



Subject Map and Skills Progression: D&T



Termly Overview

		<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>		
EYFS	Continuous provision:							
	<ul style="list-style-type: none"> Junk model area Construction zones Art studio Tinker table 							
	Our Enquiry: Autumn 1: We are super!		Our Enquiry: Autumn 2: Magic and wonder!		Our Enquiry: Spring 1: A walk on the wild side!		Our Enquiry: Spring 2: We're going on an adventure...	
	Our Enquiry: Summer 1: Ch-ch-changes!		Our Enquiry: Summer 2: H2O, here we go!					
	<p>We are learning to:</p> <ul style="list-style-type: none"> Safely explore materials, tools and technique. Experimenting with colour, design, texture, form and function; <ul style="list-style-type: none"> Use a range of small tools, including scissors; Share creations and explain the processes used Manage own personal needs and understand the importance of healthy food choices 							
We are doing this by:		We are doing this by:		We are doing this by:		We are doing this by:		
<ul style="list-style-type: none"> Making a mouse house. Making evil pea traps. Making puppets Food tasting investigations using sense and taste. Talking about what we eat at home. 		<ul style="list-style-type: none"> Making Christmas decorations. Investigating materials and their properties: waterproof, stretchy, hard, soft, rough and smooth. Finding out what 'healthy' means. 		<ul style="list-style-type: none"> Making butterfly models. Making museum models out of clay. Wednesday cooking rotations to make biscuits, cakes, breads, pastries, pizzas. 		<ul style="list-style-type: none"> Making flying rockets. Making junk vehicles. 		
<ul style="list-style-type: none"> Making binoculars Upcycling products Wednesday cooking rotations to make biscuits, cakes, breads, pastries, pizzas. 		<ul style="list-style-type: none"> Making boats. Planning for and creating something functional out of recycling. Junk modelling our own adventure island. 						



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	Our Enquiry: Autumn 1: Home and away	Our Enquiry: Autumn 2: Fire, fire!	Our Enquiry: Spring 1: Poles apart	Our Enquiry: Spring 2: To infinity and beyond!	Our Enquiry: Summer 1: Live, thrive, evolve!	Our Enquiry: Summer 2: Flower power
Year 1		<p>We are learning:</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> • With support, design a Tudor house based on design criteria. • With support, design and function and purposeful bridge based on design criteria. • With support, generate and communicate Tudor house ideas through talking and drawing. • With support, generate and communicate bridge ideas through talking, drawing and mock-ups. <p><u>Make:</u></p> <ul style="list-style-type: none"> • With support, select from and use a range of tools and equipment for 	<p>We are learning:</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> • With support, design a weaving pattern and a Polar diorama. • With support, design a functional and purposeful boat. <p><u>Make:</u></p> <ul style="list-style-type: none"> • With support, select from and use a range of tools and equipment for cutting and joining materials onto the Polar diorama and rocket model. • With support, select from and use a range of tools and equipment for cutting, joining, shaping and finishing the boat. • With support, select from and use a wide range of 	<p>We are learning:</p> <p><u>Design:</u></p> <p>With support, design a purposeful rocket model.</p>	<p>We are learning:</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> • With support, design a moving creature. • With support, design a weaving pattern. <p><u>Make:</u></p> <ul style="list-style-type: none"> • With support, select from and use a range of tools and equipment for cutting and joining their creatures. • With support, select from and use a wide range of textile materials according to their characteristics for weaving. <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> • With support, evaluate their split pin creatures and weaving products 	<p>We are learning:</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> • With support, design a moving flower. <p><u>Make:</u></p> <ul style="list-style-type: none"> • With support, select from and use a range of tools and equipment for cutting and joining their flowers. <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> • With support, evaluate their split pin flowers. <p><u>Technical Knowledge:</u></p> <ul style="list-style-type: none"> • Explore and use mechanisms, levers and sliders, in their moving flowers.



