



We all love, learn and grow together.
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Contexts covered across the school – (2 year cycle: **Cycle A/Cycle B)**

EYFS	KS1	LKS2	UKS2
EYFS run on a 2-year cycle	Frame structure: Bridges (Oak Academy) Cooking and nutrition Pizzas linked to healthy eating topic Levers and sliders Moving cards (Oak Academy) Textiles Hand puppets (Oak Academy) Wheels and axles Vehicles (Oak Academy) Cooking and nutrition Make a fruit salad	Cooking and nutrition Healthy eating- Linked to Science (Fun Food Chef) Pneumatics Moving toys (Oak Academy) Textile pattern pieces: Hats and caps (Oak Academy) Shell structures: Packaging (Oak Academy) Levers and linkages Interactive books (Oak Academy) Cooking and nutrition Making tropical fruit smoothies	Pulleys and gears: Electric vehicles (Oak Academy) Cooking and nutrition Make and design a pasta salad. Products and people: Inspirational design (Oak Academy) Textiles Linked to Titanic - History- Fashion in the 20th Century CAD structures: Architecture – Tinkercad (Oak Academy) Cooking and nutrition Cooking and tasting Greek food (Fun Food Chef)



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Skills progression - Design and Technology

Pupils are taught the knowledge, understanding and skills needed to engage in the process of design and making.

Below are the skills and end points for each phase.

Making something, for someone, for some purpose

EYFS

Children at the expected level of development will:

- Draw and paint using a range 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.

	Year1/2	Year 3/4	Year 5/6
Design Understanding context, users and purpose.	I can say which products I am designing and making. I can say who my product is for (myself or other users) I can describe what my products are for. I can say how my products will work. I can explain how I will make my product suitable for the intended users. I can use simple design criteria to develop my ideas. <i>These objectives will be covered in all DT units.</i>	• I can describe the purpose of my product. • I can indicate the design features of my product that will appeal to intended users. • I can explain how particular parts of my product work. • I can gather information about the needs and wants of particular individuals and groups. • I can develop my own design criteria and use this to inform my ideas. <i>These objectives will be covered in all DT units.</i>	• I can describe the purpose of my product. • I can indicate the design features of my product that will appeal to intended users. • I can explain how particular parts of my product work. • I can carry out research, using surveys, interviews, questionnaires and web-based resources. • I can identify the needs, wants, preferences and values of particular individuals and groups. <i>These objectives will be covered in all DT units.</i>
Design Generating, developing, modelling and communicating ideas.	• I can generate my own ideas by drawing on my own experiences. • I use knowledge of existing products to help me to come up with ideas. • I can develop and communicate ideas by talking and drawing. • I can explore materials, components and construction kits, making templates and mock-ups. • I can use information and communication technology to develop and communicate my ideas.	• I can model my ideas using prototypes and pattern pieces. • I can use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate my ideas. • I can use computer-aided design to develop and communicate my ideas. • I can generate realistic ideas, focusing on the needs of the user.	• I can share and clarify through discussion. • I can model my ideas using prototypes and pattern pieces. • I can use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate my ideas. • I can use computer-aided design to develop and communicate my ideas. • I can generate innovative ideas, drawing on research.

