

Design Technology – Progression Map

National Curriculum and EYFS Framework	
<p>ELG Expressive arts and design: Creating with materials</p> <ul style="list-style-type: none"> • ‘...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>Design Pupils should be taught to:</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 Pupils should be taught to:</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 Pupils should be taught to:</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 Pupils should be taught to:</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 Pupils should be taught to:</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.
Designing - Developing, planning and communicating ideas	
Year R	Year 1/2
<p>Understanding contexts, users and purposes</p> <ul style="list-style-type: none"> • Work within a small range of familiar contexts, such as imaginary, story-based, home, school, gardens, playgrounds and the local community. • Begin to state what products they are designing and making, who they are for, how they work, and how they will make them suitable 	<p>Understanding contexts, users and purposes</p> <ul style="list-style-type: none"> • Work within a small range of familiar contexts, such as imaginary, story-based, home, school, gardens, playgrounds and the local community. • State what products they are designing and making, who they are for, how they work, and how they will make them suitable.

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

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

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