



**Design and Technology**  
**Progression of Knowledge and Skills**



	Nursery			Reception			Year 1			Year 2		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	Song and Rhyme	Once Upon a Time	Amazing Animals	All Creatures Great and Small  Once upon a time	Where in the world?  Ready, Steady Grow	Superheroes  Near and Far	All Creatures Great and Small  Once Upon a Time	Where in the world?  Ready, Steady Grow	Superheroes/ Pioneers  Near and Far	All Creatures Great and Small  Once upon a time	Where in the world?  Ready, steady grow	Superheroes/ Pioneers  Near and Far
DT overview	Pupils should be taught to: - Create with Materials - Be Imaginative and Expressive			Pupils should be taught to: - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Create collaboratively sharing ideas, resources and skills. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - 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.			Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in a process of designing and making. They should work in a range of relevant contexts (eg the home and school, gardens and playgrounds, the local community, industry and the wider environment). - <b>Design</b> - 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 - <b>Make</b> - 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 - <b>Evaluate</b> - Explore and evaluate a range of existing products - Evaluate their ideas and products against design criteria - <b>Technical knowledge</b> - 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					
Design	<b>Autumn 1: Outcome: Making animals and objects linked to nursery rhymes.</b> Children to explore collections of materials with similar or different properties. Talk about their textures, rough, smooth etc... Use a range of materials including crepe paper, shiny paper, card etc...children to experiment with materials to see which material is best for their design. Children to look at and discuss the colour of the animals they are creating. Learn colour names.  <b>Autumn 2: Outcome: Baking their own current buns</b> Children to learn the rhyme of 5 current buns. Talk about what a current bun is.	<b>Spring 1: Outcome: Making Gingerbread men</b> Children to design their gingerbread man. Link to maths – counting buttons on their gingerbread man. Talk through their drawing with an adult.  <b>Spring 2: Art Link</b>	<b>Summer 1: Art Link</b>  <b>Summer 2: Outcome: Clay shells</b> Children to talk about the resources they would like on their shells. "I wonder how you could make your shell interesting?" Look at the shells in the story 'Sharing a Shell' and discuss colours, glitter etc...	<b>Autumn 1 – All Creatures Great and Small</b> <b>Moving animals:</b> Children to make a puppet. Think about and discuss characters in the story Monkey puzzle. Talk about how they could make a puppet. This could be a sock puppet or a stick puppet. Link to children's interests. They will have to consider how their picture will work using levers/ a pop-up design and make a simple plan for their design.  <b>Autumn 2 – Art Link</b>	<b>Spring 1: Art Link</b>  <b>Spring 2: Ready, Steady Grow</b> <b>Food Technology: Fruit kebabs</b> Children to make a fruit kabab. Children to think about and learn about the ingredients needed in a fruit kabab. Children Look at and discuss colours they see. Can they name the colours? Talk about where to buy the fruit, where it comes from, how it is grown etc.	<b>Summer 1: Art Link</b> <b>Summer 2: Near and Far: Materials: Making boats.</b> children will design their own bridge using a range of materials and making a simple plan. Children will look at which materials are waterproof, and which are not. They will need to make decisions considering the materials and then make a simple plan for their design. Explain what they are making and which materials they are using.	<b>Autumn 1 – YR R/1 All Creatures Great and Small</b> <b>Moving animals:</b> Children will design their own pop-up picture linked to the topic. They will have to consider how their picture will work using levers/ a pop-up design and make a simple plan for their design. Children will explain how they want to make their picture and suggest the resources, tools and materials that they will need.  <b>Autumn 1 – YR 1/2 Making two healthy sandwiches.</b> Children to design two sandwiches and think about how they would need to be made. Children to think about all the resources needed, building on previous knowledge of cooking. Children to think about the steps needed to create their sandwiches. Children to make a	<b>Spring 1: Art Link</b>  <b>Spring 2: YR R/1 Ready, Steady Grow</b> <b>Food Technology: Fruit kebabs</b> Children will use a recipe to select ingredients and Resources needed to make fruit kababs. Children will talk about and discuss the colours in the fruits and decide which are best to use and give reasons.  <b>Spring 2- YR 1/2 Ready, steady grow</b> <b>Children to make a bag for Jack's coins linked to their T4W story Jack and the Beanstalk.