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Evaluating products	- I know what a product is. - I can say what a product is for. - I can describe a product (who is it for, what is it made from, how is it made, how it works). I know the features of familiar products I can give reasons for some features (colour, choice, material used and joining technique). These objectives will be covered in all DT units.	- I can start to research and evaluate existing products - I understand that products are designed for a purpose (e.g. a problem, an audience, an event). I can research and evaluate existing products to inform me in my own planning. These objectives will be covered in all DT units.	- I can research and evaluate existing products, giving reasons for the decisions of the designers (materials, design, tools, techniques). - I can use the ideas from current designers to help me with my own. These objectives will be covered in all DT units
Make			
Construction	- I know what materials I can use for my structure - I know what a join is. - I can measure and mark out materials - I can cut using scissors. - I can follow instructions to make my product. I know what materials and tools I can use for my structure. I know what a join is and can use one. I can measure and mark out materials with care and increasing accuracy. I can cut materials safely (scissors) I am careful to make my work look as neat as possible. I have found out how to make materials for my structure stronger (folding, rolling and joining, columns and triangles). Autumn – A- Bridges	- I can select and use appropriate materials. - I can use an appropriate join. - I can measure and mark out materials carefully and accurately (cm). - I can use scoring and folding to shape materials accurately. - I can make cuts accurately (scissors and saws). - I can make holes accurately (drill, punch). I can select and use appropriate materials, joins, folds and techniques. I can make cuts and holes accurately and precisely. I can join materials to make products using both permanent and temporary fastenings. My methods of working are increasingly precise, aiming for a high-quality finish. Autumn – B – Interactive books Designer/architect: Sir Clough Williams-Ellis/Ray Hole	- I can select from a variety of materials - best suited to my design. - I can measure using cm and mm. - I can shape products accurately and precisely. - I can make cuts accurately and reject pieces that are not accurate. - My joins are strong and stable, giving extra strength to my products. Some joins are flexible. - My methods of working are precise so that products have a high-quality finish. - I can test my construction methods (materials, cuts, folds, joins) using a prototype. I can make cuts accurately and reject pieces that are not accurate and improve my technique. My methods of working are precise so that products have a high-quality finish. I can use computer programming when creating a product. Spring B – CAD structures Designer/architect: Isambard Kingdom Brunel
Mechanics/Electrics	I have explored how moving objects work.	I can choose and make a mechanism to create movement.	I have chosen components that can be controlled by switches or by ICT equipment.

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	- I can explain how wheels, axles, turning mechanisms, hinges and levers work. - I can make a product that moves using a turning mechanism (e.g. wheels, winding) or a lever or a hinge (to make a movement). <i>I can explain fully how moving objects work.</i> <i>I can investigate wheels, axles, turning mechanisms, hinges and simple levers.</i> <i>I can explain how the mechanism in my product works.</i> Summer – A - Moving cards Spring – B – Wheels and axles	- I can combine a number of components well in my product. - My product has a good finish so that a user will find it both useful and attractive. <i>I can use simple circuits to either illuminate or create motion.</i> <i>I can make a product that uses both electrical and mechanical components.</i> <i>My product has a good finish so that a user will find it both useful and attractive.</i> Spring – A – Moving toys	- My product is improved after testing. - I can use my science skills (resistance, batteries in series or parallel, variable resistance to dim lights or control speed) to alter the way my electrical products behave. - I can use precise electrical connections. - I can explain mechanical movement using hydraulics and pneumatics. - I can use other DT skills to create housings for my mechanical components. My product is well finished in a way that would appeal Designer/architect: Dorothée Pullinger Autumn – A – Electric vehicles
Textiles	- I can describe textiles by the way they feel. - I can make a simple product from textiles. - I can cut fabric using a template. - I can join fabrics using glue and running stitch. <i>I can sort threads and fabrics (by colour and texture).</i> <i>I know that textiles have different properties.</i> <i>I can select the appropriate textile so that it does the job I want it to.</i> <i>I can measure, mark out and cut fabric.</i> <i>I can join fabrics using a running stitch</i> <i>I can use glue to join fabrics.</i> <i>I can use running stitch to join fabrics.</i> Autumn – B Hand puppets	- I can select the appropriate textile(s) for my product based on the properties of the material. - I can measure, mark out and cut fabric. - I can use sharp scissors accurately to cut textiles. - I can choose the best methods of joining fabrics in order to create a product which is fit for purpose. <i>I can consider the advantages and disadvantages of materials for a product.</i> <i>I can create and use a template or pattern to create an accurate product.</i> <i>I can use stitching to help create a product that is sturdy and fit for purpose.</i> <i>I can combine materials to add strength or visual appeal.</i> Summer – A – Hats and caps	- I can experiment with a range of materials until I find the most appropriate material for the job. - I can consider the cost and visual appeal of the material. - I can mark out using my own patterns and templates. - I can join textiles to make a durable and desirable product. - I can combine art skills to add colour and texture to my work. <i>I can experiment with a range of materials until I find the right mix of affordability, appeal and appropriateness for the job.</i> <i>My products have an awareness of commercial appeal.</i> <i>I can mark out using my own patterns and templates, adapting them if needed.</i> <i>I can combine art skills to add colour and texture to my work.</i> <i>I can join textiles using art skills to make a desirable product.</i> Autumn – B- Fashion design