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		<p>cutting and joining materials onto the Tudor house.</p> <ul style="list-style-type: none">• With support, select from and use a range of tools and equipment for cutting, joining and shaping materials on the bridge.• With support, select from and use a wide range of construction materials according to their characteristics for building the bridge. <p><u>Evaluate:</u></p> <ul style="list-style-type: none">• With support, evaluate their Tudor houses and bridges against the designs and design criteria. <p><u>Technical Knowledge:</u> Build structures, exploring how to make their bridges stronger and more stable.</p>	<p>construction materials according to their characteristics for building the boat.</p> <ul style="list-style-type: none">• With support, select from and use a wide range of textile materials according to their characteristics for weaving. <p><u>Evaluate:</u></p> <ul style="list-style-type: none">• With support, evaluate their weaving products and Polar diorama based on their ideas and final product.• With support, evaluate their rocket models and boats based on their designs and design criteria. <p><u>Technical Knowledge:</u></p> <ul style="list-style-type: none">• Build structures, exploring how to make their boats stronger and more stable.		<p>against the designs.</p> <p><u>Technical Knowledge:</u></p> <ul style="list-style-type: none">• Explore and use mechanisms, levers and sliders, in their moving creatures. <p><u>Cooking and Nutrition:</u></p> <ul style="list-style-type: none">• With support, use the basic principle of a healthy diet to prepare a range of ingredients.	
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Year 2	Our Enquiry: The Victorians		Our Enquiry: India		Our Enquiry: Living things	
	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
	<p>We are learning:</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> Design an appealing pattern to follow for rag rugging and creating a peg doll. Design a purposeful and appealing puppet based on design criteria. Generate, develop, model and communicate their ideas for rag rugging, cross-stitch and peg doll through talking and drawing. Generate, develop, model and communicate their puppet ideas through templates, drawing, talking and mock-ups. <p><u>Make:</u></p> <ul style="list-style-type: none"> Select from and use a range of tools and 		<p>We are learning:</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> Design an appealing clay elephant design. <p><u>Make:</u></p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment for joining and shaping their clay elephants. <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> Evaluate their clay elephants based on the finished outcome. 	<p>We are learning:</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> Design an appealing pop-up Easter card. Generate, develop, model and communicate their pop-up ideas through mock-ups. <p><u>Make:</u></p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment for joining and shaping their pop-up cards. Select from and use a range of ingredients based on use in Indian food. <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> Evaluate their pop-up cards 	<p>We are learning:</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> Design a purposeful, functional and appealing animal habitat based on design criteria. Generate, develop, model and communicate their ideas through information and communication technology and mock-ups. <p><u>Make:</u></p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment for cutting, shaping, joining and finishing their animal habitat. Select from and use a range of construction materials 	



