

Progression planning for DT

Year 1

<p>EYFS Outcomes linked to DT</p> <ul style="list-style-type: none"> • Children handle tools and equipment carefully. • Children know the importance for good health and a healthy diet. They can talk about ways to keep healthy. • Children safely use and explore a variety of materials, tools and techniques, experimenting with design, form and function. • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. • They represent their own ideas through design and technology. 	<p>National Curriculum</p> <p><i>Design</i></p> <ol style="list-style-type: none"> 1. design purposeful, functional, appealing products for themselves and other users based on design criteria 2. generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p><i>Make</i></p> <ol style="list-style-type: none"> 3. select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] 4. select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p><i>Evaluate</i></p> <ol style="list-style-type: none"> 5. explore and evaluate a range of existing products 6. evaluate their ideas and products against design criteria <p><i>Technical knowledge</i></p> <ol style="list-style-type: none"> 7. build structures, exploring how they can be made stronger, stiffer and more stable 8. explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p><i>Cooking and nutrition</i></p> <ol style="list-style-type: none"> 9. use the basic principles of a healthy and varied diet to prepare dishes 10. understand where food comes from
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	Autumn	Spring	Summer
Focus	<p>Moving pictures Children need to explore different methods of creating a moving picture. They should look at using paper clips, split pins, staples, string</p>	<p>Cooking Children to look at a healthy diet.</p>	<p>Structures Use a range of materials to create a structure of a home.</p>
Tier 3 subject specific vocabulary	<p>Marine, biologist, ocean, habitat, dissect, gill, fin</p>	<p>Design, make, cut, slice, spread, food, evaluate, product, criteria, cook, protein,</p>	<p>Construct, material, design, make, evaluate, join, architect, cutting, model, develop, template, mock up, stronger, stiffer, stable, flammable, shaping, finishing and product.</p>
What should children know, be able to do and remember?	<p>All children will be able to explain the key parts of a fish, such as gills. They will be able to explain what these features are used for. Children will transfer this knowledge to their design, ensuring all key features are added. They will be able to create a model that moves through the use of a lever. Most children will be able to create their moving picture independently. They will have the understanding of how a lever works and be able to show this through their model. Children will be able</p>	<p>All children will be able to design, make and evaluate a healthy meal. Most children will understand the different food types and use the basic skills of cutting and spreading. Some children will be able to evaluate the outcome against a set criteria.</p>	<p>All children will be able to talk about the model that they are going to create and design a plan for it. They will be able to talk about some of the specific materials they want to use for it and why that material is best. Most children will be able to add specific parts onto their house model, such as a door, windows etc. They will be able to explain in detail their model and how it compares to another model made by someone else.</p>

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	<p>to demonstrate their moving fish, talking through the features they have added and why it is needed.</p> <p>Some children will be able to add extra levers to their work, showing sever different parts of the way a fish can move, e.g. the tail and fins. They will be able to make comparisons of different fish/marine animals.</p>		<p>Some children will be able to add extra detail to their model, using precise fine motor skills. They may add a door to their model that can open and close or maybe windows that can open and close. Some children will be able to replicate and then evaluate a relevant model of a home and explain how they have made amendments.</p>
<p>Links to the key curriculum drivers</p>	<p>Basic skills – children will be able to find out information about fish and other marine animals through the internet and also books.</p> <p>Aspirations – children may be inspired and develop interests into professions they had never thought of before.</p>	<p>Basic skills – children will learn the basic skills of cutting, spreading, slicing, chopping and mixing. Using the grips of claw and bridge.</p> <p>Aspirations – Aspire to have a balanced healthy diet. Children may also aspire to be chefs.</p> <p>Growth & wellbeing – children will learn about what it means to have a healthy lifestyle and how we can put this into practice in our own lives.</p>	<p>Basic skills – Children will develop their fine motor skills through cutting, shaping, joining and designing.</p> <p>Aspirations – Children may aspire to be an architect or engineer through design and creating their building.</p> <p>Diversity & Spirituality – All home are different, people should respect this difference locally and globally. Children will think about being grateful for what they have.</p>
<p>Wider curriculum links/ opportunities (National curriculum, British values, Christian values)</p> <p>Focus on relevant texts/ books/visit</p>	<p>Science – understand the characteristics of fish and what they need to survive. Compare different types of fish – do they all have the same characteristics?</p> <p>Visit to The Deep.</p>	<p>History – Children to look at Florence Nightingale and how she changed hospitals over time and ensured that soldiers were looked after with a healthy meal.</p>	<p>History – This will be linked with the Great Fire of London. Children will be able to look at a significant and consider the homes that were in London at that time, compared to the present.</p> <p>Geography – Children will look at a specific city in relation to where we live. Children will be able to look at the name of the river in London and other characteristics of the capital city.</p> <p>Great fire of London day with Hayley Mason.</p>
<p>Building blocks required</p>	<p>Children will visit the deep and understand the basic information about where fish live and what they need to survive (i.e. food). The children will know the names of some parts of the fish, such as it's tail.</p>	<p>Children have been on local environment walks throughout the EYFS. All children have done cooking sessions in EYFS and will have an understanding of some healthy snacks that could be used to make soup.</p>	<p>Children will need to have an understanding of their local environment (Normanton), so they can make comparisons to a town and a city. Children look at their local environment in Autumn Term 1.</p>

