

D and T Overview and Progression Grid



Communicators	Explorers	Readers	Believers
<p>Children will communicate ideas and results both verbally and in writing. They will learn to use clear sentences and technical vocabulary. The use of the class Big Book also encourages discussion in the DT lesson.</p>	<p>Children will use their creativity and imagination to design, make and evaluate products that solve real problems. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.</p>	<p>We encourage children to read Design and Technology related information books, books about different designers as well as to read and use new vocabulary relating to their DT topics.</p>	<p>all children have the opportunity to develop their own ideas and opinions about their own designs and those of others.</p>

EYFS	Topics to be covered over the year:	
Vocabulary	cut, join, cook, make, create, chop, slice, build, like, dislike	
Throughout Reception children will be exposed to DT knowledge and skills		By the end of Reception children will be able to:
<p>Lots of cooking opportunities throughout – skills e.g. cutting, mixing, chopping</p> <p>Health and safety discussed</p> <p>Continuous provision offers a range of construction activities – joining, building, exploring a wide range of materials</p> <p>Looking at making for a purpose e.g. giant's glasses</p> <p>Consider a design before making e.g. how will I shape my dough for my bread roll?</p> <p>Evaluate what I have made with 2 stars and a wish approach</p> <p>Use a wide range of products to build (lego, blocks, sticklebricks)</p>		<p>Cut one object to stick to another</p> <p>Make a product for a purpose and know that it is important to plan a product first</p> <p>Be able to mix and chop carefully</p> <p>Know how to stay safe when using knives and scissors</p> <p>Express dislikes and likes about a product and say what is good about their product</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function</p> <p>Share their creations, explaining the process they have used</p> <p>Make use of props and materials when role playing characters in narratives and stories</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery;</p>

FOCUS FIVE	I know I must wash my hands before touching food	I can draw my plan and tell you about it	I can use a pair of scissors correctly	I can use a spoon to mix and a rolling pin and cutters	I can give you two things I like and one thing I don't like about a product
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Year 1	Topics to be covered over the year: Dips and Dippers (food), Design a Coat, Moving Vehicles				
Vocabulary	Join, healthy diet, ingredients, equipment, fabric, waterproof, design, attach, cut, materials				
Food and Nutrition	Design	Make	Evaluate	Technical Knowledge	
Explain ideas about how to eat a healthy and varied diet,	Create a simple design to explain what they intend to do	Use a range of tools for cutting and joining.	Give a simple evaluation of a product by explaining their likes and dislikes	Use mechanisms e.g. wheels and axles	
Use kitchen equipment safely and prepare dishes.	Share my ideas through talking and drawing.		Evaluate their own ideas and adapt their designs to make improvements		

FOCUS FIVE	I can draw a simple design and explain what I plan to do	I can use a sharp knife safely to cut fruit	I can tell you three ways to make sure I make healthy choices	I can change my design or product to make it even better	I can use the term mechanism to describe wheels and axles
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Year 2	Topics to be covered over the year: Moving Pictures, Fabric Bunting, Sensational Salads			
Vocabulary	Fruits, evaluate, hygiene, recipe, moving parts, pivot, mechanism, slider, lever, wheel, product, bunting, template, running stitch,			
Food and Nutrition	Design	Make	Evaluate	Technical Knowledge
Explain where food comes from	Design useful products that are well designed based on given instructions	Use a range of tools for cutting, shaping, joining and finishing.	Explain how good my own product is and explain ways I could make it better	Use mechanisms e.g levers and sliders
Name different fruits and vegetables	Share my ideas through talking, drawing, templates and using technology	Choose materials that are suitable for a task based on their properties	Explore products, say how good they are and explain how they could be better	Build structures, exploring how they can be made stronger, stiffer and more stable
Follow the food hygiene rules when preparing food.				
Assemble and combine ingredients.				

FOCUS FIVE	I can name 5 different fruits and vegetables	I can use running stitch to join two pieces of materials.	I can use levers and sliders to make something move	I can tell you about my ideas by talking, drawing and using templates	I know what the rules are when I prepare food
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Year 3	Topics to be covered over the year: Let's go Fly a Kite, Edible Gardens, Textiles/Sewing (juggling balls)				
Vocabulary	Analyse, tie-dye, overcast stitch, design criteria, Parts of a kite – tow point, line, bridle, spars, keel tail, herbs, balanced meal, utensils, feedback				
Food and Nutrition	Design	Make	Evaluate	Technical Knowledge	
Select from and use a wider range of cooking tools and equipment to perform practical tasks safely.	Investigate a range of existing products.	Select from and use a range of tools and equipment to perform practical tasks.	Evaluate their ideas and products against their own Design Criteria.	apply their understanding of how to strengthen, stiffen and reinforce more complex structures	
Understand and know where and how a variety of ingredients are grown.	Develop a design based around a design criteria.	Use appropriate techniques to decorate fabric.	Investigate and analyse a range of existing products		
Explain seasonality and understand how the weather affects certain plants.	Generate, develop, model and communicate their ideas through discussion and sketches.	With some independence, use a running stitch and an overcast stitch explaining why these methods are suitable for the task.			
Prepare ingredients safely and hygienically using appropriate kitchen utensils.		Build and join strong frame structures and stiffen materials.			
Understand how to control the temperature of the hob when cooking.		Use a variety of materials and joining methods to strengthen and stiffen more complex structures.			
		Apply a detailed understanding of how to strengthen and stiffen e.g. that the central area of a kite needs stronger strengthening and the outside edges need lighter stiffening.			