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	<p>equipment for shaping, joining and finishing their puppets and peg dolls.</p> <ul style="list-style-type: none">• Select from and use a wide range of construction materials according to their characteristics for use in their puppets.• Select from and use a wide range of textile materials according to their characteristics for use in their peg dolls, cross-stitch and rag rugging. <p><u>Evaluate:</u></p> <ul style="list-style-type: none">• Evaluate their puppets against the design criteria.• Evaluate their peg dolls and rag rugging based on finished product and how it looks. <p><u>Technical Knowledge:</u></p>			<p>based on the finished outcome.</p> <ul style="list-style-type: none">• Explore and evaluate a range of existing Indian food. <p><u>Cooking and Nutrition:</u></p> <ul style="list-style-type: none">• Use the basic principles of a healthy and varied diet to prepare dishes from India.• Understand where different foods and ingredients from India come from.	<p>according to their characteristics for use in their habitat.</p> <ul style="list-style-type: none">• Select from use a range of ingredients based on their use in healthy recipes. <p><u>Evaluate:</u></p> <ul style="list-style-type: none">• Evaluate their animal habitat against design criteria. <p><u>Technical Knowledge:</u></p> <ul style="list-style-type: none">• Build structures, their habitats, exploring how they can be made stronger, stiffer and more stable.• Explore and use wheels and axels in their habitats. <p><u>Cooking and Nutrition:</u></p> <ul style="list-style-type: none">• Use the basic principles of a healthy and varied diet to prepare healthy dishes and non-cook sweets.	
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	<ul style="list-style-type: none"> Explore and use mechanisms, levers and sliders, in their puppets. 				<ul style="list-style-type: none"> Understand where our different foods come from. 	
Year 3	Our Enquiry: Autumn 1: Stone age	Our Enquiry: Autumn 2: Iron age	Our Enquiry: Spring 1: Romans	Our Enquiry: Spring 2: Volcanoes and earthquakes	Our Enquiry: Brazil!	
	Summer 1:	Summer 2:				
	<p>We are learning:</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> Use research to design and develop design criteria to create a model of Skara Brae. <p><u>Make:</u></p> <ul style="list-style-type: none"> With support, select from and use a wider range of tools and equipment for cutting and joining their model of Skara Brae. With support, select from a wider range of construction materials for their model of Skara Brae based on their functional properties. 	<p>We are learning:</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> Use research to design and develop an appealing Celtic pattern for weaving. Generate, develop, model and communicate weaving ideas through sketches and discussions. <p><u>Make:</u></p> <ul style="list-style-type: none"> With support, select from a wider range of textiles for their weaving based on their aesthetic properties. <p><u>Evaluate:</u></p>	<p>We are learning:</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> Use research to design and develop design criteria to create an innovative, functional and appealing Roman shield. Generate, develop, model and communicate shield ideas through sketches, prototypes and discussions. <p><u>Make:</u></p> <ul style="list-style-type: none"> With support, select from and use a wider range of tools and equipment for cutting, shaping 	<p>We are learning:</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> Use research to design and develop design criteria to create a paper maché volcano. <p><u>Make:</u></p> <ul style="list-style-type: none"> With support, select from a wider range of construction materials for their volcano based on their functional properties. <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> With support, evaluate their volcano against their ideas and design criteria based on how it turned out. 	<p>We are learning:</p> <p><u>Make:</u></p> <ul style="list-style-type: none"> With support, select from a wider range of textiles for use in their sewing pattern. With support, select from a wider range of ingredients based on their use in Brazilian cooking. <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> Investigate and analyse a range of existing Brazilian food. <p><u>Cooking and Nutrition:</u></p> <ul style="list-style-type: none"> Begin to understand the principles of a varied and healthy diet and how they 	<p>We are learning:</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> Use research to design and develop design criteria to create a Brazilian pattern for sewing. Generate, develop, model and communicate sewing ideas through sketches and discussions. <p><u>Make:</u></p> <ul style="list-style-type: none"> With support, select from a wider range of textiles for use in their sewing pattern. <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> With support, evaluate their sewing based on how they turned



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	<p><u>Evaluate:</u></p> <ul style="list-style-type: none">• With support, evaluate their models of Skara Brae based on how they turned out and against their design criteria.	<ul style="list-style-type: none">• With support, evaluate their weaving.	<p>and joining their shield.</p> <ul style="list-style-type: none">• With support, select from a wider range of construction materials for their shield based on their functional and aesthetic properties. <p><u>Evaluate:</u></p> <ul style="list-style-type: none">• With support, evaluate their Roman shield against the design criteria and consider how to improve their work. <p><u>Technical Knowledge:</u></p> <ul style="list-style-type: none">• Apply their knowledge of how to strengthen and stiffen more complex structures in their Roman shield.		<p>achieve this in Brazil.</p> <ul style="list-style-type: none">• Begin to prepare and cook a variety of savoury dishes from Brazil.• Begin to weigh and measure ingredients and develop cutting, mixing, shaping (through kneading) and assembling skills.	<p>out and against their design.</p>
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Year 4	Our Enquiry: Ancient Egypt		Our Enquiry: Scandinavia		Our Enquiry: All creatures great and small	
	Autumn 1:	Autumn 2:	Spring 1: Anglo-Saxons	Spring 2: Vikings	Summer 1:	Summer 2:
	<p>We are learning:</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> Use research to design some appealing Egyptian jewellery. 	<p>We are learning:</p> <p><u>Make:</u></p> <ul style="list-style-type: none"> Create a pop-up Christmas card, experimenting with different pop-up mechanisms. Select from a range of ingredients based on their use in Egyptian recipes. <p><u>Cooking and Nutrition:</u></p> <ul style="list-style-type: none"> Prepare and cook Egyptian bread, following the recipe and weighing ingredients. 	<p>We are learning:</p> <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> Investigate and analyse a range of existing Scandinavian foods. <p><u>Cooking and Nutrition:</u></p> <ul style="list-style-type: none"> Begin to understand seasonality and how this changed the Viking and Anglo-Saxon diet throughout the year. 	<p>We are learning:</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> Use research to design and develop design criteria to create a functional and fit for purpose, Viking long ship with a sail and a Viking purse. Generate, develop, model and communicate ideas for Viking long ship and sail design through annotated sketches. Generate and communicate ideas for a functional and fit for purpose Viking purse through pattern pieces. <p><u>Make:</u></p> <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment for 	<p>We are learning:</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> Use research to design and develop design criteria for a bird house to suit a particular bird. Generate, develop, model and communicate ideas for bird house through exploded diagrams and computer-aided design. <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> Evaluate their bird box design based on their design criteria and begin to consider how to improve it. 	<p>We are learning:</p> <p><u>Make:</u></p> <ul style="list-style-type: none"> Select from a wider range of ingredients for cooking healthy meals based on their functional properties. Select from and use a range of ingredients based on their use in healthy recipes. <p><u>Cooking and Nutrition:</u></p> <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of healthy savoury dishes that involving weighing, measuring, cutting skills, mixing, shaping and assembling.