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Year 2

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<p>Focus</p>	<p><u>Moving vehicles</u> Create buggies that could drive across a planet/moon. Consider the ground and what is necessary for your vehicle. Evaluate materials used and how it worked.</p>	<p><u>Megastructures</u> Research a variety of megastructures around the world and replicate one, working in a small team. Generate ideas as a team. Study carefully, planning the shape and resources needed. Create PowerPoint/slide to share information about the megastructure.</p>	<p><u>Textiles</u> Create something made from recyclable materials.</p>
<p>Tier 3 subject specific vocabulary</p>	<p>Moon buggy, Space, Moon, Vehicle, Axel, Wheel, Travel, Transport, Assemble, Join, Attach, Test</p>	<p>Structure, construction, self-supporting, suspension, megastructure, architect, rotate, stable</p>	
<p>What should children know, be able to do and remember?</p>	<p>All children should confidently be able to explain the purpose of a moon buggy. They should be able to name some criteria for a moon buggy, e.g. wheels. They should know some tier three words such as buggy, moon and transport. All children will have learnt that to make a travelling vehicle, they will need wheels fitted to an axel Most children will have a wider knowledge of tier three vocabulary such as assemble, axel and vehicle. Most children will be able to talk about specific resources that can be used to make a vehicle.</p>	<p>All children should be able to explain what a megastructure is and name at least 2 megastructures on our planet. They should have knowledge to join materials together to ensure their structure is stable. Most children will understand and use vocabulary linked to megastructures, such as self-supporting. Most children will be able to list some useful resources to create a megastructure. Some children will be able to use resources independently to create a replica of a</p>	

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	Some children will have a wider knowledge of a range of mechanisms and be able to add and talk about these in their work. E.g. they may add doors or an opening roof.	megastructure, talking through the process of making it and how they could improve the strength. They will be able to give some facts about their model and know where it is in the world.	
Links to the key curriculum drivers	Aspirations – children will hopefully be inspired and this could encourage them to become designers themselves. Growth & wellbeing – the children will be able to create something based on their own idea, developing a sense of achievement.	Aspirations – children will be amazed by structures in the world and inspired to create their own structures for the future. Basic skills – children will have opportunity to research and find out about megastructures, developing reading skills.	
Wider curriculum links/ opportunities (National curriculum, British values, Christian values)	History – looking back at Neil Armstrong and his visit to the moon, understanding this significant person who has contributed to international achievements.	Geography – buildings around the world. Science – children will compare and identify different materials, exploring how they can be changed (squashed, twisted etc.)	
Focus on relevant texts/ books/visits	Space dome in school, book about making vehicles.	Research about megastructures on the internet or in books.	
Building blocks required/Prior knowledge	Children have explored levers and motion pictures in Year 1. The children have also explored workshops within EYFS and Nursery where they have had the opportunity to join materials.	Throughout Reception, children have had access to workshops, with a range of materials and things to join with. Children may know some megastructures based on topics through Year 1 such as the Great fire of London.	