Design & Technology
Knowledge and Skills Progression

In Jesus' footsteps we will grow in grace and knowledge

Early Years	Autumn	Spring	Summer
Nursery	**Personal, Social and Emotional Development** • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. **Physical Development** • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. **Understanding the World** • Explore how things work. **Expressive Arts and Design** • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Create closed shapes with continuous lines and begin to use these shapes to represent objects.		
Reception	**Physical Development** ● Progress towards a more fluent style of moving, with developing control and grace. ● Develop their small motor skills so that they can use a range of tools competently, safely and confidently. ● Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. **Expressive Arts and Design** • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.		
ELG	**Physical Development Fine Motor Skills** • Use a range of small tools, including scissors, paintbrushes and cutlery. **Expressive Arts and Design Creating with Materials** • 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.		

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EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	**Cooking and Nutrition: Bread Plaiting** • Talk about the recipe ingredients and how the materials change as they are mixed and baked. • Develop kneading, rolling and plaiting skills. • Taste-test and evaluate the final product.	**Seasonal Project Structures: Autumn - Hibernation Boxes** • Design and make a hibernation box. • Consider the function of a product. **Seasonal Project Mechanisms: Sliding angels/stars** • Create a sliding mechanism. • Develop cutting and joining skills.	**Workshop: Junk Modelling** • Design a junk model boat. •Use knowledge from exploration to inform design. •Make a boat that floats and is waterproof, considering material choices. •Make predictions about, and evaluate different materials to see if they are waterproof. • •Make predictions about, and evaluate existing boats to see which floats best. • Test designs and reflect on what could have been done differently. • Investigate how the shapes and structure of a boat affect the way it moves. Know that 'waterproof' materials are those which do not absorb water. Know that some objects float and others sink. Know the different parts of a boat.	**Seasonal Project Easter: Hanging Egg Decoration** • Design and create a hanging Easter egg decoration.	**Seasonal Project Spring: Flower Threading** • Use a range of tools and techniques to create a threaded spring flower.	**Structures: Boats** • Make verbal plans and material choices. • Develop a junk model. • Improve fine motor/scissor skills with a variety of materials. • Join materials in a variety of ways (temporary and permanent). • Join different materials together. • Describe junk models, and how they intend to put it together.• Give a verbal evaluation of their own and others' junk models with adult support. • Check to see if their model matches their plan. • Consider what they would do differently if they were to do it again. • Describe their favourite and least favourite part of their model. •Know there are a range to different materials that can be used to make a model and that they are all slightly different. • Make simple suggestions to fix their junk model.

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EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	**Cooking and Nutrition: Soup** • Explore fruits and vegetables and the differences between them. • Use adjectives to describe how fruits and vegetables look, feel, smell and taste (using the five senses). • Design a fruit and vegetable soup recipe. • Practice cutting with a knife. Learn how to use a knife safely. • Observe and help (where appropriate) with the use of tools to prepare ingredients. • Describe the finished product and evaluate the process. • Design food packaging.	**Seasonal Project Structures: Autumn - Hibernation Boxes** • Design and make a hibernation box. • Consider the function of a product. **Seasonal Project Mechanisms: Sliding angels/stars** • Create a sliding mechanism. • Develop cutting and joining skills.	**Workshop: Junk Modelling** • Design a junk model boat. •Use knowledge from exploration to inform design. •Make a boat that floats and is waterproof, considering material choices. •Make predictions about, and evaluate different materials to see if they are waterproof. • •Make predictions about, and evaluate existing boats to see which floats best. • Test designs and reflect on what could have been done differently. • Investigate how the shapes and structure of a boat affect the way it moves. Know that 'waterproof' materials are those which do not absorb water. Know that some objects float and others sink. Know the different parts of a boat.	**Structures: Boats** • Make verbal plans and material choices. • Develop a junk model. • Improve fine motor/scissor skills with a variety of materials. • Join materials in a variety of ways (temporary and permanent). • Join different materials together. • Describe junk models, and how they intend to put it together.• Give a verbal evaluation of their own and others' junk models with adult support. • Check to see if their model matches their plan. • Consider what they would do differently if they were to do it again. • Describe their favourite and least favourite part of their model. •Know there are a range to different materials that can be used to make a model and that they are all slightly different. • Make simple suggestions to fix their junk model. **Seasonal Project Easter: Hanging Egg Decoration** • Design and create a hanging Easter egg decoration.	**Seasonal Project Spring: Flower Threading** • Use a range of tools and techniques to create a threaded spring flower. **Seasonal Project Food: Designing a rainbow salad** • Design a rainbow salad recipe.	**Seasonal Project Food: Making a rainbow salad** • Create a rainbow salad and talk about the importance of healthy eating. **Textiles: Bookmarks** • Discuss what a good design needs. • Design a simple pattern with paper. • Design a bookmark. • Choose from available materials. •Develop fine motor/cutting skills with scissors. • Explore fine motor/threading and weaving (under, over technique) with a variety of materials. • Use a prepared needle and wool to practise threading. • Reflect on a finished product and comparing to their design.• Know that a design is a way of planning our idea before we start. • Know that threading is putting one material through an object.