Cooking and Nutrition	- I can explain that all food comes from animals or plants. - I know that food has to be farmed, grown elsewhere (e.g. home) or caught. - I can name and sort foods into the five groups in the Eatwell plate. - I know that everyone should eat 5 portions of fruit and vegetables every day. - I can prepare simple dishes safely and hygienically, without using a heat source. - I can use techniques such as cutting, peeling and grating. Spring – A Pizzas Summer – B Fruit salad Retrieval questions - Name the 5 food groups. - Explain that we need 5 portions of fruit and vegetables a day and give examples	- I can 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. - I know that a healthy diet is made up of a variety and balance of different foods and drinks as depicted in the Eatwell plate. - I know that to be active and healthy, food and drink are needed to provide energy for the body. - I can prepare and cook a variety of predominantly savoury dishes safely and hygienically, including, where appropriate, the use of a heat source. - I can use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Autumn – A – Make a healthy meal Summer– B – Tropical smoothies Retrieval questions - Explain what a healthy diet is. - Explain why we need a balanced diet.	- I can 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. - I can explain that recipes can be adapted by substituting one or more ingredients. - I know that different foods and drinks contain different substances – nutrients, water and fibre – that are needed for health. - I can prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. - I can use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Spring A- Design and make a pasta salad Summer - B – Greek food Retrieval questions - Explain what different foods and drinks provide us. - Name the different sources that we get food from
Evaluating	- I can talk about my own work (features, design, opinion) - I describe how my product works <i>I talk about my own and others' work (features, design, opinion).</i> <i>I can explain why I chose certain materials, techniques and tools.</i> <i>I describe how my product works</i> These objectives will be covered in all DT units	- I talk about my own and others' work (features, design, opinion). - I can explain why I chose certain materials, techniques and tools. - I can say what I would do to improve my product. <i>I can identify what is working well and what can be improved (this is during the make as well as at the end).</i> These objectives will be covered in all DT units.	- I can reflect on my designs and develop them bearing in mind the way they will be used (during the process). <i>I can reflect on my designs and adapt them based on testing and a prototype</i> These objectives will be covered in all DT units.



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Knowledge of designers	- I know what a designer does. - I give my opinion on a product. <i>I know the names and the products of some British designers.</i> <i>I can say what I like and dislike about the product and the designer</i> <i>These objectives will be covered in all DT units</i>		- I know some designers from history. - I can talk about some of the tools and techniques used by the designer. <i>I know some international designers.</i> <i>I can explain why a product is appealing</i> <i>These objectives will be covered in all DT units.</i>		- I can compare and contrast the work of different designers. - I can give reasons for the decisions made by the designer. <i>I know how key events and individuals have influenced the world (in terms of products).</i> <i>I start to think of new products and innovate my own ideas</i> <i>These objectives will be covered in all DT units.</i>	
Vocabulary	Cut Design Join Made Measure Neat Tidy Tools Work	<i>Axel</i> <i>Hinge</i> <i>Joining</i> <i>Lever</i> <i>Rolling</i> <i>Scissors</i> <i>Stitch</i> <i>Strong</i> <i>Turning</i> <i>Wheels</i>	Column Designer Evaluate Folding Healthy Mixing Product Purpose Structure Utensil	<i>Accuracy</i> <i>Bake</i> <i>Boil</i> <i>Folding</i> <i>Hacksaw</i> <i>Hygienic</i> <i>Measure</i> <i>Mechanics</i> <i>Properties</i> <i>Scoring</i>	Components Features Ingredients Plaiting Research Strength Structural Technique Visual Weaving	<i>Affordable</i> <i>Appropriate</i> <i>Commercial</i> <i>Connections</i> <i>Desirable</i> <i>Durable</i> <i>Embroidery</i> <i>Experiment</i> <i>Influence</i> <i>Template</i>