

Templemoor Infant and Nursery School – Design and Technology: Curriculum Progression Document



EYFS		Key Stage One (National Curriculum Subject Content)
In Nursery	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Explore how things work. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 	<p>When designing and making, pupils should be taught to:</p> <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.
In Reception	<ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • 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>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	<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery. • 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. 	

NURSERY

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Project	How many colours are in a rainbow?	Is it shiny?	How does that building stay up?	Are Eggs Alive?	How many pebbles on a beach?	How high can you jump?
DT Focus	Threading	Cutting	Joining and Making	Joining and Making	Food Technology	Creating
Key Skills	<p>Design</p> <ul style="list-style-type: none"> I am beginning to select a colour of my choice. <p>Make</p> <ul style="list-style-type: none"> I am beginning to use objects to thread. <p>Evaluate</p> <ul style="list-style-type: none"> I can tell an adult what I have made. 	<p>Design</p> <ul style="list-style-type: none"> I can select a picture or a shape to cut. <p>Make</p> <ul style="list-style-type: none"> I am beginning to use scissors to cut. <p>Evaluate</p> <ul style="list-style-type: none"> I can tell an adult what I have cut. 	<p>Design</p> <p>I am beginning to experiment and test out creating with different resources.</p> <p>Make</p> <ul style="list-style-type: none"> I am beginning to use simple construction kits. <p>Evaluate</p> <ul style="list-style-type: none"> I am beginning to say if something I have made is good. 	<p>Design</p> <ul style="list-style-type: none"> I can experiment and test out creating with different resources. <p>Make</p> <ul style="list-style-type: none"> I can use a glue spreader when sticking pieces together. <p>Evaluate</p> <ul style="list-style-type: none"> I can say if something I have made is good or if I like it. 	<p>Design</p> <ul style="list-style-type: none"> I am beginning to say what I am going to make before doing it. <p>Make</p> <ul style="list-style-type: none"> I can use a knife to cut. <p>Evaluate</p> <ul style="list-style-type: none"> I am beginning to say what I like about my sandwich when asked. 	<p>Design</p> <ul style="list-style-type: none"> I can say what I am going to make before doing it. <p>Make</p> <ul style="list-style-type: none"> I can show an interest in and describe the things I have made. <p>Evaluate</p> <ul style="list-style-type: none"> I can say what I like about my creation when asked.
Key Knowledge	<ul style="list-style-type: none"> I know that items can be threaded. 	<ul style="list-style-type: none"> I know that scissors can cut paper and card. 	<ul style="list-style-type: none"> I know how to join pieces from a simple construction kit. 	<ul style="list-style-type: none"> I know that glue can stick things together. 	<ul style="list-style-type: none"> I know the names of some healthy foods. 	<ul style="list-style-type: none"> I know how to make something using construction.
Key Vocabulary	Thread, colour, weave	As Autumn 1 plus... Scissors, cut, tools	As Autumn 2 plus... Build, join	As Spring 1 plus... Glue, spread	As Spring 2 plus... Choose, slice	As Summer 1 plus... Stick, make, made

Assessing Impact	Ongoing observations	Ongoing observations	Ongoing observations	Ongoing observations	Ongoing observations	Ongoing observations
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RECEPTION

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Project	All About Me and my Friends	Autumn	Will you read me a story?	Do cows drink milk?	Are we there yet?	Why do ladybirds have spots?
DT Focus	Create a model with a friend	Cut and join (James Brunt shape pictures)	Design and make a wooden spoon puppet Making fairy tale food	Design and make a farm picture with a simple moving part	Design and make a vehicle	Design and make a minibeast
Key Skills	<p>Design</p> <ul style="list-style-type: none"> I can say what I am going to make before I do it. <p>Make</p> <ul style="list-style-type: none"> I can work with a friend to use construction sets to make different things. <p>Evaluate</p> <ul style="list-style-type: none"> I can say what I like about the creation when asked. 	<p>Design</p> <ul style="list-style-type: none"> I can say what I am going to make before I do it and begin to carry my own ideas out. <p>Make</p> <ul style="list-style-type: none"> I can explore and test out materials. I can use tape and glue to attach pieces together. <p>Evaluate</p> <ul style="list-style-type: none"> I can say what I like about my creation when asked and if it works. 	<p>Design</p> <ul style="list-style-type: none"> I can talk about what I am going to make before I do it and carry my own ideas out. <p>Make</p> <ul style="list-style-type: none"> I can use various materials to make a puppet. <p>Evaluate</p> <ul style="list-style-type: none"> I can share my creations and begin to explain the process I have used. 	<p>Design</p> <ul style="list-style-type: none"> I can talk about what I am going to make before I do it and carry my own ideas out. <p>Make</p> <ul style="list-style-type: none"> I can test if something I have made fits its purpose. I can use a hole punch and split pins or treasury tags to attach. <p>Evaluate</p> <ul style="list-style-type: none"> I can share my creations explaining the process I have used. 	<p>Design</p> <ul style="list-style-type: none"> I am beginning to explain a process I am going to use to make something. <p>Make</p> <ul style="list-style-type: none"> I am beginning to represent my own ideas. I am beginning to select the resources I need for my activity. <p>Evaluate</p> <ul style="list-style-type: none"> I am beginning to say how I could improve my creation. 	<p>Design</p> <ul style="list-style-type: none"> I can explain a process I am going to use to make something. <p>Make</p> <ul style="list-style-type: none"> I can represent my own ideas. I can select the resources I need for my activity. <p>Evaluate</p> <ul style="list-style-type: none"> I can say how I could improve my creation.
Key Knowledge	<ul style="list-style-type: none"> I know where to find and put away resources I have chosen. 	<ul style="list-style-type: none"> I know that there are different ways to join materials together (e.g. sticking with glue/ sellotape etc.) 	<ul style="list-style-type: none"> I know that I must always wash my hands before preparing/ eating food. 	<ul style="list-style-type: none"> I know what to use to make a simple moving picture. (i.e. a split pin or treasury tag). 	<ul style="list-style-type: none"> I know that my ideas can be made from a plan. 	<ul style="list-style-type: none"> I know that a simple evaluation can be used to make my work even better.

