Curriculum Progression map: Design and Technology

Year	Areas taught: knowledge	Skills: understanding and vocabulary
R	Using simple tools; Scissors skills, pencil, paint brushes etc; Junk model	**EYFS SKILL PROGRESSION** • Understand that media can be combined to create new effects. • Construct 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. • Children safely use and explore a variety of materials, tools and techniques, experimenting with design, form and function. • Create simple representations of objects. • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. *DESIGN AND DEVELOP* • Talk about what they want to make. *MAKING* • Use a variety of tools and materials to make models. *PRODUCT AND EVALUATION* • Be excited about what they have made.
	3D models	
	Make a lighthouse	
Cycle A **Year 1/2**	Design and make a castle. Make a moving portcullis	**KS1 SKILL PROGRESSION-** *DESIGN* • Design purposeful, functional, appealing products based on design criteria; • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT 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];
	Design bunting for Dinosaur Party	
	Making a moving puppet Leavers/Sliders To make a Rosa Parks moving puppet. Explore a range of moving mechanisims	
Cycle B **Year 1/2**	Design and make a hot cross bun.	
	Making a wooden Tudor House	
	Design and make windsock	

		• Select from and use a wide range of materials and components, including construction materials, textiles, ingredients according to their characteristics. *EVALUATE* • Explore and evaluate a range of existing products; • Evaluate 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* • use the basic principles of a healthy and varied diet to prepare dishes; • understand where food comes from.
Cycle A **Year 3/4**	Torches- A model that includes an electrical circuit- Understand and use electrical systems in their products. NC: Understand and use electrical systems in their products. (Science link)	**KS2 SKILL PROGRESSION-** *DESIGN* • Use research and develop 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 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 ideas and products against their own design criteria and consider the views of others to improve their work; • Understand how key events and individuals have helped shape the world. *TECHNICAL*
	Cooking – design and make jam tarts. Design what their jam tart will look like. Make their own pastry and jam NC: Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	
	Make a Kite Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. NC: Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	
Cycle B **Year 3/4**	Sewing – Christmas Decorations. Learn and apply a range of stitches including running, back, cross and sewing on a button when making a stuffed Christmas decoration.	

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	Pop up book – using levers and linkages. Understand and use mechanical systems in their products. (Twinkl Planning)	• 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 products. *COOKING AND NUTRITION* • 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.
	Cooking – An edible garden. Make pesto, strawberry smoothie & tomato sauce.	
Cycle A Year 5/6	Sewing: Soft Toys	
	Land yachts: use mechanical systems in their products	
	Pitta Bread: healthy food preparation	
Cycle B Year 5/6	Shelters: apply their understanding of how to strengthen, stiffen and reinforce more complex structures	
	Fairground rides: use electrical systems in their products	
	Lasagne: planning, preparing, layering Sewing: Make a beach bag	

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DESIGN TECHNOLOGY: VOCABULARY MAP				
	Design and Develop	**Making**	**Product**	**Evaluation**
EYFS	• Plan • Draw • Ideas • Design	• Make • Build • Combine • Join • Shape • Tools	• Complete • Product • Final	• Change • Like • Dislike • Next time • Better • Worse • Different • Instead

DESIGN TECHNOLOGY: VOCABULARY MAP				
	Design	**Technical Knowledge & Making**	**Cooking and Nutrition**	**Evaluate**
KS1	• Plan • Prepare • Design • Materials • Ideas • Use • Model • Development • Market Research • Survey • Template	• Fast • Slow • Faster • Slower • Up • Down • Turn • Wind up • Design • Draw • Sketch • Tools • Fix • Glue • Attach • Feature • Brick • Wood • Stone • Cloth • Metal • Foam • Felt • Paper • Tissue • Newspaper • Cardboard • String • Wool • Clay • Scissors • Glue • Tape • Cut • Stick • Decorate	• Healthy • Unhealthy • Source • Fruit • Vegetables • Clean • Safe • Dirty • Unsafe • Amount • Ingredients • Recipe • Weight • Nutrients • Vegetarian • Dietary require ments	• Change • Improve • Prefer • Useful • Unsuccessful • Future • Progress • modify • Alter • Adapt • Original • Finished article • Evaluate • Graphics
KS2	• Plan • Organise • Prototype • Initial ideas • Criteria • Diagrams • Labels • Annotate • Brief • Product • Consumer • Customer • Target audience • Purpose • Application • Constraints • Client	• Materials • Mould • Liquid • Solid • Form • Shape • Adhesive • Lattice • Mass-produce • Hand-made • Packaging • Presentation • Machine made • Dimensions • Durable	• Healthy • Unhealthy • Balanced • Vitamins • Disease • Nutrition • Healthy eating • Hygiene • Diet • Cross contamination • Grams • Storage • Presentation • Taste • Texture • Flavour • Disinfect • Bacteria	• Assess • Edit • Improve • Alter • Outcome • Develop • Test • Analyse • Effective • Fit for purpose • Design criteria • Alternatives • Models • Quality • Function • Functionality