

Primary Design and Technology Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>National Curriculum</p> <p><i>Pupils should be taught:</i></p>	<p><i>Children at the expected level of development will:</i></p> <ol style="list-style-type: none"> <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i> <i>Share their creations, explaining the process they have used.</i> <i>Make use of props and materials when role playing characters in narratives and stories.</i> 	<ol style="list-style-type: none"> <i>design purposeful, functional, appealing products for themselves and other users based on design criteria</i> <i>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i> <i>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</i> <i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i> <i>explore and evaluate a range of existing products</i> <i>evaluate their ideas and products against design criteria</i> <i>build structures, exploring how they can be made stronger, stiffer and more stable</i> <i>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</i> <i>use the basic principles of a healthy and varied diet to prepare dishes</i> <i>understand where food comes from.</i> 	<ol style="list-style-type: none"> <i>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</i> <i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i> <i>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</i> <i>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</i> <i>investigate and analyse a range of existing products</i> <i>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i> <i>understand how key events and individuals in design and technology have helped shape the world</i> <i>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i> <i>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</i> <i>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</i> <i>apply their understanding of computing to program, monitor and control their products.</i> <i>understand and apply the principles of a healthy and varied diet</i> <i>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i> <i>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</i> 	By the end of the year, children should know ...			
<p>Knowledge and understanding</p> <p>Acquiring and applying knowledge to inform progress</p>	<p>Reception</p> <p>Know how to make their own creations and explain the processes they have used.</p>	<p>Recognise and describe basic structures and name a range of materials and ingredients.</p> <p>Name some of the tools, techniques and their essential purpose.</p> <p>Name significant individuals and companies that have impacted the design and technology industry.</p>	<p>Recognise and construct basic structures and use a range of materials and ingredients.</p> <p>Describe the materials, components, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools/materials they use)</p> <p>Name significant individuals and companies that have impacted the design and technology industry.</p>	<p>Describe how materials and components are chosen and applied to a specific purpose.</p> <p>Demonstrate, how tools they have chosen to work with should be used effectively and with safety</p> <p>Name and describe how and why significant individuals and companies have impacted the design and technology industry.</p>	<p>Describe how materials and components are chosen and applied to a specific purpose.</p> <p>Demonstrate an understanding and use of mechanical and electrical systems</p> <p>Demonstrate, how tools they have chosen to work with should be used effectively and with safety</p> <p>Name and describe how and why significant individuals and companies have impacted the design and technology industry.</p>	<p>Describe how materials, components and computing programs are chosen and applied to a specific purpose.</p> <p>Demonstrate an understanding and use of mechanical and electrical systems</p> <p>Demonstrate, how tools they have chosen to work with should be used effectively and with safety</p> <p>Name and describe how and why significant individuals and companies have impacted the design and technology industry.</p>	<p>Describe how materials, components and computing programs are chosen and applied to a specific purpose</p> <p>Demonstrate an understanding and use of mechanical and electrical systems</p> <p>Describe the processes they are using and how they hope to achieve high quality outcomes</p> <p>Demonstrate, how tools they have chosen to work with should be used effectively and with safety</p> <p>Name and describe how and why significant individuals and companies have impacted the design and technology industry.</p>