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				<p>cutting, joining and finishing construction of the long ship and trebuchet.</p> <ul style="list-style-type: none">• Select from a wider range of materials and components for constructing the long ship according to their functional properties.• Select from and use a wider range of tools and equipment for shaping the Viking purse.• Select from a wider range of materials and components for making the Viking purse and sail according to their functional properties. <p><u>Evaluate:</u></p> <ul style="list-style-type: none">• Evaluate their long ship creation against their design criteria and begin to consider how to improve it.		<ul style="list-style-type: none">• Begin to understand how seasonality of products affects the products that could be used.• Know how and where the ingredients being used have come from – are they grown, reared, caught or processed.
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Year 5				<u>Technical Knowledge:</u> <ul style="list-style-type: none"> Apply their understanding of how to reinforce complex structures to their Viking long ship. Understand and use pulleys, levers and linkages mechanisms in the building of their long ship. 		
	Our Enquiry: World War 2		Our Enquiry: Spring 1: New York	Our Enquiry: Spring 2: Titanic	Our Enquiry: Industrial revolution	
	Autumn 1:	Autumn 2:			Summer 1:	Summer 2:
	We are learning: <u>Design:</u> <ul style="list-style-type: none"> Use research to design and develop design criteria to create a functional and fit for purpose air raid shelter. Generate, develop, model and communicate their ideas through cross-sectional diagrams and prototypes. 	We are learning: <u>Make:</u> <ul style="list-style-type: none"> Select from and use a wider range of ingredients based on their function in ration recipes. <u>Cooking and Nutrition:</u> <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet and how this was achieved during WW2 and rationing. 	We are learning: <u>Design:</u> <ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through annotated sketches. 	We are learning: <u>Design:</u> <ul style="list-style-type: none"> Use research to design and develop design criteria to create a functional ship. Generate, develop, model and communicate their ideas through annotated sketches. <u>Make:</u>	We are learning: <u>Design:</u> <ul style="list-style-type: none"> Use research to design and develop design criteria to create innovative, appealing and fit for purpose clothes for different occasions. <u>Evaluate:</u> <ul style="list-style-type: none"> Understand how the industrial revolution and key 	We are learning: <u>Design:</u> <ul style="list-style-type: none"> Use research to design and develop design criteria to create innovative, appealing and fit for purpose clothes for different occasions. <u>Make:</u> <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment for