FOCUS FIVE	I can make my own checklist to evaluate my product	I can use running stitch and overstitch with independence	I can explain how to strengthen paper / card structures	I can explain the Eatwell Plate	I can give you three ways to make a product better
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Year 4	Topics to be covered over the year: Battery Operated Lights, The Great British Bread Off, Moving Posters			
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Vocabulary	Switch, bulb, circuit, wires, connection, components, mechanical systems, levers, linkages, innovative, prototype, loose pivot, fixed pivot, Bread making – risen, loaf, baguette, bagel ,yeast, kneading, dough			
Food and Nutrition	Design	Make	Evaluate	Technical Knowledge
Begin to understand the proportions of a balanced diet	Draw a design which uses annotations to add some detail.	Explore and make a series and parallel circuit, diagnosing faults when necessary, and follow instructions to make a selection of different switches.	Name some key events and individuals that have helped shape the world of lighting.	Explore how mechanical systems work.
Be able to plant and care a variety of ingredients so they yield produce.	Develop design criteria to inform the design of innovative products considering the purpose and target group/individual.	Make a well finished product considering the aesthetic and functional qualities.	Use design criteria to help guide the evaluation process	Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
Measure ingredients to the nearest millilitre accurately		Make a prototype	Investigate and analyse a range of existing products	
		Use a range of tools for cutting, shaping, joining and finishing.		
		Choose materials that are suitable for a task based on their properties		
		Understand and use mechanical systems in their products [for example, levers and linkages]		

FOCUS FIVE	I can draw my design and add annotations for detail	I can make a product that looks good and meets its purpose	I can make a prototype	I can look at a diagram of a mechanical system and explain how it works.	I can make working circuit including a switch
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Year 5	Topics to be covered over the year: Animal Mechanics, Global Food, Felt Phone Cases			
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Vocabulary	Mechanical system, Cam, follower, hacksaw, bench hook, rotary and linear motion, target market, template, backstitch, functionality, global, preparation techniques			
Food and Nutrition	Design	Make	Evaluate	Technical Knowledge
Name a variety of ingredients from different places.	To use research and develop design criteria to inform the design of innovative, functional appealing products that are fit for purpose.	To understand and use mechanical systems in their products (for example cams).	Use design criteria to help develop their own questions	I can explore and use things like gears, pulleys, cams, levers and linkages in my product.
Revise the different food groups on the Eatwell plate	Generate a range of design ideas and clearly communicate final design.	To select from and use a range of materials and components.	To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	
Say how an ingredient might be prepared and used.	Prioritise the most important points from the design criteria	To select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing), accurately.		
Use some more advanced cooking techniques such as baking.		Accurately cut out a template.		
Follow a recipe (with help)		Create accurate paper templates		
Work independently and accurately to follow a recipe		Practise using different types of stitches and choose the best one to use on my final piece.		
		Demonstrate precision when measuring and cutting.		

FOCUS FIVE	I can tell you 6 different foods from 6 different countries	I can weigh and measure my ingredients and follow a simple recipe.	I can make an accurate paper template.	I can use the views of others to make improvements to my design	I can measure and cut precisely with appropriate tools
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Year 6		Topics to be covered over the year: Marvellous Structures, Seasonal Food, Computing and Programming Links			
Vocabulary		Reared, caught, processed, Seasonal, refine, free standing structures, reinforce, stability, programming, coding,			
Food and Nutrition		Design	Make	Evaluate	Technical Knowledge
Understand and apply the principles of a healthy and varied diet.		To 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.	To select from and use a wider range materials and components, including construction materials according to their functional properties and aesthetic qualities.	To 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
Select from a wider range of ingredients, according to their functional properties and aesthetic qualities.		Generate a range of design ideas and clearly communicate a final design.	To select from and use a wider range of tools and equipment to perform practical tasks.	Improve their work to ensure it has a high quality finish.	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		Add detailed annotations to design ideas.	To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.		
Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.			Cut materials with accuracy and precision and refine the finish with appropriate tools such as a craft knife.		
Use a wide range of advanced cooking techniques such as checking that food is cooked correctly and adjusting temperatures on the hob and oven.			Pay close attention to aesthetics when creating joins.		

FOCUS FIVE	I can identify 5 seasonal foods grown in the UK	I know how to check if food is cooked and alter temperatures of the hob	I can use my knowledge to strengthen a structure to make it stand on its own	I can create a simple program to control a robot	I can make a join look neat