <p>Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them.</p>	<p>Use techniques which require more accuracy to cut, shape, join and finish his/her work eg cutting internal shapes, slots in frameworks.</p> <p>Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them. To apply a range of finishing techniques, including those from art and design, with some accuracy.</p>	<p>Make careful and precise measurements so that joins, holes and openings are in exactly the right place.</p> <p>Produce step by step plans to guide his/her making demonstrating that she/she can apply their knowledge of different materials, tools and techniques.</p> <p>Produce appropriate lists of tools, equipment and materials they might need.</p>	<p>Use technical knowledge, accurate skills to problem solve during the making process.</p> <p>Demonstrate resourcefulness when tackling practical problems.</p>
		<p>Pig Houses Felt Birds</p>	<p>Moving Vehicle Using axles Pop Up Book</p>	<p>Using Levers Christmas Card 2d & 3d Fabric Heart</p>	<p>Lighthouses- Shell Structures Electrical Systems</p>	<p>Worry Monsters Textiles Breads from Around the World</p>	<p>Moving Fairground Rides Topic (Mechanical) Bridges Topic (Structural)</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluating	<p>Continuous Provision:</p> <p>Making Area</p> <p>Fixing & Fastening</p> <p>Junk Modelling</p> <p>Cutting</p> <p>Playdough</p> <p>Make & Manipulate</p> <p>Construction Kit</p> <p>Lego</p> <p>Blocks</p> <p>Tyres</p> <p>Tubes</p> <p>Guttering</p>	<p>Ask simple questions about existing products.</p> <p>Talk about their design ideas and what they are making.</p>	<p>Evaluate and assess existing products:</p> <p>What products are?</p> <p>Who they are for?</p> <p>How products work?</p> <p>How products are used?</p> <p>What products are made from?</p> <p>What they like/dislike about products?</p> <p>Make simple judgements about their products and ideas against design criteria.</p> <p>Suggest how their products could be improved.</p>	<p>Investigate and analyse existing products and those made considering factors such as:</p> <p>Who designed and made the products.</p> <p>Where products were designed and made.</p> <p>Refer to their design criteria as they design and make.</p>	<p>Consider how existing products and their own finished products might be improved and how well they meet the needs of the intended user.</p> <p>Whether products can be recycled or reused.</p>	<p>Make detailed evaluations about existing products and their own considering the views of others to improve their work.</p>	<p>Apply knowledge of material and techniques to refine and rework their product to improve its functional properties and aesthetic qualities.</p> <p>Use knowledge of famous designers to further explain the effectiveness of existing product and own products.</p> <p>Evaluate their ideas and products against their original design specification.</p>
		<p>Pig Houses</p> <p>Felt Birds</p>	<p>Moving Vehicles using axles</p> <p>Pop Up Cards</p>	<p>Using Levers</p> <p>Fabric Hearts</p> <p>Sandwiches</p>	<p>Lighthouses – Shell Structures</p> <p>Electrical Systems</p>	<p>Worry Monsters</p> <p>Breads from Around the World</p>	<p>Bridges Topic</p> <p>Alarms (Electrical)</p> <p>Fairground Rides</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Technical Knowledge		<p>Know about the simple working characteristics of materials and components</p> <p>Know about the movement of mechanisms such as wheels and axels.</p> <p>How freestanding structures can be made stronger, stiffer and more stable.</p>	<p>Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable.</p> <p>Explore and use mechanisms eg levers, sliders, wheels and axles in his/her products.</p> <p>Use wheels and axels in a product.</p>	<p>Understand how mechanical systems such as levers and linkages or pneumatic systems create movement.</p>	<p>Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas eg. strengthen frames using diagonal struts.</p> <p>Understand and use electrical systems in products.</p>	<p>Understand that a 3D textiles product can be made from a combination of fabric shapes.</p>	<p>Use a wide range of methods to strengthen, stiffen and reinforce complex 3D structures and use them accurately and in context – applying them to their own designs and products.</p> <p>Use a wide range of methods to strengthen, stiffen and reinforce complex 3D structures and use them accurately and appropriately.</p> <p>Understand how to use more complex mechanical systems.</p> <p>Understand how to use more complex electrical systems.</p> <p>Apply understanding of computing to program, monitor and control own products,</p>
		<p>Pigs houses Felt Birds</p>	<p>Moving Vehicles using axles Pop Up Cards</p>	<p>Using Levers Christmas Cards Fabric Hearts</p>	<p>Lighthouses-Shell Structures Electrical Systems</p>	<p>Worry Monsters (Textiles)</p>	<p>Fairground Rides Topic Bridges Topic Alarms Topic (Electrical)</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Cooking & Nutrition	<p>Cooking / Food:</p> <p>Weighing Chopping Mixing</p> <p>Evaluating</p>	<p>Talk about what he/she eats at home and begin to discuss what healthy foods are.</p> <p>Say where some food comes from and give examples of food that is grown.</p> <p>Use simple tools with help to prepare food safely.</p> <p>Use techniques such as cutting, peeling and grating.</p> <p>Understand the need for a variety of food in a diet.</p> <p>Use the 'Eat Well Plate' to sort food into the five groups.</p> <p>Understand that food has to be grown, farmed or caught in Europe and the wider world.</p>		<p>Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active.</p> <p>Understand seasonality and the advantages of eating seasonal and locally produced food.</p> <p>Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable/tasty to eat.</p> <p>Read and follow recipes which involve several processes, skills and techniques.</p> <p>Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and technical skills.</p>		<p>Understand how a variety of ingredients are grown, reared, caught and processed to make the safe and palatable/ tasty to eat. Select appropriate ingredients and develop a range of techniques to combine them.</p> <p>Understand the main food groups and the different nutrients that are important for health. Select appropriate ingredients and use a wide range of techniques to combine them. Confidently plan a series of healthy meals based on the principles of a healthy and varied diet.</p> <p>Use information on food labels to make informed choices.</p> <p>Research, plan and prepare and cook a savoury dish, applying his/ her knowledge of ingredients and his/ her technical skills.</p>	
		Fruit Salad Topic Tabbouleh Salad		Sandwich Making		Breads from around the World	