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Key Stage 1	Autumn 2	Spring 2	Summer 2
Cycle A	**Structures: Constructing a windmill:** • Learning the importance of a clear design criteria. • Including individual preferences and requirements in a design • Making stable structures from card, tape and glue . • Learning how to turn 2D nets into 3D structures. • Following instructions to cut and assemble the supporting structure of a windmill. • Making functioning turbines and axles which are assembled into a main supporting structure. • Evaluating a windmill according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't. • Suggest points for improvements. • To understand that the shape of materials can be changed to improve the strength and stiffness of structures. • To understand that cylinders are a strong type of structure (e.g. the main shape used for windmills and lighthouses). • To understand that axles are used in structures and mechanisms to make parts turn in a circle. • To begin to understand that different structures are used for different purposes. • To know that a structure is something that has been made and put together • To know that a client is the person I am designing for. • To know that design criteria is a list of points to ensure the product meets the clients needs and wants. • To know that a windmill harnesses the power of wind for a purpose like grinding grain, pumping water or generating electricity. • To know that windmill turbines use wind to turn and make the machines inside work. • To know that a windmill is a structure with sails that are moved by the wind. • To know the three main parts of a windmill are the turbine, axle and structure.	**Textiles: Puppets** • Using a template to create a design for a puppet.• Cutting fabric neatly with scissors. • Using joining methods to decorate a puppet. • Sequencing the steps taken during construction. • Reflecting on a finished product, explaining likes and dislikes. • To know that 'joining technique' means connecting two pieces of material together. • To know that there are various temporary methods of joining fabric by using staples. glue or pins. • To understand that different techniques for joining materials can be used for different purposes. • To understand that a template (or fabric pattern) is used to cut out the same shape multiple times. • To know that drawing a design idea is useful to see how an idea will look.	**Cooking and Nutrition: Fruit and Vegetables** •Designing smoothie carton packaging by-hand or on ICT software. • Chopping fruit and vegetables safely to make a smoothie. • Identifying if a food is a fruit or a vegetable. • Learning where and how fruits and vegetables grow. • Tasting and evaluating different food combinations. • Describing appearance, smell and taste. • Suggesting information to be included on packaging. • Understanding the difference between fruits and vegetables. • To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber). • To know that a blender is a machine which mixes ingredients together into a smooth liquid. • To know that a fruit has seeds and a vegetable does not. • To know that fruits grow on trees or vines. • To know that vegetables can grow either above or below ground. • To know that vegetables can come from different parts of the plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber). **Mechanisms:** • Following a design to create moving models that use levers and sliders.

Design & Technology
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Key Stage 1 Cycle B

Autumn 2

Structures: Baby Bear's Chair

• Generating and communicating ideas using sketching and modelling. • Learning about different types of structures, found in the natural world and in everyday objects.
• Making a structure according to design criteria. • Creating joints and structures from paper/card and tape. • Building a strong and stiff structure by folding paper.
• Exploring the features of structures. • Comparing the stability of different shapes. • Testing the strength of own structures. • Identifying the weakest part of a structure. • Evaluating the strength, stiffness and stability of own structure.
• To know that shapes and structures with wide, flat bases or legs are the most stable. • To understand that the shape of a structure affects its strength. • To know that materials can be manipulated to improve strength and stiffness. • To know that a structure is something which has been formed or made from parts. • To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move. • To know that a 'strong' structure is one which does not break easily. • To know that a 'stiff' structure or material is one which does not bend easily.
• To know that natural structures are those found in nature. • To know that man-made structures are those made by people.

Spring 2

Mechanisms: Fairground (Ferris) Wheel

• Selecting a suitable linkage system to produce the desired motion. • Designing a wheel.
• Selecting materials according to their characteristics. • Following a design brief.
• Evaluating different designs. • Testing and adapting a design.
• To know that different materials have different properties and are therefore suitable for different uses.
• To know the features of a ferris wheel include the wheel, frame, pods, a base an axle and an axle holder.
• To know that it is important to test my design as I go along so that I can solve any problems that may occur.