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	<p><u>Make:</u></p> <ul style="list-style-type: none">• Select from and use a wider range of tools and equipment for joining, cutting and finishing the air raid shelter with some accuracy.• Select from and use a wider range of construction materials and components for constructing the air raid shelter based on their functional properties. <p><u>Evaluate:</u></p> <ul style="list-style-type: none">• Evaluate their own air raid shelter against their design criteria.• Begin to evaluate other people's air raid shelters against their design criteria.• Begin to consider the views of others to improve their own work.	<ul style="list-style-type: none">• Prepare and cook a variety of predominantly savoury ration dishes using cooking techniques from ww2.• Begin to dice foods, mix foods, shape and assemble products using rolling pins to make the correct size.• Understand how seasonality played a part in what foods were available during WW2.• Understand how a variety of ingredients used during WW2 were grown, reared, caught and processed.		<ul style="list-style-type: none">• Select from and use a wider range of tools and equipment for joining, cutting and finishing their boat.• Select from and use a wider range of construction materials and components for constructing the boat based on their functional properties. <p><u>Evaluate:</u></p> <ul style="list-style-type: none">• Evaluate how their boats have performed against their design criteria.• Begin to consider the views of others to improve their own work. <p><u>Technical Knowledge:</u></p> <ul style="list-style-type: none">• Apply their understanding of how to strengthen and stiffen complex structures of their boats.	<p>people of that time have helped shape the world.</p>	<p>joining and shaping the materials for their clothes.</p> <ul style="list-style-type: none">• Select from and use a wider range of textile materials according to their functional and aesthetic properties. <p><u>Evaluate:</u></p> <ul style="list-style-type: none">• Evaluate how their clothes have performed against their design criteria.
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Year 6	<ul style="list-style-type: none"> Understand how the work of William Paterson and Oscar Carl Kerrison helped shape the world during WW2. <p><u>Technical Knowledge:</u></p> <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce complex structures of their air raid shelters. Understand and use electrical systems in their products [switches and buzzers] to create a warning sound for the air raid. 					
	Our Enquiry: Autumn 1: Texas	Our Enquiry: Autumn 2: It's all Greek to me!	Our Enquiry: Spring 1: Blood heart	Our Enquiry: Spring 2: What Mr Darwin saw	Our Enquiry: Summer 1: Electricity	Our Enquiry: Summer 2: Is there summit at the top of the world?
		<p>We are learning:</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> Use research to design an image of a Greek Myth. 	<p>We are learning:</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> Use research to design a Mayan inspired cross-stitch. 	<p>We are learning:</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> Use research to design an animal print pattern for printing on fabric. 	<p>We are learning:</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> Use research to develop design criteria to create a functional, 	<p>We are learning:</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> Use research to develop design criteria to create an appealing



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		<p><u>Make:</u></p> <ul style="list-style-type: none">• Select from and use a wider range of tools and equipment to produce Greek myth design using the Batik technique.• Select from and use a wider range of textile materials according to their aesthetic qualities and properties for their image.• Select from and use a wider range of ingredients according to their functional properties in the Greek recipes they follow. <p><u>Evaluate:</u></p> <ul style="list-style-type: none">• Evaluate how their ideas worked against their design criteria.• Evaluate how the Batik technique went.	<p><u>Make:</u></p> <ul style="list-style-type: none">• Select from and use a wider range of tools and equipment to produce the cross-stitch.• Select from and use a wider range of textile materials according to their aesthetic qualities and properties for the cross-stitch. <p><u>Evaluate:</u></p> <ul style="list-style-type: none">• Evaluate their cross-stitches based on how effective and appealing they look.	<p><u>Make:</u></p> <ul style="list-style-type: none">• Select from and use a wider range of tools and equipment to produce the fabric prints.• Select from and use a wider range of textile materials according to their aesthetic qualities and properties for printing. <p><u>Evaluate:</u></p> <ul style="list-style-type: none">• Evaluate their finished fabric prints based on how effective and appealing they look.	<p>appealing and fit for purpose robots.</p> <ul style="list-style-type: none">• Generate, develop, model and communicate their robot ideas through exploded diagrams and prototypes. <p><u>Make:</u></p> <ul style="list-style-type: none">• Select from and use a wider range of tools for cutting, shaping, joining and finishing their robots.• Select from and use a wider range of construction materials according to their functional and aesthetic qualities for building their robots. <p><u>Evaluate:</u></p> <ul style="list-style-type: none">• Evaluate their ideas and products against their own ideas and design criteria.	<p>mountain landscape sculpture.</p> <ul style="list-style-type: none">• Generate, develop model and communicate their mountain landscape ideas through annotated sketches. <p><u>Make:</u></p> <ul style="list-style-type: none">• Select from and use a wider range of tools for cutting, shaping and finishing their mountain landscapes.• Select from and use a wider range of construction materials according to their functional and aesthetic qualities for building their mountain landscapes. <p><u>Evaluate:</u></p> <ul style="list-style-type: none">• Evaluate their ideas and products against their own
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		<ul style="list-style-type: none">Investigate and analyse a range of existing Greek foods. <p><u>Cooking and Nutrition:</u></p> <ul style="list-style-type: none">Understand and apply the principles of a healthy and varied diet using Greek ingredients.Prepare and cook a variety of Greek dishes.Accurately weigh and measuring ingredients whilst preparing food and accurately dice foods evenly, mix, shape and assemble foods using a rolling pin to make the correct size and thickness.Understand how seasonality affects the products people eat in Greece.Understand how ingredients are grown, reared, caught and			<ul style="list-style-type: none">Evaluate other peoples' work against design criteria.Consider the views of others to improve their work. <p><u>Technical Knowledge:</u></p> <ul style="list-style-type: none">Understand and use gears and cams in their robots.Understand and use electrical system in their robots [series circuits incorporating switches, bulbs, buzzers and motors].Apply their understanding of computing to program, monitor and control their robot products.	<p>ideas and design criteria.</p> <ul style="list-style-type: none">Evaluate other peoples' work against design criteria.Consider the views of others to improve their work.
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Progression of skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design	<ul style="list-style-type: none"> Share creations and explain the process. <i>(Expressive Arts and Design ELG)</i> 	<ul style="list-style-type: none"> With support, design a functional or purposeful product based on design criteria. With support, generate and communicate ideas through the use of mock-ups, talking or drawing. 	<ul style="list-style-type: none"> Design a functional or purposeful and appealing product based on design criteria. Generate, develop, model and communicate ideas through the use of mock-ups or information and communication technology. 	<ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional and appealing products that are aimed at particular individuals or group. Generate, develop, model and communicate their ideas through discussion and prototypes. 	<ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative products that are fit for purpose and aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through annotated sketches, exploded diagrams, pattern pieces and computer-aided design. 	<ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative products that are fit for purpose and aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through annotated sketches, cross-sectional diagrams and prototypes. 	<ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative products that are fit for purpose and aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through annotated sketches, exploded diagrams and prototypes.
Make	<ul style="list-style-type: none"> Safely use and explore a variety of materials, 	<ul style="list-style-type: none"> With support, select from and use a range of tools 	<ul style="list-style-type: none"> Select from and use a range of tools and equipment 	<ul style="list-style-type: none"> With support, select from and use a wider range of 	<ul style="list-style-type: none"> Select from and use a wider range of tools and 	<ul style="list-style-type: none"> Select from and use a wider range of tools and 	<ul style="list-style-type: none"> Select from and use a wider range of tools and



