

## Design Technology – Progression Map

<b>National Curriculum and EYFS Framework</b>	
<b>ELG Expressive arts and design: Creating with materials</b> <ul style="list-style-type: none"> <li>‘...safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.’</li> <li>‘Share their creations, explaining the process they have used.’</li> <li>‘Make use of props and materials when role playing characters in narratives and stories.’</li> </ul>	<p><b>Design</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria;</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul> <p><b>Make</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Evaluate</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products; evaluate their ideas and products against design criteria.</li> </ul> <p><b>Technical Knowledge</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable;</li> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul> <p><b>Cooking and Nutrition</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use the basic principles of a healthy and varied diet to prepare dishes;</li> <li>understand where food comes from.</li> </ul>
<b>Designing - Developing, planning and communicating ideas</b>	
<b>Year R</b>	<b>Year 1/2</b>
<b>Understanding contexts, users and purposes</b> <ul style="list-style-type: none"> <li>Work within a small range of familiar contexts, such as imaginary, story-based, home, school, gardens, playgrounds and the local community.</li> <li>Begin to state what products they are designing and making, who they are for, how they work, and how they will make them suitable</li> </ul>	<p><b>Understanding contexts, users and purposes</b></p> <ul style="list-style-type: none"> <li>Work within a small range of familiar contexts, such as imaginary, story-based, home, school, gardens, playgrounds and the local community.</li> <li>State what products they are designing and making, who they are for, how they work, and how they will make them suitable.</li> </ul>

<p><b>Generating, developing, modelling and communicating ideas</b></p> <ul style="list-style-type: none"> <li>Explore simple ideas.</li> <li>Develop and communicate ideas by talking and drawing.</li> <li>Begin to model ideas by exploring materials.</li> </ul>	<p><b>Generating, developing, modelling and communicating ideas</b></p> <ul style="list-style-type: none"> <li>Generate ideas by drawing on their own experiences and knowledge of existing products.</li> <li>Develop and communicate ideas by talking and drawing, including labelling parts.</li> <li>Model ideas by exploring materials, components &amp; construction kits.</li> <li>With support, use information and communication technology, where appropriate, to develop and communicate their ideas.</li> </ul>
<p><b>Making - Working with tools, equipment, materials and components to make quality products</b></p>	
<p><b>Year R</b></p>	<p><b>Year 1/2</b></p>
<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Select from a range of tools, equipment and materials.</li> </ul> <p><b>Practical skills and techniques</b></p> <ul style="list-style-type: none"> <li>Begin to follow procedures for safety and hygiene.</li> <li>Use a small range of materials such as textiles and food ingredients.</li> <li>Cut and shape materials.</li> <li>With support, assemble, join and combine materials using a range of methods – e.g. masking tape, glue, staples</li> <li>With support, decorate fabrics with attached items - e.g. buttons, beads, sequins, braids, ribbons.</li> <li>Explore how to make structures stronger</li> </ul>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Select from a range of tools and equipment. Select from a range of materials and components according to their characteristics.</li> </ul> <p><b>Practical skills and techniques</b></p> <ul style="list-style-type: none"> <li>Follow procedures for safety and hygiene.</li> <li>Use a small range of materials and components, such as construction kits, textiles, food ingredients and mechanical components.</li> <li>Measure, mark out, cut and shape materials/components, including cutting fabric from a template.</li> <li>Assemble, join and combine materials and component using a range of methods – e.g. masking tape, glue, staples</li> <li>With support, decorate fabrics with attached items - e.g. buttons, beads, sequins, braids, ribbons.</li> <li>Explore how to make structures stronger and more stable.</li> </ul>
<p><b>Evaluating - Evaluating processes and products</b></p>	
<p><b>Year R</b></p>	<p><b>Year 1/2</b></p>
<p><b>Own ideas and products</b></p> <ul style="list-style-type: none"> <li>Talk about what they are making.</li> </ul>	<p><b>Own ideas and products</b></p> <ul style="list-style-type: none"> <li>Talk about their design ideas and what they are making.</li> <li>Make simple judgements about their products and ideas against design criteria</li> </ul>

<p><b>Existing products</b></p> <p>Explore:</p> <ul style="list-style-type: none"> <li>• what products are</li> <li>• who products are for</li> <li>• what products are for</li> <li>• how products work</li> <li>• where products are used</li> <li>• what materials products are made from</li> <li>• what they like and dislike about products</li> </ul>	<p><b>Existing products</b></p> <p>Explore:</p> <ul style="list-style-type: none"> <li>• what products are</li> <li>• who products are for</li> <li>• what products are for</li> <li>• how products work</li> <li>• where products are used</li> <li>• what materials products are made from</li> <li>• what they like and dislike about products</li> </ul>
<p><b>Technological Knowledge - mechanisms</b></p>	
<p><b>Year R</b></p> <p><b>Making products work</b></p> <ul style="list-style-type: none"> <li>• Know about the simple working characteristics of materials.</li> <li>• Know about the movement of some simple mechanical systems such as wheels and axles.</li> </ul>	<p><b>Year 1/2</b></p> <p><b>Making products work</b></p> <ul style="list-style-type: none"> <li>• Know about the simple working characteristics of materials and components.</li> <li>• Know about the movement of some simple mechanical systems such as levers, sliders, wheels and axles.</li> </ul>
<p><b>Food and Nutrition</b></p>	
<p><b>Year R</b></p> <p><b>Where food comes from</b></p> <ul style="list-style-type: none"> <li>• Know that all food comes from plants or animals</li> </ul> <p><b>Food preparation, cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>• Know the names of key, basic foodstuffs; know that some foods are healthy and some are unhealthy.</li> <li>• Know that everyone should eat at least five portions of fruit and vegetables every day.</li> <li>• With support, begin to understand how to prepare simple dishes, without using a heat source.</li> <li>• With support, begin to use techniques such as cutting, peeling and grating.</li> <li>• Begin to develop food vocabulary using taste, smell, texture and feel.</li> <li>• Measure and weigh food items, using non-statutory measures e.g. spoons, cups, in accordance with the KS1 NC for Maths.</li> </ul>	<p><b>Year 1/2</b></p> <p><b>Where food comes from</b></p> <ul style="list-style-type: none"> <li>• Know that all food comes from plants or animals, and that food has to be farmed, grown elsewhere (e.g. home) or caught.</li> </ul> <p><b>Food preparation, cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>• Know how to name and sort foods into groups.</li> <li>• Know that everyone should eat at least five portions of fruit and vegetables every day.</li> <li>• With support, know how to prepare simple dishes safely and hygienically, without using a heat source.</li> <li>• With support, use techniques such as cutting, peeling and grating.</li> <li>• Develop food vocabulary using taste, smell, texture and feel.</li> <li>• Measure and weigh food items, using non-statutory measures e.g. spoons, cups, in accordance with the KS1 NC for Maths.</li> </ul>

statutory measures e.g. spoons, cups, in accordance with SSM requirements for EYFS.		
<b>Overview Year A</b>		
Make a purposeful item - recycling	African masks	Designing and making a fruit salad
Clay dinosaurs	Sliding mechanisms	Pirate lunchbox
<b>Overview Year B</b>		
	Designing and making sandwiches	Making soup from vegetables
Building structures	Clay penguins/polar bears	Space vehicle with wheels and axles