

Design Technology Topic and Skills Progression Overview

	Autumn	Spring	Summer
Year R	<p><u>Junk Modelling/Construction/Playdough</u> In first term at school there is a lot of self-chosen/child-initiated activities available to the children. We practise cutting skills using both scissors and knives, Children are given the chance to create a junk model that link with our topic. Construction activities with specific criteria are set up in the classrooms for children to try.</p>	<p><u>Junk Model Emergency Vehicles/Teddy Bear Booklets</u> Children are given opportunities to practise their junk modelling skills and use what they learned in the previous term to make improvements to their models this term. Children are given inputs on how to create simple booklets using simple treasury tag joining technique. Children encouraged to explore the ways in which we join things through investigating objects.</p>	<p><u>Playground Equipment/Food Ice lollies</u> Children given opportunity to think about other simple ways of joining (string, tape, blu tak) and are encouraged to discuss which joining technique has worked best (verbal evaluations). Children explore healthy eating as part of our PDL/Science based learning. Creating allows children to make choices about what is healthy eating and allows them to be taught simple cutting skills of soft fruits.</p>
Curriculum area and knowledge/ Skills	<p>In Year R Design Technology is under the umbrella of the Area of Learning Expressive Arts and Design. This consists of two aspects, 'Exploring and Using Media and Materials' and 'Being Imaginative'. The Early Learning Goals for these aspects state that children use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, and that children represent their own ideas, thoughts and feelings through design and technology. This will be achieved through manipulating, constructing, using simple tools and techniques to assemble and join. Children are given many opportunities through their play, independent and focused learning to develop and improve their designing, making and evaluating skills in a variety of contexts including the outdoor environment. (Links to PSeD, UtW)</p>		
Year 1			
Curriculum area and knowledge	<p><u>Dips and Dippers</u> Food</p> <p>Develop a food vocabulary using taste, smell, texture and feel. Group familiar food products Cut, peel, grate, mash and chop a range of ingredients Work safely and hygienically Understand the need for a variety of foods in a diet.</p>	<p><u>Space- A Rocket</u></p> <p>Construction/Sheet materials</p> <p>Join appropriately for different materials and situations e.g. glue, tape Cut along lines straight and curved. Create hinges. Investigate strengthening.</p>	<p><u>Wheeled Vehicles -Safari Vehicles</u></p> <p>Construction</p> <p>To use a range of materials to create models with wheels and axles e.g. tubes Mark out materials to be cut using a template. To attach wheels to a chassis using an axle Join appropriately for different materials and situations e.g. glue, tape</p>
Skills	<p><u>Design</u> Design, draft, make, evaluate, and make adjustments.</p> <p><u>Cutting</u> Cutting and mashing.</p>	<p><u>Cutting</u> Cut a straight line to a point and stop. Hold scissors correctly. Measure from the edge Control a ruler and draw a line</p> <p><u>Joining</u> Making a choice between resources such as sellotape, masking tape, glue, pritt stick, paper</p>	<p><u>Cutting</u> Measure from the edge Cut straight and curved lines</p> <p><u>Joining</u> Making a choice between resources such as sellotape, masking tape, glue, pritt stick, paper clips, staples</p> <p><u>Shaping and Finishing</u></p>

		clips, staples <u>Shaping and Finishing</u> Estimating: big or small piece Fold Choice for media - pens, paint, printing, fabric, paper etc. Design, draft, make, evaluate, and make adjustments.	Design, draft, make, evaluate, and make adjustments.
Further skills in KS1	<p><u>Design</u> Select pictures to help develop ideas. Use pictures and words to convey what they want to make and design. Describe their models and drawings of ideas and intentions. Use drawings to record ideas as they are developed. Add notes to drawings to help explanations.</p> <p><u>Make</u> Explain what they are making and which materials they are using. Name the tools they are using. Describe what they need to do next. Select materials from a limited range that will meet the design criteria. Select and name tools needed to work the materials Select appropriate technique explaining First.....Next.....last. Explore ideas by rearranging materials.</p> <p><u>Evaluate</u> To say what the like and do not like about items they have made and attempt to say why. Talk about their designs as they develop and identify good and bad points. Talk about changes they have made during the making process. Discuss their work as it progresses and how closely their finished products met their design criteria.</p> <p><u>Technical Knowledge</u> To build structures, exploring how they can be made stronger, stiffer and more stable To explore and use mechanisms (wheels and axles) in their products</p>		
Assessment Focus	<p>Designing <i>WTS I can identify simple ingredietns to make a dip</i> <i>ARE I can design a healthy dip and dipper with an appealing flavour</i> <i>GDS I can evaluate and improve my dip and dipper design and suggest changes.</i></p>	<p>Making <i>WTS I can make a simple hinge joint with support</i> <i>ARE I can make a hinge joint for a window and door independently</i> <i>GDS I can make a hinge joint which is more complex e.g. different shaped windows/doors or double doors</i> Rocket Ship</p>	<p>Evaluating & Tech. Knowledge <i>WTS I can identify simple mechanisms and use them to make a product</i> <i>ARE I can make a range of mechanisms and chose the right one for the job</i> <i>GDS I can evaluate and improve my mechanism depending on its purpose</i> Wheeled Vehicles</p>

