

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					
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RECEPTION

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	My Family History	The Greatest Explorers	Great Inventors - Transport
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 and vegetable smoothie for a new healthy eating café opening in Sale Moor that customers will enjoy.</p>	<p>Aspect of D&T: Structures</p> <p>Focus: Freestanding Structures</p> <p>Design, make and evaluate chairs for our brand-new classroom.</p>	<p>Aspect of D&T: Mechanisms</p> <p>Focus: Wheels and Axles</p> <p>Design, make and evaluate a toy vehicle that Nursery children can play with.</p>
Key Skills	<p>Design</p> <ul style="list-style-type: none"> I can use pictures and words to make a simple design for a smoothie carton, suggesting information to be included on the packaging. <p>Make</p> <ul style="list-style-type: none"> I can make a choice as to what smoothie I will make and why. I can follow teacher 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. I can make a smoothie. <p>Evaluate</p> <ul style="list-style-type: none"> I can taste fruit and vegetables and describe their: appearance, smell and taste using my senses. I can suggest what fruits and/or vegetables are in a drink, evaluating the different food combinations. I can taste my fruit and vegetable smoothie, saying what I like about it and begin to talk about what could make my smoothie even better. 	<p>Design</p> <ul style="list-style-type: none"> I can design a product following modelled design criteria. I can remember that chairs are structures and need to be strong, stiff and stable. <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 build a strong and stiff structure by folding paper. I can test the strength of my structure. 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 way and explain why this is important. <p>Evaluate</p> <ul style="list-style-type: none"> I can talk about my chair and say what worked well and not so well. I can begin to talk about what could make my chair even better. 	<p>Design</p> <ul style="list-style-type: none"> I can draw and label a diagram of an axle, wheel and axle holder. I can fix a design so that the wheel can move. I can use appropriate vocabulary to describe which parts are moving or not. I can design a moving vehicle following modelled design criteria I can label my design using the correct words. <p>Make</p> <ul style="list-style-type: none"> I can make a moving vehicle. I can change the mechanism when – my vehicle doesn't work as I wanted it to, to fit my vehicle design or to improve my vehicle after testing it. I can work in a safe way and explain why this is important. <p>Evaluate</p> <ul style="list-style-type: none"> I can test out my wheel and axle mechanisms, identifying any problems. I can talk about my vehicle and say what worked well and not so well. I can talk about what could make my vehicle even better.

<p style="text-align: center;">Key Knowledge</p>	<ul style="list-style-type: none"> • I know the names of a number of fruit and vegetables. • I know how to determine if something is a fruit. • I know that some foods we call vegetables are actually fruits (e.g. cucumber). • I know that fruits and vegetables grow in one of three places: on trees or vines, above the ground, below the ground. • I know how to prepare fruit and vegetables in a safe and hygienic way. • I know that a blender is a machine that mixes ingredients together into a smooth liquid. • I know what the claw and bridge grip are and can show these to my teacher. • I know why it's important to follow instructions carefully to make my smoothie. • I know how to make my smoothie even better. 	<ul style="list-style-type: none"> • I know what a freestanding structure is. • I understand what is meant by stability and can identify when a structure is more or less stable than another. • I know that shapes and structures with wide, flat bases or legs are the most stable. • I know the meaning of the word: strength, stiffness and stability. • I know there are different ways paper can be folded to improve its strength and stiffness. • I know how to create joints and structures from paper/card and tape. • I know how joining materials in different ways can make a structure. 	<ul style="list-style-type: none"> • I know what a wheel and an axle is. • I know what a chassis is. • I know what mechanism makes a toy or vehicle roll forwards. • I know that a wheel needs an axle in order to move. • I know why it is important to evaluate my vehicle.
<p style="text-align: center;">Key Vocabulary</p>	<p>Claw grip, bridge grip, healthy, blender, carton, fruit, design, flavour, ingredients, peel, peeler, recipe, slice, smoothie, stencil, template, vegetable, seed, leaf, root, stem, senses</p>	<p>Cut, fold, join, fix, structure, weak, strong, stable, unstable, properties, shape, test, model, design criteria, joining, rolling, folding</p>	<p>Axle, axle holder, chassis, diagram, dowel, design criteria, equipment, mechanism, wheel</p>
<p style="text-align: center;">Assessing Impact</p>	<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 rolling, joining and folding skills to strengthen and stabilise.</p>	<p>Assessment will take place against 'I can statements' at the end of each unit.</p> <p>Evaluation of the finished vehicle.</p>

