



## The Craylands School EYFS DT Progression

### **Expressive Arts and Design**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

	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;	
EYFS	<i>Teach how to use scissors correctly</i> <i>Use of glue (PVA/pritt sticks), tape and joining materials</i> <i>Use of hole punches</i> <i>Possible use of Binka</i> <i>Junk modelling in CIA</i> <i>Becoming independent in their construction work.</i>	<i>Talk about the colour, texture and shape of their work</i>	



## The Craylands School KS1 DT Progression

### Aims

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users critique, evaluate and test their ideas and products and the work of others

understand and apply the principles of nutrition and learn how to cook.

### Skills

#### Design

- 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

#### Make

- 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

#### Evaluate

### Knowledge

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

<ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> </ul> <p>Technical knowledge</p> <ul style="list-style-type: none"> <li>• build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul> <p><input type="checkbox"/> explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>								
	Design	Make		Evaluate				
	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	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	explore and evaluate a range of existing products	evaluate their 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.
Year 1	Look at moving images	Creating models of houses  Design a sandwich  Design a moving image	Joining material together	Choose ingredients for a sandwich	Look at moving story books	Evaluate windows/doors using hinges  Evaluate sandwich		Hinges in homes  Construct sliders and levers
Year 2	Create a fabric product	Design a moving vehicle	Attaching wheels and axles	Choose equipment to	Look at fabric dolls and how	Evaluate vehicle	Creating strong	Wheels and axles in vehicles

			Cutting and grating	prepare fruit and vegetables	they have been made	Evaluate fabric product	chasis for vehicles	
	<ul style="list-style-type: none"> <li>use the basic principles of a healthy and varied diet to prepare dishes</li> </ul>			understand where food comes from.				
Year 1	What does a healthy sandwich look like			Where do the ingredients from the sandwich come from?				
Year 2	Why do we eat fruit and vegetables?			What food is grown on a farm?				



## The Craylands School KS2 DT Progression

### Aims

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

### Skills

#### Design

- use research and develop design 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 their 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

### Knowledge

- understand how key events and individuals in design and technology have helped shape the world
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- 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]
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

<input type="checkbox"/> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  Technical knowledge <input type="checkbox"/> apply their understanding of computing to program, monitor and control their products.  understand and apply the principles of a healthy and varied diet <input type="checkbox"/> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques							
	Design		Make		Evaluate		Technical knowledge
	use research and develop design 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 their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	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	investigate and analyse a range of existing products	evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	apply their understanding of computing to program, monitor and control their products.

<b>Year 3</b>	Analysing biscuits	Design moving monster	Joining materials together Creating 3d shapes	Considering waterproof materials	Investigate pneumatic devices	Evaluate moving monster	
<b>Year 4</b>	Analysing moving picture books  Look at electrical products	Design a moving picture  Drawing an electrical circuit	Joining levers together		Taste and look at different breads	Evaluate moving image poster	To control electrical products using programming
<b>Year 5</b>	Look at levers and pulleys	Design a bridge with moving parts	Select appropriate methods to join materials  Sewing techniques	Choose textiles that fit the story to be told	Look at textile products		
<b>Year 6</b>	Look at wrapper designs	Design wrappers  Draw 3d moving toys	Sawing, gluing		Investigate chocolate bars and wrapper designs	Evaluate moving toy	
	prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	understand how key events and individuals in design and technology have helped shape the world	understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages	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]	understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	

<b>Year 3</b>	Cooking biscuits		Pneumatics	Strengthening structures for shelters		Ingredients within a biscuit
<b>Year 4</b>	Bake bread	Research Warburton and impact on breads	Levers and linkages		Create a circuit using pressure pads	Recognise the ingredients for bread
<b>Year 5</b>		To study the Bayeux tapestry	Levers Pull strings for bridges	Strengthening structures for bridges		To understand well being plate To look at food labels to find out what is in different foods
<b>Year 6</b>	Create seasonal dishes	To investigate chocolate brands	Cams	Strengthening frame of moving toy		Seasonality