

Progression of Design Technology

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| Subject content | <p>EYFS:</p> <p>Development matters:</p> <ul style="list-style-type: none"> Expressive art and design: Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Physical: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. <p>ELG: (Physical development) Fine Motor Skills: Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. ELG: (Expressive art and design) 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. Make use of props and materials when role playing characters in narratives and stories.</p> <p>KS1 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 <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. | | |
| Skills | Reception | Year 1 | Year 2 |
| <p>Design design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing templates, mock-ups and, where appropriate, information and communication technology</p> | <p>To draw on their own experience to help generate ideas, with support.</p> <p>To suggest ideas and explain what they are going to do, with support.</p> | <p>To draw on their own experience to help generate ideas.</p> <p>To suggest ideas and explain what they are going to do.</p> <p>To model their ideas in card or paper. E.g. mock up with class simple design criteria.</p> <p>To develop their design ideas applying findings from their earlier research.</p> | <p>Generate ideas, by drawing on their own and other people's experiences.</p> <p>To develop their design ideas through discussion, observation, drawing and modelling.</p> <p>To identify simple design criteria.</p> <p>To make simple drawings and label parts.</p> |
| <p>Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and</p> | <p>To explore new techniques, e.g. joining and cutting.</p> <p>To begin to use small tools safely e.g. scissors and cutlery.</p> <p>To begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glue or masking tape.</p> | <p>To make their design using appropriate techniques. E.g. shaping and finishing.</p> <p>To begin to cut, shape and join fabric to make a simple piece with support.</p> <p>To use tools safely e.g. scissors and a hole punch.</p> | <p>To make their design using appropriate and effective techniques. E.g. cutting, shaping, joining and finishing.</p> <p>To cut, shape and join fabric to make a simple piece</p> <p>To use hand tools safely and appropriately e.g. hack saw.</p> |

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| <p>components, including construction materials, textiles and ingredients, according to their characteristics</p> <ul style="list-style-type: none"> • Textiles • Food • Card | | <p>To assemble, join and combine materials and components together using a variety of temporary methods e.g. glue or masking tape.</p> <p>To begin to use basic sewing techniques with support. E.g. running stitch.</p> | <p>To measure, cut and score with some accuracy.</p> <p>To begin to select appropriate tools and materials and use vocab to name and describe them.</p> <p>To assemble, join and combine materials appropriately in order to make a product independently.</p> <p>To use basic sewing techniques. E.g. running stitch.</p> |
| <p>Evaluate explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p> | <p>To share my creation and explain what I did</p> <p>To say what I like about my work</p> <p>To refine my ideas, making improvements.</p> | <p>To evaluate their product by discussing how well it works in relation to its purpose (class design criteria).</p> <p>To begin to evaluate their products when complete, identifying strengths and possible changes they might make next time.</p> | <p>To evaluate against their design criteria.</p> <p>To evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>To communicate their ideas saying what they like and dislike about them. E.g. written evaluation.</p> |
| <p>Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p> <p>Forest School (dens)</p> | <p>To explore how to build structures using a variety of construction resources.</p> | <p>To explore how structures can be made stronger, stiffer and more stable.</p> <p>To begin to explore and use simple mechanisms [for example, levers, sliders] in their products.</p> | <p>To build structures, exploring how they can be made stronger, stiffer and more stable according to their design criteria.</p> <p>To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> |
| <p>Cooking and nutrition Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Understand where food comes from.</p> | <p>To learn how to select and use appropriate fruit and vegetables, processes and tools.</p> <p>To have an awareness of basic food handling hygienic practises and personal hygiene. E.g. washing hands.</p> <p>To begin to learn about Harvest and understand where food comes from (food origin).</p> | <p>To select and use appropriate fruit and vegetables, processes and tools.</p> <p>To understand basic food handling hygienic practises and personal hygiene.</p> <p>To understand where food comes from (farm to fork).</p> | <p>To follow safe procedures for food finishing techniques.</p> <p>To communicate basic food safety and hygiene practises.</p> <p>To use simple finishing techniques to improve the appearance of their food.</p> <p>To explain where food comes from.</p> |

How will we implement Design Technology in our school?

- Planned teaching of Design Technology each term through **enquiry lessons**, which is progressive, and provide purpose and meaning for children.
- Children will use Design Technology in their classrooms as part of their **daily life** at school to apply skills taught. For example, finger gym (Reception), junk modelling, construction area etc.
- Each class/year group has a **construction area** with a range of different materials. In KS1 this also includes a design template.

- In **Forest School** sessions, DT skills are reinforced and children are given opportunity to design, make and evaluate using natural resources. In FS sessions children explore how to make dens stronger, stiffer and more stable. Children also use tools such as bow saws, secateurs and loppers.
- **Evidence** of DT can be seen in individual pupil enquiry books (KS1), on Tapestry, class learning journey displays on enquiry medium term planning, enquiry organisers and whole school displays.
- Across each term, all children will be given the opportunity to **design, make and evaluate** and children are encouraged to consider **purpose** when making any products.
- Each year, all children will be given the opportunity to prepare **food, fabric and card**. This includes Christmas decorations for a school tree. In KS1, technical knowledge (structures) is also covered at least once.
- A **cooking club** is also provided to supplement our food technology lessons.
- Our annual **healthy week** also includes skills and knowledge about healthy eating and food.
- Daily **fruit snack time** is used as an opportunity to discuss fruit origins. All children receive a **water bottle** when starting school and are encouraged to drink regularly to support their understanding of healthy lifestyles, food and nutrition.