</b> Children to design their product thinking about the materials they will use, giving reasons for their choices. Children to describe their	<b>Summer 1: Art Link</b>  <b>Summer 2: YR R/1 Near and Far: Materials: Making boats.</b> Children will design their own bridge using a range of materials and making a simple plan. Children will look at which materials are waterproof, and which are not. They will need to make decisions considering the materials and then make a simple plan for their design. Explain what they are making and which materials they are using.  <b>Summer 2: YR1/2 Superheroes/ Pioneers : Design and make a vehicle to transport clay to the port.</b> Children will think of their own idea for a vehicle for a superhero. This could be a land or air vehicle. Children will have to consider how their vehicle will work	<b>Autumn 1 – Making two healthy sandwiches.</b> Children to design two sandwiches and think about how they would need to be made. Children to think about all the resources needed, building on previous knowledge of cooking. Children to think about the steps needed to create their sandwiches. Children to make a recipe card to follow when making their sandwiches.  <b>Autumn 2- Art Link</b>	<b>Spring 1: Art Link</b>  <b>Spring 2- Ready, steady grow</b> <b>Children to make a bag for Jack's coins linked to their T4W story Jack and the Beanstalk.</b> Children to design their product thinking about the materials they will use, giving reasons for their choices. Children to describe their models and drawings and explain their ideas and intentions. Look at the different stitches, e.g. running stitch or cross stitch to join materials together. Talk about materials, colours and patterns used.	<b>Summer 1: Art link.</b>  <b>Summer 2: Superheroes/ Pioneers : Design and make a vehicle to transport clay to the port.</b> Children will think of their own idea for a vehicle for a superhero. This could be a land or air vehicle. Children will have to consider how their vehicle will work and make a plan for their design. As children create they will plan what to do next, thinking critically. Children will explain how they want to make their vehicle and justify the reasons for choosing materials.

	Taste and draw a current bun.						recipe card to follow when making their sandwiches.  <b>Autumn 2 – Art Link</b>	models and drawings and explain their ideas and intentions. Look at the different stitches, e.g. running stitch or cross stitch to join materials together. Talk about materials, colours and patterns used.	and make a plan for their design. As children create they will plan what to do next, thinking critically. Children will explain how they want to make their vehicle and justify the reasons for choosing materials.			
Make	<p><b>Autumn 1: Outcome: Making animals and objects linked to nursery rhymes.</b> I can explore collections of materials with similar and/or different properties. Children to use playdough to create animals from the rhymes e.g. frogs. Create scenes for the animals in the tuff tray for children to explore and discuss. Allow children to add to with their own designs. Use a range of materials such as playdough, googly eyes, Lollypop sticks for logs etc.</p> <p><b>Autumn 2: Outcome: Baking their own current buns</b> Children to talk through the recipe on how to make a current bun. Sequence the story using pictures. Children to measure out the ingredients needed to make their current bun., with support. Add and mix the ingredients.</p>	<p><b>Spring 1: Outcome: Making Gingerbread men</b> Children to weigh out ingredients, in cups e.g. 1 cup sugar, 2 cups flour. Children to combine materials. Children to use a variety of toppings to decorate their gingerbread man.</p> <p><b>Spring 2: Art Link</b></p>	<p><b>Summer 1: Art Link</b></p> <p><b>Summer 2: Outcome: Clay shells</b> Children to mould their shells and use cutters to support. Add decorations based on their initial designs, including sequins and glitter. Children to use sticks and clay modelling tools to create lines in their clay. Focus on developing fine motor skills.</p>	<p><b>Autumn 1 – All Creatures Great and Small Moving animals:</b> Children will think about how best to join their materials and explore a range of techniques to achieve their outcome. They will use tape, simple stitching or threading materials. Children to think about the features on their puppet e.g. body, head, tails etc...</p> <p><b>Autumn 2: Art Link</b></p>	<p><b>Spring 1: Art Link</b></p> <p><b>Spring 2: Ready, Steady Grow Food Technology: Fruit kebabs</b> Children will create collaboratively sharing ideas, resources and skills.</p>	<p><b>Summer 1: Art Link</b> <b>Summer 2: Near and Far: Materials: Making boats.</b> Children will safely use and explore a range of tools and techniques, experimenting with colour, design and texture, form and function. Children to discuss materials, thinking about texture, strength and discuss how the materials will be held together. Children to choose strong materials. Give reasons for their choices.