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Vocabulary EYFS	Hard, Soft, Shiny, Smooth, Strong, Plan, Design, Build, Make, Connect, Construct, Create, Cut, Build, Detail, Measure, Explain, Improve, Join, Measure, Scissors, Glue, Tape, Stapler, Hole Punch					
Year group	Autumn		Spring		Summer	
Year 1	Under my Umbrella		Bridges		Super Smoothie	
	<p>Samuel Fox designed the paragon umbrella</p> <p>The origin of an umbrella is so old that it cannot be credited to one person and is thought to have developed from the idea of a leaved shelter.</p> <p>How an umbrella is made, and the name of materials used.</p> <p>The purpose of an umbrella – sun & rain</p> <p>Know why hats replaced parasols in the modern world.</p> <p>Name and describe the different types of umbrellas – classic, automatic, pocket, bubble, high wind (storm)</p>		<p>Name the 5 main types of bridge – Arch, Beam, Cable, Suspension, Truss</p> <p>Know the unique features and uses of different bridges</p> <p>The truss bridge is the strongest</p> <p>The suspension bridge can stretch the furthest.</p> <p>Isambard Kingdom Brunel facts and key works.</p> <p>Name materials used to construct a bridge</p>		<p>Know the importance of working hygienically with food.</p> <p>Early smoothies were made of fruit, fruit juice and ice</p> <p>Smoothie is a thick drink made in a blender.</p> <p>Smoothies usually contain fruit, vegetables, milk, yoghurt or ice cream</p> <p>Smoothies can be a healthy choice.</p> <p>Name different fruits and vegetables</p> <p>Know where different fruits and vegetables are grown</p> <p>Understand the term ‘healthy’ and the importance of vitamins and minerals.</p>	
Vocabulary	Adhesive Create Customer Design Evaluate Explore Fabric Flexible Parasol Pattern Product Purpose Research Rigid Successful Similarities Sketch Unsuccessful Waterproof		Arch Balance Beam Cable Construct Design Brief/ criteria Feedback Improve Prototype Stable Suspension Truss		Allergy Blend Chopping board Combine Healthy Hygienic Ingredient Minerals Mix Peel Preparation Recipe Sharp Smoothie Survey Sweet Tangy Vitamins	
Year 2	Terrific Towers		Wonderful World of Wool		Dynamic Draw Bridges	
	<p>Circular stone tower in walls of Neolithic Jericho 8000 BC is the first known tower.</p> <p>A tower is a tall structure taller than it is wide.</p> <p>Towers are not built to be habitable but to serve other functions – observation, leisure, telecommunication</p> <p>Towers can be used to support bridges</p>		<p>Wool is the fibre of a living animal usually a sheep</p> <p>Wool forms a protective covering that insulates against both hot and cold.</p> <p>Wool fibres are finer, softer and curlier than true hair.</p> <p>Wool initially repels water and then swells when its membrane is broken.</p>		<p>A drawbridge is a moveable bridge</p> <p>Ancient Egyptians are believed to have made the first drawbridge around 4000 years ago.</p> <p>The purpose of a drawbridge – defend cities/ castles, allow ships to pass through urbanised waterways.</p> <p>Name different types of drawbridges (bascule bridge, folding bridge, double-beam bridge)</p>	

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	<p>Towers can stand alone or be supported but other adjacent buildings</p> <p>Name some famous towers – Eiffel Tower,</p> <p>Some domestic buildings in the UK are referred to as ‘tower blocks’ even though they are not towers.</p> <p>Know facts and work examples of Gustav Eiffel</p> <p>Name materials used to make bridges.</p>	<p>Wool is highly absorbent making it an ideal material for sport socks.</p> <p>The two major kinds of cloth made from wool fibres are: worsteds and woollens</p> <p>Know how wool is taken from an animal and the processes it goes through including dyeing.</p> <p>Wool from live sheep is called fleece. Wool from dead sheep is called pulled wool</p> <p>Know how wool is spun/ weaved.</p> <p>Know the different uses of pulled wool and fleece</p> <p>Know facts about Edmund Cartwright and the development of manufacturing.</p>	<p>Name some famous drawbridges – Golden Gate & Tower Bridge</p> <p>Understand the terms one-leaf and two-leaf system</p> <p>Know facts and aspects of work of – Sir John Wolfe Barry, Sir Horace Jones and Joseph Strauss</p> <p>How a drawbridge is reinforced and how it works</p>