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	<p>tools and techniques. Experimenting with colour, design, texture, form and function. (<i>Expressive Arts and Design ELG</i>)</p> <ul style="list-style-type: none"> Use a range of small tools, including scissors. (<i>Fine Motor Skills ELG</i>) 	<p>and equipment to perform practical tasks [cutting, shaping, joining and finishing].</p> <ul style="list-style-type: none"> With support, select from and use a wide range of materials and components for construction activities according to their characteristics. With support, select from and use a wide range of materials and components for textile activities according to their characteristics. With support, select from and use a wide 	<p>to perform practical tasks [cutting, shaping, joining and finishing].</p> <ul style="list-style-type: none"> Select from and use a wide range of materials and components for construction activities according to their characteristics. Select from and use a wide range of materials and components for textile activities according to their characteristics. Select from and use a wide range of ingredients for cooking activities according to 	<p>tools and equipment to perform practical task [cutting, shaping, joining and finishing].</p> <ul style="list-style-type: none"> With support, select from a wider range of materials and components for construction activities according to their functional properties. With support, select from a wider range of materials and components for textile activities according to their functional properties. With support, select from a wider range of 	<p>equipment to perform practical task [cutting, shaping, joining and finishing].</p> <ul style="list-style-type: none"> Select from a wider range of materials and components for construction activities according to their functional properties. Select from a wider range of materials and components for textile activities according to their functional properties. Select from a wider range of ingredients for cooking activities according to 	<p>equipment to perform practical task [cutting, shaping, joining and finishing] with some accuracy.</p> <ul style="list-style-type: none"> With support, select from a wider range of materials and components for construction activities according to their functional properties and aesthetic qualities. With support, select from a wider range of materials and components for textile activities according to their functional properties and 	<p>equipment to perform practical task [cutting, shaping, joining and finishing] accurately.</p> <ul style="list-style-type: none"> Select from a wider range of materials and components for construction activities according to their functional properties and aesthetic qualities. Select from a wider range of materials and components for textile activities according to their functional properties and aesthetic qualities.
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		<p>range of ingredients for cooking activities according to their characteristics.</p>	<p>their characteristics.</p>	<p>ingredients for cooking activities according to their functional properties.</p>	<p>their functional properties.</p>	<p>aesthetic qualities.</p> <ul style="list-style-type: none"> With support, select from a wider range of ingredients for cooking activities according to their functional properties and aesthetic qualities. 	<ul style="list-style-type: none"> Select from a wider range of ingredients for cooking activities according to their functional properties and aesthetic qualities.
<p>Evaluate</p>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> With support, evaluate their ideas and products against design criteria. 	<ul style="list-style-type: none"> Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. 	<ul style="list-style-type: none"> Investigate and analyse a range of existing products. With support, evaluate their ideas and products against their own design criteria. 	<ul style="list-style-type: none"> Investigate and analyse a range of existing products. With support, evaluate their ideas and products against their own design criteria and consider how to improve their work. 	<ul style="list-style-type: none"> Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and begin to consider the views of others to improve their work. Understand how key events and 	<ul style="list-style-type: none"> 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.



