

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. <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.
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. 	
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	Design <ul style="list-style-type: none"> I am beginning to select a colour of my choice. Make <ul style="list-style-type: none"> I am beginning to use objects to thread. Evaluate <ul style="list-style-type: none"> I can tell an adult what I have made. 	Design <ul style="list-style-type: none"> I can select a picture or a shape to cut. Make <ul style="list-style-type: none"> I am beginning to use scissors to cut. Evaluate <ul style="list-style-type: none"> I can tell an adult what I have cut. 	Design <p>I am beginning to experiment and test out creating with different resources.</p> Make <ul style="list-style-type: none"> I am beginning to use simple construction kits. Evaluate <ul style="list-style-type: none"> I am beginning to say if something I have made is good. 	Design <ul style="list-style-type: none"> I can experiment and test out creating with different resources. Make <ul style="list-style-type: none"> I can use a glue spreader when sticking pieces together. Evaluate <ul style="list-style-type: none"> I can say if something I have made is good or if I like it. 	Design <ul style="list-style-type: none"> I am beginning to say what I am going to make before doing it. Make <ul style="list-style-type: none"> I can use a knife to cut. Evaluate <ul style="list-style-type: none"> I am beginning to say what I like about my sandwich when asked. 	Design <ul style="list-style-type: none"> I can say what I am going to make before doing it. Make <ul style="list-style-type: none"> I can show an interest in and describe the things I have made. Evaluate <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

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	Design <ul style="list-style-type: none"> I can say what I am going to make before I do it. Make <ul style="list-style-type: none"> I can work with a friend to use construction sets to make different things. Evaluate <ul style="list-style-type: none"> I can say what I like about the creation when asked. 	Design <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. Make <ul style="list-style-type: none"> I can explore and test out materials. I can use tape and glue to attach pieces together. Evaluate <ul style="list-style-type: none"> I can say what I like about my creation when asked and if it works. 	Design <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. Make <ul style="list-style-type: none"> I can use various materials to make a puppet. Evaluate <ul style="list-style-type: none"> I can share my creations and begin to explain the process I have used. 	Design <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. Make <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. Evaluate <ul style="list-style-type: none"> I can share my creations explaining the process I have used. 	Design <ul style="list-style-type: none"> I am beginning to explain a process I am going to use to make something. Make <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. Evaluate <ul style="list-style-type: none"> I am beginning to say how I could improve my creation. 	Design <ul style="list-style-type: none"> I can explain a process I am going to use to make something. Make <ul style="list-style-type: none"> I can represent my own ideas. I can select the resources I need for my activity. Evaluate <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.

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.

Key Knowledge	<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.
Key Vocabulary	Claw grip, bridge grip, healthy, blender, carton, fruit, design, flavour, ingredients, peel, peeler, recipe, slice, smoothie, stencil, template, vegetable, seed, leaf, root, stem, senses	Cut, fold, join, fix, structure, weak, strong, stable, unstable, properties, shape, test, model, design criteria, joining, rolling, folding	Axle, axle holder, chassis, diagram, dowel, design criteria, equipment, mechanism, wheel
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 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>Aspect of D&T: Cooking and Nutrition</p> <p>Focus: Preparing Fruit and Vegetables</p> <p>Design, make and evaluate a healthy wrap for a new school lunch menu option.</p>	<p>Aspect of D&T: Mechanisms</p> <p>Focus: Sliders and Levers</p> <p>Design, make and evaluate a moving monster that Reception children can play with.</p>	<p>Aspect of D&T: Textiles</p> <p>Focus: Templates and joining techniques</p> <p>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>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>Key Vocabulary</p>	<p>Balanced diet, carbohydrate, dairy, fruit, ingredients, oils, sugar, protein, vegetable, design brief, design criteria, diet, Claw grip, bridge grip, origins, dice</p>	<p>Axle, design criteria, input, linkage, mechanical, output, pivot, wheel, split pins, evaluate</p>	<p>Design criteria, knot, needle, needle threader, running stitch, sew, thread, criteria, template, stencil, pouch, accurate, fabric, purpose, fabric glue, decorate, thimble.</p>
<p>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>