Vocabulary	<p>Aesthetic</p> <p>Architect</p> <p>Durability</p> <p>Free Standing</p> <p>Horizontal</p> <p>Mock-up</p> <p>Model</p> <p>Specification</p> <p>Stable</p> <p>Strength</p> <p>Structure</p> <p>Technical drawing</p> <p>Three Dimensional</p> <p>Vertical</p>	<p>Dye</p> <p>Felt</p> <p>Fibres</p> <p>Fleece</p> <p>Functionality</p> <p>Insulate</p> <p>Loom</p> <p>Market research</p> <p>Natural/synthetic</p> <p>Originality</p> <p>Plait</p> <p>Pre spun</p> <p>Raw</p> <p>Spin</p> <p>Stitch (names of stitches)</p> <p>Template</p> <p>Thimble</p> <p>Weave</p> <p>Worsted</p> <p>Wool</p> <p>woollen</p>	<p>Bascale Bridge</p> <p>Double- beam Bridge</p> <p>Drawbridge</p> <p>Engineering</p> <p>Folding Bridge</p> <p>Fulcrum</p> <p>Hinge</p> <p>Lever</p> <p>Lift/raise</p> <p>Load</p> <p>Lower</p> <p>Mechanism</p> <p>One-leaf/ two leaf system</p> <p>Pulley</p> <p>Raise</p> <p>Weight</p> <p>Winch</p>
Year 3	Ready to Pop	You’ve Been Framed	I’m in Love with My Car
	<p>The first pop up book was created by a monk named Matthew Paris to calculate the dates of Christian holidays for a period of several years.</p> <p>The term pop-up book is applied to a book with 3- dimensional pages.</p> <p>Design and creation of such books is sometimes referred to as ‘paper engineering’</p> <p>Animated books combine three elements: story, coloured illustrations which include text and two or more animated illustrations.</p> <p>Know facts about Matthew Reinhart and his work.</p> <p>Name suitable materials for a popup book</p>	<p>Picture frames typically protect, display and complement the art placed inside.</p> <p>One of the earliest picture frames was discovered in an Egyptian tomb. It was used to divide wall paintings from the actual wall.</p> <p>Traditionally picture frames were made of wood.</p> <p>Picture frames are generally square or rectangular – circular and oval frames are not uncommon.</p> <p>Name different types of frames – photo cube, clip frame, digital photo frame</p> <p>Name suitable materials for a photo frame and understand the concept of sustainability.</p>	<p>The automobile was invented and perfected in Germany and France</p> <p>Know facts about Henry Ford and how he innovated mass-production techniques</p> <p>The 1901 Mercedes, designed by Wilhelm Maybach for Daimler was the first modern motorcar.</p> <p>Know the mechanisms used to make a car move – wheels, axles</p> <p>Name similarities and differences for different types of automobiles – racing cars, rally cars, trucks</p> <p>Understand the difference between the mechanisms of a toy and regular car.</p>

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	Understand the importance of meeting the needs of a target audience.	Understand why frames are decorated. Know facts about the interior design company Ikea.	Know how friction affects the speed of a car. Name materials used to create axles and wheels and know how they slot together.
Vocabulary	Animated Consumer Exploded drawing Function Illustration Linkages Process Rotating wheel or spring Scale Sliders Storyboard	Accuracy Adaptation Appealing Bench hook Butt joint Clamp Concept Dimensions Hardwood Interior Design Join Mitred butt joint Modify Risk assessment Safety Goggles Softwood Technique Timber	Axle Analyse Annotated diagram Automobile Chassis Compare Disassemble Dismantle Dowel Ergonomics Final design Friction Industry Mass manufacturing Motion Invented Plan Shaft
Yea 4	On a Roll	Quizzical Quilting	Create a Buzz
	Bread is considered one of the oldest man-made foods. Bread is a staple food that is created by combing flour, yeast, water and salt. Name different types of bread – white, brown, wholemeal, soda Most of the bread baked and consumed in the world is made from wheat flour. Know where flour comes from. Know facts about Nadiya Hussain.	Understand what a quilt is and how / why it's used. Understand the historical origins of a quilt and know how they are made, and the type of materials used. Know how patterns are made using different techniques (tessellation) Know how quilting has evolved over time. Know facts about Michele Walker. Know how to safely use given equipment Understand the term contemporary quilting. Know how to draw and interpret a technical drawing.	Understand how an electrical buzzer has evolved over time. Understand the term electrical component and how it applies to games. Understand how games are successful based upon their design How to meet a set of design criteria. Understand the terms electricity and circuit. Know facts about Joseph Henry Understand how products (games) evolve over time. Recognise the importance of clear instructions.