	Dips and Dippers		
Possible curriculum links	Science PDL Possibility of sharing with parent	Literacy History Geography	History/Geography Literacy
Year 2			
Curriculum area and knowledge	<u>Glove Puppets-Vlad and the Great Fire of London</u> Textiles Cut out shapes which have been created by drawing around a template on to fabric. Join fabrics by using running stitch, glue, staples, over sewing or tape. Decorate fabrics with buttons, beads, sequins, braids, ribbons.	<u>Cous Cous Salad- Pirate Pete</u> Food Develop a food vocabulary using taste, smell, texture and feel. Group familiar food products Cut, peel, grate, mash and chop a range of ingredients Work safely and hygienically Understand the need for a variety of foods in a diet. Measure and weigh food items non statutory e.g. cups, spoons	<u>Pop up/ Flaps/Sliders/Mechanisms - Twisted Tale Scene with moving parts</u> Sheet Materials Fold, tear and cut paper and card. Cut along lines straight and curved. Use a hole punch. Create hinges. Use simple pop ups. Investigate strengthening sheet materials Investigate joining temporary, fixed and moving.
	Cutting Following a direction Cut to a point and stop Cut a straight and curved line. Joining Making a choice between resources such as sellotape, masking tape, glue, pritt stick, paper clips, staples Evaluating joining stage to make more informed choices. Shaping and Finishing Design, draft, make, evaluate, and make adjustments.	Design Design, draft, make, evaluate, and make adjustments. Cutting Cutting, peeling, grating and mashing.	Cutting Cut to a point and stop Cut a straight and curved line. Measure from an edge Spread fingers to control a ruler and draw a line. Joining Making a choice between resources such as sellotape, masking tape, glue, pritt stick, paper clips, staples Possible use of tabs. Shaping and Finishing Curling Fan Rolling

	Choice of media for decoration		Concertina Tabs Accuracy of measuring Choice for media - pens, paint, printing, fabric, paper, glue.
Further skills in KS1	<p>Design Select pictures to help develop ideas. Use pictures and words to convey what they want to make and design. Describe their models and drawings of ideas and intentions. Use drawings to record ideas as they are developed. Add notes to drawings to help explanations.</p> <p>Make Explain what they are making and which materials they are using. Name the tools they are using. Describe what they need to do next. Select materials from a limited range that will meet the design criteria. Select and name tools needed to work the materials Select appropriate technique explaining First.....Next.....last. Explore ideas by rearranging materials.</p> <p>Evaluate To say what they like and do not like about items they have made and attempt to say why. Talk about their designs as they develop and identify good and bad points. Talk about changes they have made during the making process. Discuss their work as it progresses and how closely their finished products met their design criteria.</p> <p>Technical Knowledge To build structures, exploring how they can be made stronger, stiffer and more stable To explore and use mechanisms (sliders, pop ups, flaps) in their products</p>		
Assessment Focus	<p>Making and Evaluating WTS- I can make a puppet with a simple joining technique ARE - I can choose a joining resource for my puppet and evaluate its effectiveness. GDS- I can evaluate and improve my join and where required suggest an improvement.</p>	<p>Designing WTS - With support I can design a healthy cous-cous salad with a variety of appropriate foods. ARE - I can design a healthy cous-cous salad with a variety of appropriate foods. GDS - I can design and include appropriate foods so that it is appealing to the eater.</p>	<p>Technical Knowledge WTS- With support I can make a basic mechanism ARE- I can use my knowledge of mechanisms to build a moving part on a picture. GDS- I can identify how to make my mechanism stronger or more stable.</p>
Possible curriculum links	Literacy/Home learning - making props. Sharing finished puppet with Year R	PDL/Science-Could the children design packaging for a product.	Literacy Art

