



“Flourishing with God in life, learning and love”

Progression of skills in DESIGN AND TECHNOLOGY

| Area of learning/skill | Reception Including: Understanding the world Expressive arts and design | Where is this learnt, practiced, revisited or seen? | Year 1 | Where is this learnt, practiced, revisited or seen? | Year 2 | Where is this learnt, practiced, revisited or seen? |
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| <p>Designing Generating, developing, modelling and communicating ideas.</p> | <ul style="list-style-type: none"> • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. • They develop their own narratives and explanations by connecting ideas or events. EYFS Statutory Framework-ELG Creating with materials • They answer ‘how’ and ‘why’ questions about their experiences and in response to events. • They will choose the resources they need for their chosen activities. | <p>‘How can I care for my world?’ –Spr 1 – making boats, selecting resources, arranging, fixing, trialling, evaluating</p> <p>Ongoing, inside and outside provision through activities with water, sand, den building and the mud kitchen.</p> | <ul style="list-style-type: none"> • Draw on their own experience to help generate ideas • Suggest ideas and explain what they are going to do • Identify a target group for what they intend to design and make • Model their ideas in card and paper • Develop their design ideas applying findings from their earlier research | <p>Aut 1 Beegu sock puppets Moon Buggies Aut 2 ‘We are architects’ topic - Design of buildings Spr 1 Superhero costume design – mask and cape Spr 2 Build a plane as part of the topic ‘Over land and sea’ Sum 2 – designing sand castles as part of ‘Seaside’ topic</p> | <ul style="list-style-type: none"> • Generate ideas by drawing on their own and other people’s experiences • Develop their design ideas through discussion, observation, drawing and modelling • Identify a purpose for what they intend to design and make • Identify simple design criteria • Make simple drawings and label parts | <p>Spr 1 ‘Trash to Treasure’ Making bags, musical instruments and bird feeder from recycled t-shirts, fabrics and materials – experts and designers visit (Junk Orchestra) Spr 1 ‘Trash to Treasure’ Making bag for a purpose and following criteria towards that purpose Spr 2 ‘Towers, Turrets and Tiaras’ Making castles</p> |

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| | <ul style="list-style-type: none"> • They take account of one another's ideas about how to organise their activity. | | | | | |
| <p>Making Working with tools, equipment, materials and components to plan and make products that work (inc-food)</p> | <ul style="list-style-type: none"> • Children show good control and co-ordination in large and small movements. • They handle equipment and tools effectively. • They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | <p>Continuous Provisions through the year Modelled inside and outside learning environment – wooden blocks, crates,</p> <p>Funky Fingers – tables in classrooms for PD as well as UW/EAD</p> <p>Playdough – roll, pinch, squeeze, press.</p> <p>Construction area allows for planning, creating and adjusting models and their function.</p> | <ul style="list-style-type: none"> • Make their design using appropriate techniques • With help measure, mark out, cut and shape a range of materials • Use tools <i>e.g. scissors and a hole punch</i> safely • Assemble, join and combine materials and components together using a variety of temporary methods <i>e.g. glues or masking tape</i> • Select and use appropriate fruit and vegetables, processes and tools • Use basic food handling, hygienic practices and personal hygiene • Use simple finishing techniques to improve the appearance of their product | <p>Aut 1- 'To Infinitely and Beyond' Lever, sliders and flips</p> <p>Aut 2 Strengthening, folding, fixing,</p> <p>Aut 1, Aut 2, Spr 1 & Spr 2.- smoothies</p> <p>Aut 1 fruit salad making</p> <p>Aut 2 Mince pies</p> <p>Sum 1 Smoothies</p> <p>Easter cooking</p> | <ul style="list-style-type: none"> • Begin to select tools and materials; use vocab' to name and describe them • Measure, cut and score with some accuracy • Use hand tools safely and appropriately • Assemble, join and combine materials in order to make a product • • Cut, shape and join fabric to make a simple garment. Use basic sewing techniques • Follow safe procedures for food safety and hygiene • Choose and use appropriate finishing techniques | <p>Aut 1 Bridge building and design</p> <p>Aut 2 Bear Under the Stairs – design a 3D standing bear</p> <p>Baking- Au1, Sp2, Su1 All year- free flow clay tools</p> <p>Au1- Great Fire of London animation sets</p> <p>Su2 Dioramas</p> <p>Christmas International Week- Kente cloth weaving</p> <p>Aut 2 Making Cheese Roly</p> <p>Spr 2 Making Easter hot cross buns</p> |
| <p>Evaluate Evaluating processes and products (their own and others)</p> | <ul style="list-style-type: none"> • They will talk about their ideas. | <p>Show and tell times with regards to their resources. Evaluate the products during show and tell with</p> | <ul style="list-style-type: none"> • Evaluate their product by discussing how well it works in relation to the purpose | <p>Evaluation across all learning above: Buggies, houses, buildings, logo designs</p> | <ul style="list-style-type: none"> • Evaluate against their design criteria • Evaluate their products as they are developed, | <p>Aut 1 Bridges, animation story board and sunsets</p> |

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| | <ul style="list-style-type: none"> • Children know about similarities and differences in relation to objects and materials | <p>how and why questions Dismantling electronic objects such as radios – discuss materials, purpose, fixings etc.</p> | <ul style="list-style-type: none"> • Evaluate their products as they are developed, identifying strengths and possible changes they might make • Evaluate their product by asking questions about what they have made and how they have gone about it | <p>Compare each classes final products and evaluate own products.</p> | <p>identifying strengths and possible changes they might make</p> <ul style="list-style-type: none"> • Talk about their ideas, saying what they like and dislike about them. | <p>All year</p> |
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