Vocabulary	Artisan Consumed Cost Flavour Flow chart Grind Knead Pestle & mortar Profit Proving Raising Scoring Shaping Soda	Alter Availability Cloth Cotton Configurations Fashion Finish Geometric Hexagon Panel Quilt Quilted Quilters Reflect	Component Earth Electrical Evolution (of a production) Input Live Malleable Negative Neutral Output Positive Sensor

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	<p>Staple food Wheat Yeast</p>	<p>Sew Tessellate Textile Texture Trends</p>	
Year 5	Marble Run	Pinball Wizard	Roving Robots
	<p>Understand the importance of reinforced components.</p> <p>Know facts about George Rhoads.</p> <p>Know what a rolling ball sculpture is.</p> <p>Know the types of material that are suitable for rolling ball sculptures.</p> <p>Understand how and why we improve our designs.</p>	<p>Know the different types of pinball machines and their uses.</p> <p>Understand how mechanical pinball machines are made and work.</p> <p>Know the mechanisms used in pinball machines.</p> <p>Know facts about David Gottlieb</p> <p>Know the history of pinball machines and how they have evolved.</p> <p>Understand the angles required to allow a pinball to reach its maximum potential.</p> <p>Know the components of a pinball machine.</p> <p>Understand the build process of a pinball machine.</p>	<p>Know the functions of a robotic robot and other mechanical and electrical systems used.</p> <p>Understand the programme 'Mars Curiosity Rover Programme'.</p> <p>Understand the job of an engineer</p> <p>Know how to construct a program and how to test and troubleshoot.</p>
Vocabulary	<p>Cross sectional diagrams Design element Gravity Incline Kinetic Reinforce Trajectory Viability Velocity</p>	<p>Arcade Machine Obstacle Pinball Tabletop Target audience</p>	<p>Automatic Engineer Landing site Mechanical Preliminary Programable Robotic Rover Sequential plan Troubleshoot</p>
Year 6	Take a Seat	Hats Off to You	Great British Menu
	<p>Understand what an upholstered padded seat is, its historical origins and purpose.</p> <p>Know how a padded seat is made.</p> <p>Know which materials are suitable for seat making.</p> <p>Know facts about Robin and Lucienne Day.</p> <p>Know what a logo is and its purpose.</p> <p>Understand how to safely use equipment.</p> <p>Know the different types of seat patterns used and how they have evolved over time.</p> <p>Understand the components and uses of the Lego EV3 core set.</p> <p>Know how to write an algorithm.</p>	<p>Understand the structure of a hat</p> <p>Understand the history of a hat and how it has evolved over time.</p> <p>Know the types of material that are suitable for hat making.</p> <p>Know facts about Philip Treacy, Piers Atkinson, Nasir Mazhar, Flora McLean, Justin Smith and Noel Stewart.</p> <p>Know how to safely use equipment.</p> <p>Know facts about John Batterson and his style of hat.</p> <p>Know how to make different types of millinery.</p> <p>Know what a fashion show is and its purpose.</p>	<p>Understand what a menu is and its origins.</p> <p>Know that produce is seasonal</p> <p>Understand the need for healthy and balanced menus.</p> <p>Understand how flavours work to enhance dishes</p> <p>Know facts about Chef Escoffier and Angela Hartnett</p> <p>Understand the need for a dish to be aesthetically pleasing.</p> <p>Understand how food is manufactured and produced.</p> <p>Know how to budget for meals.</p>

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Vocabulary	<p>Applique Cultural Embellishments Foam Graphics Logo Quality Control Padded Print Quarter scale Traditional Upholstered Upholsters Wadding</p>	<p>Apparel Brim Complex Structures Construction Milliner Pattern Pieces Product Design Reinforce Stiffen Style</p>	<p>Cuisine Dish Food preparation Garnish Grate Menu Processed Reared Review Savoury Seasoning Seasonality Simmer Systematically</p>				
Knowledge and understanding Acquiring and applying knowledge to inform progress	<p>Know how to create and explain the processes they have used.</p>	<p>Recognise and describe basic structures and name a range of materials and ingredients.</p> <p>Name some of the tools, techniques and their essential purpose.</p> <p>Name significant individuals and companies that have impacted the design and technology industry.</p>	<p>Recognise and construct basic structures and use a range of materials and ingredients.</p> <p>Describe the materials, components, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools/materials they use)</p> <p>Name significant individuals and companies that have impacted the design and technology industry.</p>	<p>Describe how materials and components are chosen and applied to a specific purpose.</p> <p>Demonstrate, how tools they have chosen to work with should be used effectively and with safety</p> <p>Name and describe how and why significant individuals and companies have impacted the design and technology industry.</p>	<p>Describe how materials and components are chosen and applied to a specific purpose.</p> <p>Demonstrate an understanding and use of mechanical and electrical systems</p> <p>Demonstrate, how tools they have chosen to work with should be used effectively and with safety</p> <p>Name and describe how and why significant individuals and companies have impacted the design and technology industry.</p>	<p>Describe how materials, components and computing programs are chosen and applied to a specific purpose.</p> <p>Demonstrate an understanding and use of mechanical and electrical systems</p> <p>Demonstrate, how tools they have chosen to work with should be used effectively and with safety</p> <p>Name and describe how and why significant individuals and companies have impacted the design and technology industry.</p>	<p>Describe how materials, components and computing programs are chosen and applied to a specific purpose</p> <p>Demonstrate an understanding and use of mechanical and electrical systems</p> <p>Describe the processes they are using and how they hope to achieve high quality outcomes</p> <p>Demonstrate, how tools they have chosen to work with should be used effectively and with safety</p> <p>Name and describe how and why significant individuals and companies have impacted the design and technology industry.</p>
By the end of the year, children should be able to...							

