



Design & Technology Progression Map

Cooking and Nutrition		Structures and Mechanisms	Textiles
<p>EYFS</p> 	<p>Teacher led projects, child-initiated activities and continuous provision based on a wide range of contexts.</p>	<ul style="list-style-type: none"> Understand that media can be combined to create new effects. Construct with a purpose in mind, using a variety of resources. Use simple tools and techniques competently and appropriately. Select appropriate resources and adapts work where necessary. Selects tool and techniques needed to shape, assemble and join materials they are using. Children safely use and explore a variety of materials, tools and techniques, experimenting with design, form and function. Create simple representations of objects. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. <p>DESIGN AND PLANNING</p> <ul style="list-style-type: none"> Talk about what they want to make. <p>MAKING</p> <ul style="list-style-type: none"> Use a variety of tools and materials to make models. <p>PRODUCT AND EVALUATION</p> <ul style="list-style-type: none"> Be excited about what they have made 	
<p>KS1</p>	<p>Mince Pies</p>	<ul style="list-style-type: none"> DESIGN AND PLANNING Design purposeful, functional, appealing products based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT and, where appropriate, information and communication technology. 	
	<p>Animal Sock Poppets</p>	<ul style="list-style-type: none"> MAKE Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing. 	
	<p>Vehicles</p>		

	<div style="background-color: yellow; height: 20px; margin-bottom: 5px;"></div> <div style="background-color: blue; color: white; padding: 5px; margin-bottom: 5px;">Gingerbread</div> <div style="background-color: green; color: white; padding: 5px; margin-bottom: 5px;">Pencil Cases</div> <div style="background-color: yellow; padding: 5px;">Moving Pictures</div>	<ul style="list-style-type: none"> • Select from and use a wide range of materials and components, including construction materials, textiles, ingredients according to their characteristics. • EVALUATE • Explore and evaluate a range of existing products; • Evaluate ideas and products against design criteria. • TECHNICAL KNOWLEDGE • 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. • COOKING AND NUTRITION • Use the basic principles of a healthy and varied diet to prepare dishes. • Understand where food comes from.
<p style="text-align: center; font-size: 24px; margin-bottom: 20px;">LKS2</p> 	<div style="background-color: blue; color: white; padding: 5px; margin-bottom: 5px;">Bread and Butter Pudding</div> <div style="background-color: green; color: white; padding: 5px; margin-bottom: 5px;">Decorations</div> <div style="background-color: yellow; padding: 5px; margin-bottom: 5px;">Pop Up Books</div> <div style="background-color: blue; color: white; padding: 5px; margin-bottom: 5px;">Ratatouille and Couscous</div> <div style="background-color: green; color: white; padding: 5px;">Cushions</div>	<ul style="list-style-type: none"> • DESIGN AND PLANNING • Use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • MAKE • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately. • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. • EVALUATE • Investigate and analyse a range of existing products. • Evaluate ideas and products against their own design criteria and consider the views of others to improve their work. • Understand how key events and individuals have helped shape the world. • TECHNICAL KNOWLEDGE • Cooking – design and make pastries and breads.

	<p>Moving Miniature Playgrounds</p>	<ul style="list-style-type: none"> • Prepare and cook a variety of savoury dishes and sweet dishes using a range of cooking techniques. • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • Learn and apply a range of stitches including running, back, cross and sewing on a button. • Use levers and linkages. • Understand and use mechanical systems in their products. • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures; • Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. • Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]; • COOKING AND NUTRITION • Understand and apply the principles of a healthy and varied diet; • Prepare and cook a variety of savoury and sweet dishes using a range of cooking techniques. • Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.
<p>UKS2</p> 	<p>Pitta Bread and Honey Cake</p> <p>Bags</p> <p>Cams</p> <p>Mezze</p> <p>Upcycling Fashion</p>	<ul style="list-style-type: none"> • DESIGN AND PLANNING • Generate, develop and communicate their ideas through discussion, research, annotated sketches, cross-sectional and prototypes. • Carry out a range of research and use their finding to develop design criteria to inform the design of innovative, functional and appealing products. • Formulate a step-by- step plan to use as a guide. • Suggest alternative methods if original plan fails. • Draw a specification for the design linking to maths and science. • Clearly, explain their design and choices linked to their research. Explain the process and know the tools, materials and processes they need to use and be

Water Walls

able to explain why. Be able to identify and discuss the strengths and areas for development in their and plan.

- Know how much products cost to make, how long they take to make and their sustainability. Take this into consideration when designing their products.
- **MAKE**
- Confidently self - select and demonstrate the correct and safe use of appropriate tools, materials, components and techniques.
- With growing independence measure, mark out, cut, score, shape and assemble, join and combine a range of materials using appropriate tools, equipment and techniques.
- Continually make adaptations in the making process to improve the assembly and quality of the product.
- Understand how complex electrical circuits and components work and use these in their products.
- Use and explain the finishing techniques to strengthen and improve the appearance and quality of their product.
- **EVALUATE**
- Evaluate existing products by also considering what impact products have beyond their intended purpose.
- Critically evaluate the quality of the design, manufacture and fitness for purpose of their products and those made by their peers.
- Know and discuss key inventors, designers, engineers, chefs and manufactures who have developed ground-breaking products and evaluate the impact these have had on the world.
- **TECHNICAL KNOWLEDGE**
- Understand that mechanical systems have an input, process and output.
- Understand and use mechanical systems such as levers, linkages, cams, pulleys and gears to create movement.

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| | | <ul style="list-style-type: none">• Know how to make strong, structures and strengthen and reinforce a 3D structure.• COOKING AND NUTRITION• An understanding of how seasons may affect the food which is available.• Understand 'seasonality'.• In depth understanding of the food groups and the principles of a healthy diet.• Know that recipes can be adapted to change the appearance, taste, texture and aroma of a dish.• Confidently demonstrate and explain how to prepare and cook dishes using a heat source where• required safely and hygienically.• Confidently use a wider range of techniques to prepare and cook food• including heating and baking. |
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