</p>	<p><b>Autumn 1 – YR R/1 All Creatures Great and Small Moving animals:</b> Children will make their moving pictures, incorporating levers to make their picture pop-up. They will join and combine materials to achieve their planned design.</p> <p><b>Autumn 1 – YR 1/2 Making two healthy sandwiches.</b> Children to create two sandwiches following their designs. Children to use tools to support, thinking about how to spread, cut, slice, mixing etc... Children to experiment with the shape of their sandwiches.</p> <p><b>Autumn 2: Art Link</b></p>	<p><b>Spring 1: Art Link</b></p> <p><b>Spring 2: YR R/1 Ready, Steady Grow Food Technology: Fruit kebabs</b> Children will make fruit kebabs. They will explore which food are fruits and how to safely chop fruits. Talk about how best to arrange the kababs (patterns)</p> <p><b>Spring 2- YR 1/2 Ready, steady grow Children to make a bag for Jack's coins linked to their T4W story Jack and the Beanstalk.</b> Children to create their purses for Jacks coins. Think about the materials and strength of the materials. Children to use tools to support in making their purses, e.g. cutting materials and threading through materials. Learn about how to join materials. Thinking about glue, stitching, tape. Talk about which would be stronger? Which would be best to use?</p>	<p><b>Summer 1: Art Link</b></p> <p><b>Summer 2: YR R/1 Near and Far: Materials: Making boats.</b> Children will make their bridge using a range of appropriate materials and tools. They will ensure that their bridge can bear weight and consider any adaptations to improve their bridge and it's strength.</p> <p><b>Summer 2: YR 1/2 Superheroes/ Pioneers : Design and make a vehicle to transport clay to the port.</b> Children will make their designed vehicle using a range of appropriate materials and tools. They will combine and join materials and components in different ways. Children will measure materials for their model. Children will attach wheels to a chassis using an axle. They will make necessary changes to their design as they go to ensure that their vehicle moves and works as planned and is stable and strong.</p>	<p><b>Autumn 1 – Making two healthy sandwiches.</b> Children to create two sandwiches following their designs. Children to use tools to support, thinking about how to spread, cut, slice, mixing etc... Children to experiment with the shape of their sandwiches.</p> <p><b>Autumn 2- Art Link</b></p>	<p><b>Spring 1: Art Link</b></p> <p><b>Spring 2- Ready, steady grow Children to make a bag for Jack's coins linked to their T4W story Jack and the Beanstalk.</b> Children to create their purses for Jacks coins. Think about the materials and strength of the materials. Children to use tools to support in making their purses, e.g. cutting materials and threading through materials. Learn about how to join materials. Thinking about glue, stitching, tape. Talk about which would be stronger? Which would be best to use? Why?</p>	<p><b>Summer 1: Art link.</b></p> <p><b>Summer 2: Superheroes/ Pioneers : Design and make a vehicle to transport clay to the port.</b> Children will make their designed vehicle using a range of appropriate materials and tools. They will combine and join materials and components in different ways. Children will measure materials for their model. Children will attach wheels to a chassis using an axle. They will make necessary changes to their design as they go to ensure that their vehicle moves and works as planned and is stable and strong.</p>

								stronger? Which would be best to use? Why?				
Evaluate	<p><b>Autumn 1: Outcome: Making animals and objects linked to nursery rhymes.</b> Display their work on the wall for the children to talk about and discuss.</p> <p><b>Autumn 2: Outcome: Baking their own current buns</b> Children to taste their current buns and talk about how they taste. Talk about the process of making a current bun, what did they like/dislike? Would they make them again?</p>	<p><b>Spring 1: Outcome: Making Gingerbread men</b> Children to taste their gingerbread man through a 'tuck' with their friends, whilst listening to the story of The Gingerbread Man.'</p> <p><b>Spring 2: Art Link</b></p>	<p><b>Summer 1: Art Link</b></p> <p><b>Summer 2: Outcome: Clay shells</b> Have a modelling station to display the shells and encourage children to share their designs with their friends. Say something nice about a friend's shell.</p>	<p><b>Autumn 1 – All Creatures Great and Small Moving animals:</b> Children to talk about and think about what has worked well. Talk about the colours they have used and how they have made their puppets. Children to use their puppets to re-tell the story.</p> <p><b>Autumn 2: Art Link</b></p>	<p><b>Spring 1: Art Link</b></p> <p><b>Spring 2: Ready, Steady Grow Food Technology: Fruit kebabs</b> Children to talk about and discuss how their fruit salad tasted and what they like/dislike</p>	<p><b>Summer 1: Art Link</b> <b>Summer 2: Near and Far: Materials: Making boats.</b> Children to share their creations, explaining the processes they have used. Talk about what has worked and how it could be adapted if needed. Children to test their boats to ensure they float.