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<p>Generating and developing the skills of creative, technical and practical expertise.</p>	<p>Nursery Explore different materials freely, to develop their ideas about how to use them and what to make. (3 – 4)</p> <p>Develop their own ideas and then decide which materials to use to express them. (3 – 4)</p> <p>Reception Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Develop ideas within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds and the local community</p> <p>State what products they are designing and making and why.</p> <p>Say whether their products are for themselves or other users.</p> <p>Generate some of their own ideas by drawing on their own experiences. Develop and communicate ideas by talking and drawing.</p>	<p>Developing within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment.</p> <p>Describe what their products are for and how they will work.</p> <p>Use simple design criteria to help develop their ideas.</p> <p>Use knowledge of existing products to help come up with ideas and explain why their products are suitable for the intended users.</p> <p>Choose the best tools and materials and give reasons why these are best</p> <p>Describe their design by using pictures, diagrams, models and words. (Plan by suggesting what to do next).</p>	<p>Work confidently within a range of contexts, such as the home, school and leisure.</p> <p>Show that their design meets a range of requirements?</p> <p>Begin to put together a step-by-step plan which shows the order and also what equipment and tools they need?</p> <p>Indicate the design features of their products that will appeal to intended users and how realistic their plans are?</p> <p>Begin to describe their design using an accurately labelled sketch, cross-sectional drawing or exploded diagram</p>	<p>Work confidently within a range of contexts, such as the home, school, leisure and culture</p> <p>Explain how particular parts of their products work.</p> <p>Gather information about the needs and wants of particular individuals and groups and use these to inform their ideas.</p> <p>Produce a step-by step plan</p> <p>Develop their own design criteria and use these to inform their ideas.</p> <p>Model their ideas using prototypes and pattern pieces.</p> <p>Use annotated sketches, cross-sectional drawings or exploded diagrams to develop and communicate their ideas.</p> <p>Suggest some improvements and say what was good and not so good about their original design</p> <p>Make design decisions that take account of the availability of resources.</p>	<p>Work confidently within a range of contexts, such as the home, school, leisure, culture and enterprise,</p> <p>Describe the purpose of their products.</p> <p>Begin to carry out research, using surveys, interviews, questionnaires and web-based resources to come up with a range of ideas.</p> <p>Begin to identify the needs and wants.</p> <p>Produce a detailed step-by-step plan</p> <p>Share and clarify ideas through discussion. Also suggest some alternative plans and say what the good points and drawbacks are about each</p> <p>Use annotated sketches, cross-sectional drawings or exploded diagrams to develop and communicate their ideas.</p> <p>Use computer-aided design to develop and communicate their ideas.</p>	<p>Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment</p> <p>Indicate the design features of their products that will appeal to intended users and how they will meet their needs.</p> <p>Begin to identify the needs, wants, preferences and values of particular individuals and groups.</p> <p>Carry out research, using surveys, interviews, questionnaires and web-based resources.</p> <p>Develop a simple design specification to guide their thinking.</p> <p>Model their ideas using prototypes and pattern pieces.</p> <p>Use computer-aided design to develop and communicate their ideas.</p> <p>Generate innovative ideas, drawing on research.</p> <p>Make design decisions, taking account of constraints such as time, resources and cost.</p>
<p>Building and applying a repertoire of knowledge and skills to make products</p>	<p>Nursery Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. (3 – 4)</p> <p>Join different materials and explore different textures. (3 – 4)</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have</p>	<p>With support, select from a range of tools and equipment, explaining their choices.</p> <p>With support, select from a range of materials and components according to their characteristics.</p> <p>Follow procedures for safety and hygiene.</p> <p>Use a range of materials and components, including construction materials and kits, textiles, food</p>	<p>Select from a range of tools and equipment, explaining their choices.</p> <p>Select from a range of materials and components according to their characteristics.</p> <p>Follow procedures for safety and hygiene.