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						individuals in design and technology have helped shape the world.	
Technical Knowledge	<ul style="list-style-type: none">•	<ul style="list-style-type: none">• Build structures, exploring how they can be made stronger and more stable.• Explore and use mechanisms [levers and sliders], in their products.	<ul style="list-style-type: none">• Build structures, exploring how they can be made stronger, stiffer and more stable.• Explore and use mechanisms [levers, sliders, wheels and axles], in their products.	<ul style="list-style-type: none">• Apply their understanding of how to strengthen and stiffen more complex structures.	<ul style="list-style-type: none">• Apply their understanding of how to reinforce more complex structures.• Understand and use mechanical systems in their products [pulleys, levers and linkages].	<ul style="list-style-type: none">• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.• Understand and use electrical systems in their products [series circuits incorporating switches and buzzers].	<ul style="list-style-type: none">• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.• Understand and use mechanical systems in their products [gears, pulleys, cams, levers and linkages].• Understand and use electrical systems in their products [series circuits incorporating switches, bulbs, buzzers and motors].



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							<ul style="list-style-type: none"> Apply their understanding of computing to program, monitor and control their products.
Cooking and Nutrition	<ul style="list-style-type: none"> Mange own personal needs and understand importance of healthy food choices. <i>(Managing Self ELG)</i> 	<ul style="list-style-type: none"> With support, use the basic principles of a healthy and varied diet to prepare dishes. 	<ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. 	<ul style="list-style-type: none"> Begin to understand and apply the principles of a healthy and varied diet. Begin to prepare and cook a variety of predominantly savoury dishes using a range of techniques [weighing and measuring, cutting skills, mixing, shaping and assembling - kneading]. 	<ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of techniques [weighing and measuring, cutting skills, mixing, shaping and assembling - kneading]. Begin to understand seasonality, and know where and how a variety of ingredients are grown, 	<ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of techniques [weighing and measuring, cutting skills – begin to dice foods, mixing, shaping and assembling – using rolling pins to make the correct size]. Understand seasonality, and know where and 	<ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of techniques [weighing and measuring, cutting skills – dice foods evenly, mixing, shaping and assembling – using rolling pins to make the correct size and thickness]. Understand seasonality,



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					reared, caught and processed.	how a variety of ingredients are grown, reared, caught and processed.	and know where and how a variety of ingredients are grown, reared, caught and processed.
Key Vocabulary	Creations, materials, tools, equipment, techniques, texture, props, personal needs, healthy food	Design, function, purposeful, design criteria, mock-ups, cutting, shaping, joining, finishing, materials, components, construction, characteristics, textiles, ingredients, evaluate, stronger, stable, mechanisms, levers, sliders, varied diet, healthy diet	Appealing, products, functional, stiffer, wheels, axles	Research, innovative, prototypes, properties, investigate, analyse, complex structures, savoury dishes, weighing, measuring, cutting skills, mixing, shaping, assembling, kneading	Fit for purpose, annotated sketches, exploded diagrams, pattern pieces, computer-aided design (CAD), reinforce, pulleys, levers, linkages, seasonality, grown, reared, caught, processed	Cross-sectional diagrams, aesthetic, electrical systems, series circuits, switches, buzzers, dice foods, rolling pins	Gears, pulleys, cams, bulbs, motors, monitor, control