Key Vocabulary	As Summer 2 Nursery plus... Describe, imagination, team	As Autumn 1 plus... Join together, fix, strong	As Autumn 2 plus... Puppet, wood, ingredients, bake, cook, healthy, safe	As Spring 1 plus... hole punch, split pins, treasury tag, move	As Spring 2 plus... Improve, try out, plan	As Summer 1 plus... Explain, evaluate, create, design
Assessing Impact	Ongoing observations	Ongoing observations	Ongoing observations	Ongoing observations	Ongoing observations	Ongoing observations

Year 1

	Autumn 1	Spring 1	Summer 1
Learning Project	Marvellous Maps	Super Sale	Our World
DT Focus	<p>Aspect of D&T: Cooking and Nutrition</p> <p>Focus: Preparing fruit and vegetables</p> <p>Design, make and evaluate a fruit salad for a new healthy eating café opening in Sale Moor that customers will enjoy.</p>	<p>Aspect of D&T: Mechanisms</p> <p>Focus: Sliders and Levers</p> <p>Design, make and evaluate a moving picture for a new picture book for Nursery children.</p>	<p>Aspect of D&T: Structures</p> <p>Focus: Freestanding Structures</p> <p>Design, make and evaluate an animal enclosure for a zoo keeper to keep the animal's safe inside.</p>
Key Skills	<p>Design</p> <ul style="list-style-type: none"> I can describe the textures of fruit and vegetables using my senses (touch, smell and taste). I can use pictures and words to make a simple plan (design) to design my fruit salad through teacher modelling. <p>Make</p> <ul style="list-style-type: none"> I can follow instructions carefully. I can chop fruit/ vegetables safely, using the claw and bridge grip. I can work in a safe and hygienic way and explain why this is important. <p>Evaluate</p> <ul style="list-style-type: none"> I can taste my fruit salad, saying what I like about it and begin to talk about what could make my fruit salad even better. 	<p>Design</p> <ul style="list-style-type: none"> 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. <p>Make</p> <ul style="list-style-type: none"> 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. I can try to use finishing techniques modelled by my teacher to make my product look good. I can work in a safe and hygienic way and explain why this is important. <p>Evaluate</p> <ul style="list-style-type: none"> I can describe how my moving picture works. I can talk about my moving picture, and say what went well and not so well when designing and making it. I can begin to talk about what could make my moving picture even better. 	<p>Design</p> <ul style="list-style-type: none"> I can design a product following design criteria (instructions) or by following teacher modelling. <p>Make</p> <ul style="list-style-type: none"> I can explain what I'm making and think about what I need to do next. I can join materials in different ways. I can choose and use tools/ equipment safely to cut, shape, join and finish. I can use joining, rolling/folding to make something stronger. I can explain how to and/or make my product stronger or more stable. I can work in a safe and hygienic way and explain why this is important. <p>Evaluate</p> <ul style="list-style-type: none"> I can talk about my product, and say what worked well and not so well. I can talk about what could make my structure even better.

