

Design and Technology Progression Plan

Intent: We aim to develop children's designing, making and evaluating skills through our design and technology curriculum. We want children to develop curiosity, creativity and imagination when making their own products. We want to ensure children have opportunities to apply a range of practical knowledge and skills whilst developing their problem-solving ability.

EYFS	Design	Make	Evaluate	Technical Knowledge	Food Technology
Expressive arts Physical Development	Select appropriate resources Use contexts set by the teacher and myself Use language of designing and making (join, build, shape, longer, shorter, heavier etc.)	Construct with a purpose, using a variety of resources Use simple tools and techniques Build / construct with a wide range of objects Discuss how to make an activity safe and hygienic	Talk about how things work Dismantle and talk about existing objects/structures Consider and manage some risks Practise some appropriate safety measures independently	Material Structures <ul style="list-style-type: none"> Begin to explore ways to join materials Explore a range of joining techniques Mechanisms <ul style="list-style-type: none"> Explore pop up books and books with moving elements Textiles <ul style="list-style-type: none"> Begin to understand what certain textiles are used for e.g. umbrellas use waterproof material 	Begin to understand some food preparation techniques including stirring, mixing, pouring, blending Discuss how to make an activity safe and hygienic Understand need for variety in food Begin to understand that eating well contributes to good health
Year 1 Design and Technology	To have own ideas and explain what a product is for, and how it will work Use pictures and words to plan, begin to use models Design a product for myself following design criteria Research similar existing products	Explain what they are making and why Select tools/equipment to cut, shape, join, finish and explain choices Measure, mark out, cut and shape, with support Choose suitable materials and explain choices Work in a safe way	Talk about their work, linking it to what their design was Talk about existing products considering: use, materials, how they work, audience, where they might be used Talk about existing products, and say what is and isn't good Begin to talk about what could make product better	Material Structures <ul style="list-style-type: none"> begin to measure and join materials, with some support describe differences in materials Suggest ways to make material/product stronger Mechanisms <ul style="list-style-type: none"> begin to use levers or sliders Textiles <ul style="list-style-type: none"> Measure, cut and join textiles to make a product, with some support Choose suitable textiles 	Wash hands & clean surfaces Say where some foods come from, (i.e. plant or animal) Describe differences between some food groups (i.e. sweet, vegetable etc.) Discuss how fruit and vegetables are healthy Cut, peel and grate safely, with support
Year 2 Design and Technology	To have own ideas and plan what to do next To explain purpose of product, how it will work and how it will be suitable for the user Describe design using pictures, words, models, diagrams, begin to use ICT Design products for myself and others following design criteria Choose best tools and materials, and explain choices Use knowledge of existing products to produce ideas	Explain what I am making and why it fits the purpose Join materials/components together in different ways Measure, mark out, cut and shape materials and components, with support. Describe which tools are being used and why Choose suitable materials and explain choices depending on characteristics. Use finishing techniques to make product look good Work safely	Describe what went well, thinking about design criteria Talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion Evaluate how good existing products are Talk about what I would do differently if I were to do it again and why	Material Structures <ul style="list-style-type: none"> measure materials more accurately describe some different characteristics of materials join materials in different ways use joining, rolling or folding to make it stronger Mechanisms <ul style="list-style-type: none"> use levers or sliders begin to understand how to use wheels and axles Textiles <ul style="list-style-type: none"> join textiles together to make a product, and explain how carefully cut textiles to produce accurate pieces explain choices of textile 	Explain hygiene and keep a hygienic kitchen Describe properties of ingredients and importance of varied diet Say where plants foods comes from (grow on trees/underground) Describe how food is farmed, home-grown, caught Draw eat well plate; explain there are groups of food and describe "five a day" Cut, peel and grate with increasing confidence