Summer 2

Mechanisms: Making a Moving Monster

• Creating a class design criteria for a moving monster.
• Designing a moving monster for a specific audience in accordance with a design criteria.
• Making linkages using card for levers and split pins for pivots. • Experimenting with linkages adjusting the widths, lengths and thicknesses of card used. • Cutting and assembling components neatly.
• Evaluating own designs against design criteria. • Using peer feedback to modify a final design.
• To know that mechanisms are a collection of moving parts that work together as a machine to produce movement. • To know that there is always an input and output in a mechanism. • To know that an input is the energy that is used to start something working. • To know that an output is the movement that happens as a result of the input. • To know that a lever is something that turns on a pivot. • To know that a linkage mechanism is made up of a series of levers.
• To know some real-life objects that contain mechanisms.

Cooking and Nutrition: A balanced Diet

• To know that many food and drinks we do not expect to contain sugar do; we call these 'hidden sugars'.
To know that I should only have a maximum of five teaspoons of sugar a day to stay healthy.
To know that 'diet' means the food and drink that a person or animal usually eats. • To understand what makes a balanced diet. • To know where to find the nutritional information on packaging.

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Lower Key Stage 2

Cycle A

Autumn 2

Cooking and Nutrition: Eating Seasonally

• Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish. • Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination. • Following the instructions within a recipe.
• Establishing and using design criteria to help test and review dishes. • Describing the benefits of seasonal fruits and vegetables and the impact on the environment. • Suggesting points for improvement when making a seasonal tart.
• To know that not all fruits and vegetables can be grown in the UK. • To know that climate affects food growth. • To know that vegetables and fruit grow in certain seasons. • To know that cooking instructions are known as a 'recipe'. • To know that imported food is food which has been brought into the country. • To know that exported food is food which has been sent to another country.. • To understand that imported foods travel from far away and this can negatively impact the environment. • To know that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre. • To understand that vitamins, minerals and fibre are important for energy, growth and maintaining health. • To know safety rules for using, storing and cleaning a knife safely. • To know that similar coloured fruits and vegetables often have similar nutritional benefits.

Textiles: Cross-stitch and appliqué

• Selecting and cutting fabrics with ease using fabric scissors. • Threading needles with greater independence. • Tying knots with greater independence. • Sewing cross stitch to join fabric. • Decorating fabric using appliqué.

Spring 2

Digital world: Electronic Charm

• Problem solving by suggesting potential features on a Micro: bit and justifying my ideas. • Developing design ideas for a technology pouch. • Drawing and manipulating 2D shapes, using computer-aided design, to produce a point of sale badge.
• Using a template when cutting and assembling the pouch. • Following a list of design requirements. • Selecting and using the appropriate tools and equipment for cutting, joining, shaping and decorating a foam pouch.
• Applying functional features such as using foam to create soft buttons. • Writing a program to control (button press) and/or monitor (sense light) that will initiate a flashing LED algorithm.
• Analysing and evaluating an existing product. • Identifying the key features of a pouch.
• To understand that, in programming, a 'loop' is code that repeats something again and again until stopped. • To know that a Micro:bit is a pocket-sized, codeable computer.
•To know what the 'Digital Revolution' is and features of some of the products that have evolved as a result. •To know that in Design and technology the term 'smart' means a programmed product. •To know the difference between analogue and digital technologies. • To understand what is meant by 'point of sale display.' • To know that CAD stands for 'Computer-aided design'.

Mechanical systems:

• To understand how pneumatic systems work. • To understand that pneumatic systems can be used as part of a mechanism. • To know that pneumatic systems operate by drawing in, releasing and compressing air.

Summer 2

Structures: Constructing a Castle

• Designing a castle with key features to appeal to a specific person/purpose. • Drawing and labelling a castle design using 2D shapes, labelling: -the 3D shapes that will create the features - materials needed and colours. • Designing and/or decorating a castle tower on CAD software.
• Constructing a range of 3D geometric shapes using nets . • Creating special features for individual designs. • Making facades from a range of recycled materials.
• Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design. • Suggesting points for modification of the individual designs.
• To understand that wide and flat based objects are more stable. • To understand the importance of strength and stiffness in structures.
• To know the following features of a castle: flags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse - and their purpose. • To know that a façade is the front of a structure. • To understand that a castle needed to be strong and stable to withstand enemy attack. • To know that a paper net is a flat 2D shape that can become a 3D shape once assembled. • To know that a design specification is a list of success criteria for a product.