Key Knowledge	<ul style="list-style-type: none"> • I know the importance of healthy eating. • I know how to perform simple food preparation skills in a safe and hygienic way. • I know what the claw and bridge grip are, and can show these to my teacher. • I know that I can have my own ideas to design something. • I know why it's important to follow instructions and/or teacher modelling carefully to make my smoothie. • I know how to make my fruit salad even better. 	<ul style="list-style-type: none"> • I know what a design is. • I know why it's important to follow instructions and/or teacher modelling carefully to make my moving picture. • I know how simple mechanisms work such as sliders and levers. • I know what has happened to make a mechanism move in a certain way. • I know how evaluating my moving picture can help me to make my product even better. 	<ul style="list-style-type: none"> • I know what a freestanding structure is. • I know that a design will help to create my animal enclosure, and why it is important. • I know how joining materials in different ways can make a structure. • I know why it is important to evaluate my animal enclosure.
Key Vocabulary	Claw grip, bridge grip, healthy eating, design, product, idea, chop, slice, arrange	Lever, slider, pivot, push, pull, attach, evaluate	Structure, rigid, strong, joining, rolling, folding
Assessing Impact	<p>Practical assessment of children's food preparation skills (claw and bridge grip).</p> <p>Assessment will take place against 'I can statements' at the end of each unit.</p>	<p>Assessment will take place against 'I can statements' at the end of each unit.</p> <p>Practical assessment of children's mechanisms (slider and lever)</p>	<p>Assessment will take place against 'I can statements' at the end of each unit.</p> <p>Practical assessment of children's rolling, joining and folding skills to strengthen and stabilise.</p>

Year 2

	Autumn 1	Spring 1	Summer 1
Learning Project	Finding our Way	Magnificent Manchester	Planet Explorers
DT Focus	<p style="text-align: center;">Aspect of D&T: Mechanisms</p> <p style="text-align: center;">Focus: Wheels and Axles</p> <p>Design, make and evaluate a toy vehicle that Reception children can play with.</p>	<p style="text-align: center;">Aspect of D&T: Cooking and Nutrition</p> <p style="text-align: center;">Focus: Preparing fruit and vegetables</p> <p>Design, make and evaluate a healthy pizza for a new pizza restaurant opening in Manchester that customers will enjoy.</p>	<p style="text-align: center;">Aspect of D&T: Textiles</p> <p style="text-align: center;">Focus: Templates and joining techniques</p> <p>Design, make and evaluate a small bag that can be used to carry small objects to sell at a recycling stall at the Summer Fair.</p>
Key Skills	<p>Design</p> <ul style="list-style-type: none"> I can draw simple designs and label parts of a product using words. <p>Make</p> <ul style="list-style-type: none"> I can use a range of tools to join materials (stitching, gluing, stapling etc) and explain why I have chosen them. I can explain what tools I am using and why I have chosen them. I can use finishing techniques that have been modelled to make a product look good I can use wheels and axles to make a product that moves in a certain way (forwards and backwards). <p>Evaluate</p> <ul style="list-style-type: none"> I can explain what went well, thinking about the design brief. I can test and adapt my design. 	<p>Design</p> <ul style="list-style-type: none"> I can think of an idea and plan for suitable materials and equipment. I can explain what my product is from my design and describe what it is showing. I can design my own pizza packaging. <p>Make</p> <ul style="list-style-type: none"> I can demonstrate procedures for food safety and hygiene. I can classify foods into groups depending on their origins. I can chop (using the bridge and claw grip), peel and grate safely. I can measure ingredients with some help from my teacher. <p>Evaluate</p> <ul style="list-style-type: none"> I can talk about what I would do differently if I were to make my pizza again. 	<p>Design</p> <ul style="list-style-type: none"> I can design products for myself and others following a design criteria. <p>Make</p> <ul style="list-style-type: none"> I can explain what tools I am using and why I have chosen them. I can use finishing techniques that have been modelled to make a product look good. I can create a textile product. I can mark out and cut fabric, with support. I can join two pieces of fabric together using stitches. <p>Evaluate</p> <ul style="list-style-type: none"> I can use peer feedback to change and improve my final design.
Key Knowledge	<ul style="list-style-type: none"> I know what a wheel and an axle is. I know how wheels and axles work and how they make my vehicle move in a certain way. I know what a design is and what it is showing. I know what evaluating is and why it is important. 	<ul style="list-style-type: none"> I know that food comes from different places and can say where some food comes from (origins). I know why we follow safe procedures for food safety and hygiene and I can explain the importance of this. 	<ul style="list-style-type: none"> I know how to make stitches to join two pieces of fabric together. I know what tools I am using and why I am using them. I know why a design is important, and what design criteria is.

		<ul style="list-style-type: none"> • I know what '5 a day' means and can share some examples. • I know what the claw and bridge grip are, and can show these to my teacher. • I know that evaluating a product will help me improve future products and can identify an improvement with my own product. 	<ul style="list-style-type: none"> • I know what finishing techniques are (that my teacher has shown me) to make my product even better. • I know what I would do differently if I were to do it again, using feedback from my friends.
Key Vocabulary	Mechanism, wheels, axles, chassis, design brief, evaluate	Claw grip, bridge grip, origins, dice, grate	Fabric, stitch, textile, template, purpose, design criteria
Assessing Impact	Assessment will take place against 'I can statements' at the end of each unit.	<p>Show a claw and bridge grip when cutting (opportunities for video recording).</p> <p>Assessment will take place against 'I can statements' at the end of each unit.</p>	<p>Written evaluation of the product.</p> <p>Assessment will take place against 'I can statements' at the end of each unit.</p>