</p>	<p><b>Autumn 1 – YR R/1 All Creatures Great and Small Moving animals:</b> Children will test their pictures and evaluate how well their pictures worked, making adaptations to fix/improve them if needed</p> <p><b>Autumn 1 – YR 1/2 Making two healthy sandwiches.</b> Children to look at and evaluate their sandwiches thinking about which looks the nicest, taste testing, which tastes the nicest. Which would keep you fuller for longer, which would keep the longest. How well will they store in a lunch bag at sea etc...</p> <p><b>Autumn 2: Art Link</b></p>	<p><b>Spring 1: Art Link</b></p> <p><b>Spring 2: YR R/1 Ready, Steady Grow Food Technology: Fruit kebabs</b> Children will reflect on the process and the outcome of their fruit kababs. They will talk about what worked well and what they would change next time.</p> <p><b>Spring 2- YR 1/2 Ready, steady grow Children to make a bag for Jack's coins linked to their T4W story Jack and the Beanstalk.</b> The children will evaluate their design making appropriate adjustments and adaptations as they go, knowing what they need to do next. Children to continue to evaluate the work of others.</p>	<p><b>Summer 1: Art Link</b></p> <p><b>Summer 2: YR R/1 Near and Far: Materials: Making boats.</b> Children will test their boats and evaluate how well they worked; did they float? They will strengthen their boats and make suitable adaptations/improvements.</p> <p><b>Summer 2: YR1/2 Superheroes/ Pioneers : Design and make a vehicle to transport clay to the port.</b> Children will test their vehicles and evaluate how well their vehicle worked. They will explain what went well and suggest improvements or adaptations that could be made.</p>	<p><b>Autumn 1 – Making two healthy sandwiches.</b> Children to look at and evaluate their sandwiches thinking about which looks the nicest, taste testing, which tastes the nicest. Which would keep you fuller for longer, which would keep the longest. How well will they store in a lunch bag at sea etc...</p> <p><b>Autumn 2- Art Link</b></p>	<p><b>Spring 1: Art Link</b></p> <p><b>Spring 2- Ready, steady grow Children to make a bag for Jack's coins linked to their T4W story Jack and the Beanstalk.</b> The children will evaluate their design making appropriate adjustments and adaptations as they go, knowing what they need to do next. Children to continue to evaluate the work of others.</p>	<p><b>Summer 1: Art link.</b></p> <p><b>Summer 2: Superheroes/ Pioneers : Design and make a vehicle to transport clay to the port.</b> Children will test their vehicles and evaluate how well their vehicle worked. They will explain what went well and suggest improvements or adaptations that could be made.</p>
Technical knowledge	<p><b>Autumn 1: Outcome: Making animals and objects linked to nursery rhymes.</b> Children to learn about ways they can join materials e.g. PVA glue, glue sticks and tape. vocabulary linked to materials and nursery rhymes.</p> <p><b>Autumn 2: Outcome: Baking their own current buns</b> Use the language of 'combine' when talking</p>	<p><b>Spring 1: Outcome: Making Gingerbread men</b> Expose children to vocabulary including combine, mix, stir, together. Children to name the cooking utensils.</p> <p><b>Spring 2: Art Link</b></p>	<p><b>Summer 1: Art Link</b></p> <p><b>Summer 2: Outcome: Clay shells Fine motor skills.</b> Children will learn how to correctly use modelling tools to make marks in their clay. Children will know shape names and will use shapes to support in making their shells.</p>	<p><b>Autumn 1 – All Creatures Great and Small Moving animals:</b> Puppets linked to monkey puzzle Children to know how to combine materials using glue and tape. Children to think about shapes and patterns when creating their puppets.</p> <p><b>Autumn 2: Art Link</b></p>	<p><b>Spring 1: Art Link</b></p> <p><b>Spring 2: Ready, Steady Grow Food Technology: Fruit kebabs</b> Children to talk about how to safely cut the fruit. Children to talk about the textures and smells of the fruit Children will know how to cut safely, focus on how to hold a knife</p>	<p><b>Summer 1: Art Link</b> <b>Summer 2: Near and Far: Materials: Making boats.</b> Children will learn about textures and materials, talking about using specific materials for strength e.g. exploring the strength of plastics, card, paper. Talk about materials we could use to hold the boat together, glue, tape which is strongest? Talk about which materials are</p>	<p><b>Autumn 1 – YR R/1 All Creatures Great and Small Moving animals:</b> Children will be able to talk about the resources that they need to make their picture work. They will need to know which materials are suitable and which resources will be needed to create their picture and to make their picture pop-up and move. Children will be able to evaluate how well their picture worked and suggest improvements.</p>	<p><b>Spring 1: Art Link</b></p> <p><b>Spring 2: YR R/1 Ready, Steady Grow Food Technology: Fruit kebabs</b> Children will need to know about which food are fruits. How fruits are grown. They will need to know how to follow a recipe. Children will learn about where food comes from.