Mechanical systems: Design a Pneumatic Toy

• Designing a toy which uses a pneumatic system.
• Developing design criteria from a design brief. • Generating ideas using thumbnail sketches and exploded diagrams. • Learning that different types of drawings are used in design to explain ideas clearly.

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Lower Key Stage 2

Cycle B

Autumn 2

Structure: Pavilions

• Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect. • Building frame structures designed to support weight.
• Creating a range of different shaped frame structures. • Making a variety of free standing frame structures of different shapes and sizes. • Selecting appropriate materials to build a strong structure and cladding. • Reinforcing corners to strengthen a structure. • Creating a design in accordance with a plan. • Learning to create different textural effects with materials.
• Evaluating structures made by the class. • Describing what characteristics of a design and construction made it the most effective. • Considering effective and ineffective designs.
• To understand what a frame structure is • To know that a 'free-standing' structure is one which can stand on its own.
• To know that a pavilion is a a decorative building or structure for leisure activities. • To know that cladding can be applied to structures for different effects. • To know that aesthetics are how a product looks. • To know that a product's function means its purpose. • To understand that the target audience means the person or group of people a product is designed for. • To know that architects consider light, shadow and patterns when designing.

Cooking and Nutrition: Baking Recipe

• Following a baking recipe, from start to finish, including the preparation of ingredients. • Cooking safely, following basic hygiene rules.

Spring 2

Mechanical systems: Making a Slingshot car

• Designing a shape that reduces air resistance. • Drawing a net to create a structure from. • Choosing shapes that increase or decrease speed as a result of air resistance. • Personalising a design.
• Measuring, marking, cutting and assembling with increasing accuracy. • Making a model based on a chosen design.
• Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance.
• To understand that all moving things have kinetic energy. • To understand that kinetic energy is the energy that something (object/person) has by being in motion. • To know that air resistance is the level of drag on an object as it is forced through the air. • To understand that the shape of a moving object will affect how it moves due to air resistance.• To understand that products change and evolve over time. • To know that aesthetics means how an object or product looks in design and technology. • To know that a template is a stencil you can use to help you draw the same shape accurately. • To know that a birds-eye view means a view from a high angle (as if a bird in flight). • To know that graphics are images which are designed to explain or advertise something. •To know that it is important to assess and evaluate design ideas and models against a list of design criteria.

Textiles: Fastenings

• To know that a fastening is something which holds two pieces of material together for example a zipper, toggle, button, press stud and velcro. • To know that different fastening types are useful for different purposes. • To know that creating a mock up (prototype) of their design is useful for checking ideas and proportions.

Summer 2

Electrical systems: Torches

• Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas.
• Making a torch with a working electrical circuit and switch. • Using appropriate equipment to cut and attach materials. • Assembling a torch according to the design and success criteria.
• Evaluating electrical products. • Testing and evaluating the success of a final product.
• To understand that electrical conductors are materials which electricity can pass through. • To understand that electrical insulators are materials which electricity cannot pass through. • To know that a battery contains stored electricity that can be used to power products. • To know that an electrical circuit must be complete for electricity to flow. • To know that a switch can be used to complete and break an electrical circuit.
• To know the features of a torch: case, contacts, batteries, switch, reflector, lamp, lens. • To know facts from the history and invention of the electric light bulb(s) - by Sir Joseph Swan and Thomas Edison.