</p> <p>Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical</p>	<p>Select tools and equipment suitable for the task.</p> <p>Follow procedures for safety and hygiene.</p> <p>Use a wide range of materials and components, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components.</p> <p>Begin to measure, mark out, cut and shape materials and components</p>	<p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</p> <p>Explain their choice of materials and components according to functional properties and aesthetic qualities.</p> <p>Follow procedures for safety and hygiene.</p> <p>Use a wide range of materials and components, including construction materials and</p>	<p>Select tools and equipment suitable for the task.</p> <p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</p> <p>Select materials and components suitable for the task. Produce appropriate lists of tools, equipment and materials that they need.</p> <p>Follow procedures for safety and hygiene.</p>	<p>Select tools and equipment suitable for the task.</p> <p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</p> <p>Explain their choice of materials and components according to functional properties and aesthetic qualities.</p> <p>Produce appropriate lists of tools, equipment and</p>

Primary Design and Technology Progression Map

	<p>chosen, or one which is suggested to them. (3 – 4)</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Reception</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Develop their fine motor skills so that they can use a range of tools competently, safely and confidently e.g., pencils and paintbrushes.</p>	<p>ingredients and mechanical components.</p> <p>With support, measure, mark out, cut, shape and join materials and components developing perseverance and adaptability when mistakes are made.</p>	<p>components.</p> <p>Measure, mark out, cut and shape materials and components.</p> <p>Assemble, join and combine materials and components developing perseverance and adaptability when mistakes are made.</p> <p>With support use finishing techniques, including those from art and design.</p>	<p>with some accuracy.</p> <p>Begin to assemble, join and combine materials and components with some accuracy demonstrating perseverance and adaptability when mistakes are made.</p> <p>Apply a range of finishing techniques, including those from art and design.</p>	<p>kits, textiles, food ingredients, mechanical components and electrical components.</p> <p>Measure, mark out, cut and shape materials and components with some accuracy.</p> <p>Assemble, join and combine materials and components with some accuracy demonstrating perseverance and adaptability when mistakes are made.</p> <p>Refer to their design criteria as they design and make.</p> <p>Apply a range of finishing techniques, including those from art and design, with some accuracy.</p>	<p>Use a wide range of materials and components, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components.</p> <p>Accurately measure, mark out, cut and shape materials and components.</p> <p>Accurately assemble, join and combine materials and components demonstrating perseverance and adaptability when mistakes are made.</p> <p>Accurately apply a range of finishing techniques, including those from art and design.</p>	<p>materials that they need.</p> <p>Formulate step-by-step plans as a guide to making.</p> <p>Follow procedures for safety and hygiene.</p> <p>Use a wide range of materials and components, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components.</p> <p>Accurately measure, mark out, cut and shape materials and components.</p> <p>Accurately assemble, join and combine materials and components demonstrating perseverance and adaptability when mistakes are made.</p> <p>Accurately apply a range of finishing techniques, including those from art and design.</p> <p>Use techniques that involve a number of steps. Demonstrate resourcefulness when tackling practical problems.</p>
<p>Evaluating Skills of Judgement and Evaluation</p>	<p>Reception</p> <p>Share their creations, explaining the process they have used.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Talk about their design ideas and what they are making</p> <p>Make simple judgements about their products and ideas against design criteria.</p> <p>Begin to suggest how their products could be improved.</p> <p>Begin to evaluate existing products considering:</p> <p><i>*what products are,</i> <i>*who products are for,</i> <i>*what products are for,</i> <i>*how products are used,</i> <i>*where products might be used,</i></p>	<p>Talk about their design ideas and what they are making and comment on things others have done.</p> <p>Make judgements about their products and ideas against design criteria and suggest improvements.</p> <p>Evaluate existing products considering:</p> <p><i>*what products are,</i> <i>*who products are for,</i> <i>*what products are for,</i> <i>*how products are used,</i> <i>*where products might be used,</i> <i>*what materials products are made from.