</p>	<p><b>Summer 1: Art Link</b></p> <p><b>Summer 2: YR R/1 Near and Far: Materials: Making boats.</b> Children will be able to talk about the resources that they need and the strength of their materials. They will need to know which materials are suitable. They will need to know which materials are waterproof. Children will be able to evaluate how well their boat floated and suggest improvements.</p>	<p><b>Autumn 1 – Making two healthy sandwiches.</b> Children to draw on previous knowledge to safely cut, slice and shape their sandwiches. Children to learn food safety skill sby safely cleaning up and washing their dishes. Also, by ensuring their workspace is personal to them and not shared. Children to look at where food comes from and</p>	<p><b>Spring 1: Art Link</b></p> <p><b>Spring 2- Ready, steady grow Children to make a bag for Jack's coins linked to their T4W story Jack and the Beanstalk.</b> They will need to know the purpose of their purse and how it will need to be strong and take this into consideration when thinking about materials, size and design. They will explore techniques such as cutting, shaping, joining and finishing</p>	<p><b>Summer 1: Art link.</b></p> <p><b>Summer 2: Superheroes/ Pioneers : Design and make a vehicle to transport clay to the port.</b> Children will be able to talk about the resources that they need to make their vehicle work and why. They will need to be able to talk about which materials are suitable and why they have chosen certain textiles. E.g. the shape and size of the wheels. Children will be able to evaluate what went well and how well their</p>



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	about the mix coming together. Talk about and find out where the ingredients come from. Link to stories and texts. Focus on how to measure ingredients, measure ingredients in 'cups'					waterproof and which are not.	<p><b>Autumn 1 – YR 1/2 Making two healthy sandwiches.</b> Children to draw on previous knowledge to safely cut, slice and shape their sandwiches. Children to learn food safety skill sby safely cleaning up and washing their dishes. Also, by ensuring their workspace is personal to them and not shared. Children to look at where food comes from and how it is made/produced.</p> <p><b>Autumn 2: Art Link</b></p>	<p><b>Spring 2- YR 1/2 Ready, steady grow</b> <b>Children to make a bag for Jack's coins linked to their T4W story Jack and the Beanstalk.</b> They will need to know the purpose of their purse and how it will need to be strong and take this into consideration when thinking about materials, size and design. They will explore techniques such as cutting, shaping, joining and finishing to create their textile artwork.</p>	<p><b>Summer 2: YR 1/2 Superheroes/ Pioneers : Design and make a vehicle to transport clay to the port.</b> Children will be able to talk about the resources that they need to make their vehicle work and why. They will need to be able to talk about which materials are suitable and why they have chosen certain textiles. E.g. the shape and size of the wheels. Children will be able to evaluate what went well and how well their vehicle worked and suggest improvements. Use their mathematical skills to measure the materials that they need.</p>	how it is made/produced. <b>Autumn 2- Art Link</b>	to create their textile artwork.	vehicle worked and suggest improvements. Use their mathematical skills to measure the materials that they need.	
	In addition, over the course of the year Home Learning Projects will be set linked to Art and DT focused on topics.												
Impact/key assessment criteria:	Through the above topics, knowledge and skills an EYFS designer will: <ul style="list-style-type: none"> <li>- Use modelling tools effectively</li> <li>- Have good fine motor skills</li> </ul>	Through the above topics, knowledge and skills an EYFS designer will: <ul style="list-style-type: none"> <li>- Cut food safely</li> <li>- Know how to prepare food hygienically</li> <li>- Demonstrate strong fine motor skills</li> </ul>	Through the above topics, knowledge and skills a Year 1 designer will: <ul style="list-style-type: none"> <li>- Use their own ideas to make something</li> <li>- Describe how something works</li> <li>- Cut food safely</li> <li>- Make a product which moves</li> <li>- Make their model stronger</li> <li>- Explain to someone else how they want to make their product</li> <li>- Choose appropriate resources and tools</li> <li>- Make a simple plan before making</li> </ul>	Through the above topics, knowledge and skills a Year 2 designer will: <ul style="list-style-type: none"> <li>- Think of an idea and plan what to do next</li> <li>- Choose tools and materials and explain why they have chosen them</li> <li>- Join materials and components in different ways</li> <li>- Explain what went well with their work</li> <li>- Explain why they have chosen specific textiles</li> <li>- Measure materials to use in a model or structure</li> <li>- Describe the ingredients they are using</li> </ul>									