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Upper Key Stage 2	Autumn 2	Spring 2	Summer 2
Year 5	**Electrical systems: Doodlers** • Identifying factors that could be changed on existing products and explaining how these would alter the form and function of the product. • Developing design criteria based on findings from investigating existing products. • Developing design criteria that clarifies the target user. • Altering a product's form and function by tinkering with its configuration. • Making a functional series circuit, incorporating a motor. • Constructing a product with consideration for the design criteria. • Breaking down the construction process into steps so that others can make the product. • Carry out a product analysis to look at the purpose of a product along with its strengths and weaknesses. • Determining which parts of a product affect its function and which parts affect its form. • Analysing whether changes in configuration positively or negatively affect an existing product. • Peer evaluating a set of instructions to build a product. • To know that series circuits only have one direction for the electricity to flow. • To know when there is a break in a series circuit, all components turn off. • To know that an electric motor converts electrical energy into rotational movement, causing the motor's axle to spin. • To know a motorised product is one which uses a motor to function. • To know that product analysis is critiquing the strengths and weaknesses of a product. • To know that 'configuration' means how the parts of a product are arranged.	**Mechanical systems: Pop-up Book** • Designing a pop-up book which uses a mixture of structures and mechanisms. • Naming each mechanism, input and output accurately. • Storyboarding ideas for a book. • Following a design brief to make a pop up book, neatly and with focus on accuracy. • Making mechanisms and/or structures using sliders, pivots and folds to produce movement. • Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result. • Evaluating the work of others and receiving feedback on own work. • Suggesting points for improvement. • To know that mechanisms control movement. • To understand that mechanisms can be used to change one kind of motion into another. • To understand how to use sliders, pivots and folds to create paper-based mechanisms. • To know that a design brief is a description of what I am going to design and make. • To know that designers often want to hide mechanisms to make a product more aesthetically pleasing.	**Cooking and Nutrition: What could be healthier?** • Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients. • Writing an amended method for a recipe to incorporate the relevant changes to ingredients. • Designing appealing packaging to reflect a recipe. • Cutting and preparing vegetables safely. • Using equipment safely, including knives, hot pans and hobs. • Knowing how to avoid cross-contamination. • Following a step by step method carefully to make a recipe. • Identifying the nutritional differences between different products and recipes. • Identifying and describing healthy benefits of food groups. • To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed, including key welfare issues. • To know that I can adapt a recipe to make it healthier by substituting ingredients. • To know that I can use a nutritional calculator to see how healthy a food option is. • To understand that 'cross-contamination' means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects.

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Upper Key Stage 2

Year 6

Autumn 2

Textiles: Waistcoats or Christmas Stockings

• Designing a waistcoat or Christmas stocking in accordance to a specification linked to set of design criteria. • Annotating designs, to explain their decisions.
• Using a template when cutting fabric to ensure they achieve the correct shape. • Using pins effectively to secure a template to fabric without creases or bulges. • Marking and cutting fabric accurately, in accordance with their design. • Sewing a strong running stitch, making small, neat stitches and following the edge. • Tying strong knots. • Decorating the product, attaching features (such as appliqué) using thread. • Finishing the product with a secure fastening (such as buttons). • Learning different decorative stitches. • Sewing accurately with evenly spaced, neat stitches.
• Reflecting on their work continually throughout the design, make and evaluate process.
• To understand that it is important to design clothing with the client/ target customer in mind. • To know that using a template (or clothing pattern) helps to accurately mark out a design on fabric. • To understand the importance of consistently sized stitches.

Spring 2

Structure: **Playground**

• Designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs.
• Building a range of play apparatus structures drawing upon new and prior knowledge of structures. • Measuring, marking and cutting wood to create a range of structures. • Using a range of materials to reinforce and add decoration to structures.
• Improving a design plan based on peer evaluation. • Testing and adapting a design to improve it as it is developed. • Identifying what makes a successful structure.
• To know that structures can be strengthened by manipulating materials and shapes.
• To understand what a 'footprint plan' is. • To understand that in the real world, design , can impact users in positive and negative ways. • To know that a prototype is a cheap model to test a design idea.

Summer 2

Digital world: Navigating the World

• Writing a design brief from information submitted by a client • Developing design criteria to fulfil the client's request • Considering and suggesting additional functions for my navigation tool • Developing a product idea through annotated sketches • Placing and manoeuvring 3D objects, using CAD • Changing the properties of, or combine one or more 3D objects, using CAD.
• Considering materials and their functional properties, especially those that are sustainable and recyclable (for example, cork and bamboo) • Explaining material choices and why they were chosen as part of a product concept • Programming an N,E, S,W cardinal compass.
• Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool • Developing an awareness of sustainable design • Identifying key industries that utilise 3D CAD modelling and explain why • Describing how the product concept fits the client's request and how it will benefit the customers • Explaining the key functions in my program, including any additions • Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool • Explaining the key functions and features of my navigation tool to the client as part of a product concept pitch • Demonstrating a functional program as part of a product concept.
• To know that accelerometers can detect movement • To understand that sensors can be useful in products as they mean the product can function without human input.
• To know that designers write design briefs and develop design criteria to enable them to fulfil a client's request • To know that 'multifunctional' means an object or product has more than one function • To know that magnetometers are devices that measure the Earth's magnetic field to determine which direction you are facing

Cooking and Nutrition: Come Dine with Me!

• Following a recipe, including using the correct quantities of each ingredient.