

Design and Technology-Progression Map

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p><u>Con. Prov – construction area</u></p> <p>Make a house for a pig and Make a bridge for the Gingerbread man (Lollipop stick jobs)</p> <p>Manipulates materials to achieve a planned effect. To construct with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately. To select tools and techniques needed to shape, assemble and join materials they are using.</p>	<p><u>Design, make and evaluate a free-standing structure for a classroom for illustration purpose.</u></p> <ul style="list-style-type: none"> To research existing houses To present my ideas using words and pictures. To build a simple structure and explore how it can be made stronger. To combine materials so that the joints are strong. To use my art skills to add detail to my product. 			<p><u>Design and make a Viking purse</u></p> <p>To evaluate existing products for their purpose and appearance.</p> <p>To research and communicate ideas.</p> <p>To produce a detailed list of equipment and fabrics and write a step by step plan. To use a range of processes to join and decorate fabrics.</p> <p>To persevere and adapt work when original ideas do not work.</p> <p>To evaluate my finished product against my design and suggest improvements.</p>	<p><u>Gears and pulleys</u></p> <p>To explore mechanisms in a range of games</p> <p>To use appropriate vocabulary when discussing mechanisms</p> <p>To make levers and linkages</p> <p>To make a detailed, step-by-step plan</p> <p>To select from a wide range of materials and choose based on their suitability</p> <p>To know how to strengthen and reinforce a complex structure</p> <p>To test and evaluate my product</p> <p>To suggest alternative plans, outlining the positive features and drawbacks</p>	

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<p>Autumn 2</p>	<p><u>Con. Prov – construction area</u></p> <p>Manipulates materials to achieve a planned effect. To construct with a purpose in mind, using a variety of resources. To select appropriate resources and adapts work where necessary To select tools and techniques needed to shape, assemble and join materials they are using.</p>		<p><u>Sliders and levers</u></p> <p>I use my knowledge of materials and components to design products I can design products for myself I base my designs on simple design criteria I present my ideas using words, pictures and models. I select the appropriate tools and equipment from a limited range I make accurate measurements I select from and use a wide range of materials and components in my products I can describe properties of the materials that I use I combine materials so that the joins are strong I can make a product which</p>	<p><u>Trojan horse page in a book – levers and linkages</u></p> <p>I can investigate and evaluate the use of levers in books I can design a product following a design brief I can work to a plan I can cut, shape and join accurately I can understand and use lever and linkage mechanisms</p>			<p><u>Light up headdress</u></p> <p>use research and develop design criteria to inform the design of innovative and functional generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and prototypes apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>
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Spring 1	<p><u>Design and make a rocket – junk modelling</u></p> <p>Manipulates materials to achieve a planned effect. To construct with a purpose in mind, using a variety of resources. To select appropriate resources and adapts work where necessary To select tools and techniques needed to shape, assemble and join materials they are using.</p>	<p><u>Design, make and evaluate a fruit or vegetable salad for a child in a garden party with the Queen.</u></p> <p>To research foods for my salad. To describe where different foods come from. To present my ideas using words, pictures and models. To prepare food safely and hygienically. To carry out market research to evaluate my work.</p>			<p><u>Simple circuits – make a nightlight</u></p> <p>To evaluate existing products for their purpose and appearance. To research and communicate ideas. To produce a list of equipment and materials and write a step by step plan. To persevere and adapt work when original ideas do not work. To evaluate my finished product against my design and suggest improvements.</p>		

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Spring 2	<p><u>Design and make a pancake</u></p> <p>Manipulates materials to achieve a planned effect. To construct with a purpose in mind, using a variety of resources. To select appropriate resources and adapts work where necessary To select tools and techniques needed to shape, assemble and join materials they are using.</p>			<p><u>Stone age cooking</u></p> <p>I can research stone age food I can consider available ingredients to make a healthy meal I know some ways to prepare ingredients safely and hygienically I have used equipment and combined ingredients to make a product Carry out a sensory evaluation of the finished product and suggest improvements</p>		<p><u>Design / make sweet and packet</u></p> <p>To come up with a range of ideas after collecting information from different sources</p> <p>To explain how a product would appeal to an audience</p> <p>To show that I can be hygienic and safe in a kitchen environment</p> <p>To suggest alternative plans, outlining the positive features and drawbacks</p> <p>To test and evaluate my product</p>	<p><u>WW2 Design a meal for a WW2 child</u></p> <p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury 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>
Summer 1	<p><u>Design and make a minibeast house</u></p> <p>Manipulates materials to achieve a planned effect. To construct with a purpose in mind, using a variety of resources.</p>	<p><u>Design, make and evaluate a puppet for a young child for imaginary play.</u></p> <p>To evaluate a range of existing products. To design a product for myself.</p>	<p><u>Forces – wheels and axels make a simple trolley</u></p> <p>I use my knowledge of materials and components to design products</p>	<p><u>Structures and shells – box for a precious rock</u></p> <p>To know properties of 2D and 3D shapes I understand the purpose packaging</p>		<p><u>Making a utility belt for space – Textiles</u></p> <p>To come up with a range of ideas after collecting information from different sources</p>	<p><u>Toys and games – structures frames design and make a dolls house / playset</u></p> <p>use research and develop design criteria to inform the design of</p>

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	<p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p>To describe the properties of the materials that I use. To select appropriate tools and equipment from a limited range. To make a product which does the job it was made for. To describe what I have done well and suggest things I could do in the future.</p>	<p>I can design products for myself I base my designs on simple design criteria I present my ideas using words, pictures and models.</p>	<p>I can investigate different types of packaging I can develop and use knowledge of nets to form 3D shapes I can generate realistic ideas focusing on purpose. I can develop ideas through annotated sketches I can select and use appropriate tools and materials I can cut, score, mark out and assemble with a degree of accuracy. I can test and evaluate my product against a criteria</p>		<p>To use a range of equipment competently</p> <p>To know that a 3D textile products can be made from a combination of pattern pieces, fabric shapes and different fabrics</p> <p>To make a detailed, step-by-step plan</p> <p>To make a prototype before making a final version</p> <p>To measure accurately</p> <p>To test and evaluate my product</p>	<p>innovative, functional, appealing products that are fit for purpose apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>To measure accurately</p> <p>To test and evaluate my product</p>
<p>Summer 2</p>	<p><u>Con. Prov – construction area</u></p> <p>Manipulates materials to achieve a planned effect. To construct with a purpose in mind, using a variety of resources. To safely use and explore a variety of</p>		<p><u>Design a healthy Chinese snack</u></p> <p>I prepare food safely and hygienically I can describe where different foods come from I use my knowledge of food</p>		<p><u>Changing states – making chocolate</u></p> <p>Design a healthy bar of chocolate</p> <p>To research existing products and ingredients and use ideas to design my product.</p> <p>To write a step by step recipe, including a list</p>		

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	materials, tools and techniques, experimenting with colour, design, texture, form and function		to plan a healthy meal I can evaluate a range of existing products I can describe what I have done well I suggest things I could do in the future.		of ingredients, equipment and utensils. To use appropriate utensils and equipment competently to make and present a food product for the intended user and purpose. To know how to be hygienic and safe when using/making food. To evaluate my finished product and suggest improvements		
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