</i></p>	<p>Identify the strengths and areas for development in their ideas and products and suggest improvements throughout the process.</p> <p>Begin to consider the views of others, including intended users, to improve their work.</p> <p>With support, use their design criteria to evaluate their completed products and suggest improvements</p> <p>Begin to evaluate existing products considering:</p> <p><i>*how well products have been designed,</i> <i>*how well products have</i></p>	<p>Identify the strengths and areas for development in their ideas and products and suggest improvements throughout the process.</p> <p>Consider the views of others, including intended users, to improve their work.</p> <p>Use their design criteria to evaluate their completed products.</p> <p>Evaluate existing products considering:</p> <p><i>*how well products have been designed,</i> <i>*how well products have been made,</i> <i>*why materials have been</i></p>	<p>Identify the strengths and areas for development in their ideas and products and suggest improvements throughout the process.</p> <p>Consider the views of others, including intended users, to improve their work.</p> <p>Begin to critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make.</p> <p>Begin to evaluate their ideas and products against their original design specification.</p>	<p>Identify the strengths and areas for development in their ideas and products and suggest improvements throughout the process.</p> <p>Consider the views of others, including intended users, to improve their work.</p> <p>Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make.</p> <p>Evaluate their ideas and products against their original design specification.</p>

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		<i>*what materials products are made from.</i>		<i>been made, *why materials have been chosen, *what methods of construction have been used, *how well products work, *how well products achieve their purposes, *how well products meet user needs and wants, *who designed and made the products, *where products were designed and made, *when products were designed and made, *whether products can be recycled or reused.</i>	<i>chosen, *what methods of construction have been used, *how well products work, *how well products achieve their purposes, *how well products meet user needs and wants, *who designed and made the products, *where products were designed and made, *when products were designed and made, *whether products can be recycled or reused.</i>	Investigate and analyse existing products considering: <i>*how well products have been designed, *how well products have been made, *why materials have been chosen, *what methods of construction have been used, *how well products work, *how well products achieve their purposes, *how well products meet user needs and wants, *how much products cost to make, *how innovative products are, *how sustainable the materials in products are *what impact products have beyond their intended purpose.</i>	Investigate and analyse existing products considering: <i>*how well products have been designed, *how well products have been made, *why materials have been chosen, *what methods of construction have been used, *how well products work, *how well products achieve their purposes, *how well products meet user needs and wants, *how much products cost to make, *how innovative products are, *how sustainable the materials in products are *what impact products have beyond their intended purpose.</i>
	By the end of EYFS, children should be able to...	By the end of KS1, children should be able to...		By the end of KS2, children should be able to...			
Cooking and Nutrition	<p><u>Nursery</u> Make healthy choices about food and drink (3 – 4)</p> <p><u>Reception</u> Know and talk about the different factors that support their overall health and wellbeing; healthy eating.</p>	<p>Explain that food has to be farmed, grown elsewhere (e.g., home) or caught.</p> <p>Know that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>Name and sort foods into the five groups.</p> <p>Prepare simple dishes safely and hygienically, without using a heat source.</p> <p>Use techniques such as cutting, peeling and grating.</p> <p>Explain that food ingredients should be combined according to their sensory characteristics.</p>		<p>Explain that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>Explain that a healthy diet is made up from a variety and balance of different foods and drinks.</p> <p>Explain that to be active and healthy, food is needed to provide energy for the body.</p> <p>Explain that seasons may affect the food available and give examples.</p> <p>Prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Adapt recipes to change the appearance, taste, texture and aroma.</p> <p>Explain that different foods contain different substances - nutrients, water and fibre - that are needed for health.</p>			