Year 2

	Autumn 1	Spring 1	Summer 1
Learning Project	Bonfire Night/ The Great Fire of London	Amazing Activists	Holidays
DT Focus	<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 style="text-align: center;">Design, make and evaluate a healthy wrap for a new school lunch menu option.</p>	<p style="text-align: center;">Aspect of D&T: Mechanisms</p> <p style="text-align: center;">Focus: Sliders and Levers</p> <p style="text-align: center;">Design, make and evaluate a moving monster that Reception children can play with.</p>	<p style="text-align: center;">Aspect of D&T: Textiles</p> <p style="text-align: center;">Focus: Templates and joining techniques</p> <p style="text-align: center;">Design, make and evaluate a small fabric pouch to sell at a recycling stall.</p>
Key Skills	<p>Design</p> <ul style="list-style-type: none"> I can work with my teacher to create a simple design brief. I can remember which food combinations work well together. I can design three possible wraps based on these combinations. I can choose one of these to make as my 'Final Design'. I can design my own healthy wrap packaging. <p>Make</p> <ul style="list-style-type: none"> I can remember how to prepare food safely and hygienically. I can slice food safely using the bridge or claw grip. I can make a wrap that meets a design brief. <p>Evaluate</p> <ul style="list-style-type: none"> I can taste fruit and vegetables and describe their taste, texture and smell. I can taste test and review food combinations. I can talk about what I would do differently if I were to make my wrap again. I can evaluate which grip was the most effective. 	<p>Design</p> <ul style="list-style-type: none"> I can identify mechanisms in everyday objects. I can help devise whole-class design criteria for what our moving monster should do. I can think of the audience (Reception) when designing my moving monster. I can think of two of my own points to add to the class Design Criteria. I can draw two moving monster designs that meet all points of my Design Criteria. My design includes the linkage I will use to make my monster move. <p>Make</p> <ul style="list-style-type: none"> I can make linkages by using card for levers and split pins for pivots. I can make the features of my monster. I can work in a safe way and explain why this is important. <p>Evaluate</p> <ul style="list-style-type: none"> I can describe how my moving monster works. I can evaluate how functional my monster is and whether it meets the Design Criteria. I can use peer feedback to change my final design. 	<p>Design</p> <ul style="list-style-type: none"> I can design products for myself and others following a simple design criterion that I have devised myself. I can design a pouch. I can design decorations for my product <p>Make</p> <ul style="list-style-type: none"> I can thread a needle. I can sew a running stitch. I can use neat and evenly spaced stitches to join fabric. I can remember how to use a template. I can cut fabric neatly. I can pin fabric accurately. I can tie a knot at either end of the thread. I can join items using fabric glue or stitching. I can decorate fabric using different items. I can work safely and explain why this is important. <p>Evaluate</p> <ul style="list-style-type: none"> I can evaluate my own design. I can use peer feedback to change and improve my final design.

<p style="text-align: center;">Key Knowledge</p>	<ul style="list-style-type: none"> • I know that food comes from different places and can say where some food comes from (origins) – e.g. sugar. • I know what 'hidden sugars' are. • I know where to find the nutritional information on a drink's container. • I know what '5 a day' means and can share some examples. • I know how to experience food through touch and smell. • I know that the most ideal ingredient combinations for my wrap will contain foods from more than one food group. • I know why we follow safe procedures for food safety and hygiene, and I can explain the importance of this. • 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 some real-life objects that contain mechanisms. • I know that mechanisms are a collection of moving parts that work together in a machine. • I know that there is always an input and output in a mechanism. • I know that a lever is something that turns on a pivot. • I know that a linkage is a system of levers that are connected by pivots. • I know that linkages use levers and pivots to create motion • I know that peer feedback can help me to make my product even better. 	<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 that a thimble can be used to protect my fingers when sewing. • I know why a design is important, and what design criteria is. • 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.
<p style="text-align: center;">Key Vocabulary</p>	<p style="text-align: center;">Balanced diet, carbohydrate, dairy, fruit, ingredients, oils, sugar, protein, vegetable, design brief, design criteria, diet, Claw grip, bridge grip, origins, dice</p>	<p style="text-align: center;">Axle, design criteria, input, linkage, mechanical, output, pivot, wheel, split pins, evaluate</p>	<p style="text-align: center;">Design criteria, knot, needle, needle threader, running stitch, sew, thread, criteria, template, stencil, pouch, accurate, fabric, purpose, fabric glue, decorate, thimble.</p>
<p style="text-align: center;">Assessing Impact</p>	<p>Assessment will take place against 'I can statements' at the end of each unit.</p> <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>Practical assessment of children's mechanisms.</p>	<p>Assessment will take place against 'I can statements' at the end of each unit.</p> <p>Practical assessment of children's sewing/ joining skills.</p>