St Mary's Catholic Primary School

Living and Learning Together – Shining in our Faith

Design Technology Key Skills and Progression of Disciplinary Knowledge

EARLY YEARS FOUNDATION STAGE CURRICULUM
Design Technology

Physical Development EYFS Statutory Educational Programme

Gross and fine motor experiences develop incrementally throughout early childhood.

Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy.

Through the children's learning opportunities they will explore and play with arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

3 and 4 year olds	Reception	End of Reception – Early Learning Goals
ELG: Creating with materials • Experiment with ways to enclose a space, create shapes and represent actions, sounds and objects. • Use 3D and 2D structures to explore materials and/ or to express ideas. **ELG: Being imaginative and expressive** • Use everyday materials to explore, understand, and represent their world – their interests, ideas and fascinations.	**ELG: Creating with materials** • Develop an understanding of using lines to explore a space, and begin to use drawings to represent actions and objects, based on imagination, observation and experience. **ELG: Being imaginative and expressive** • Create sounds, movements, drawings to accompany stories. • Notices what other children and adults do, mirroring what is observed, adding variations. • Engages in imaginative play. • Uses available resources to create props to support play.	**ELG: Creating with materials** • 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. • Make use of props and materials when role playing characters in narratives and stories. **ELG: Being imaginative and expressive** • Invent, adapt and recount narratives and stories

NATIONAL CURRICULUM KEY STAGES 1 & 2
Design Technology

The National Curriculum aims to ensure that all pupils: develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality prototypes and products for a wide range of users critique, evaluate and test their ideas and products and the work of others understand and apply the principles of nutrition and learn how to cook.

	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Design	*Discuss what they want to create and make models to show this. *Look at work of others to help them develop ideas.	*Use pictures and words to convey what they want to design / make. *Select pictures to help develop ideas *Use mock-ups to try out ideas	*Propose different ideas for their products. *Use drawings and ICT to communicate their ideas. *Add notes to designs to explain them more clearly.	*Develop designs and adapt them with notes, labels, etc. *Plan a sequence of actions to make a product. *Decide on materials and tools to use to achieve their design ideas.	*Record designs using annotated sketches. *Use prototypes to develop and share their ideas. *Consider the qualities of materials to be used.	*Record ideas using annotated diagrams. *Use models, kits, drawings and ICT to help formulate design ideas. *Sketch / model alternate ideas to help choose a final design.	*Devise designs with step by step plans that can be read and followed by others. *use different diagrams, annotations, etc to communicate ideas clearly.

Make	*Select materials to make models. *Explain what they have created and how they have done it. *Begin to use some tools for cutting materials or decorating	*Select materials from a given range. *Explain what they are doing at each step and name the tools being used.	*Select and name tools needed for purpose. *Explain materials chosen saying why they have been chosen.	*Select from a range of tools for cutting, shaping, joining and finishing. *Use tools with increasing accuracy. *Select materials due to their properties to fit the function.	*Prepare pattern pieces as templates for their design. *Choose different techniques for different parts of the process. *Use tools with increasing accuracy.	*Select from a wider range of tools for purpose. *Cut accurately. *Select from a wider range of materials due to properties to fit the function.	*Make prototypes. *Research information on products to inform designs. *Produce detailed lists of components, materials. *Refine their product as they progress.
Evaluate	*Talk about what they have made, why they have made it and what they like about it.	*Explore existing products and investigate how they are made / joined / etc *Talk about their own designs as they develop and identify some good and bad points. *Say what they like / do not like with some reasons about what they have made.	*Discuss how existing products do or do not achieve their purpose. *Discuss their finished products, saying what worked well and what could be improved giving good reasons.	*Investigate similar products to the one to be made for design ideas. *Research the neds for the user to develop ideas. *Discuss how finished product meets the design criteria and how it could be improved.	*Draw / sketch existing products to analyse and understand how they are made. *Identify strengths and weaknesses in own designs. Consider and explain how products can be improved.	*Research and evaluate existing products considering user and purpose. Consider and explain how finished products can be improved relating to the design criteria.	*Identify strengths and weaknesses of own designs. *Discuss products using technical vocabulary. *Discuss products in relation to design criteria.

Technical Knowledge	*Be able to talk about materials and tools used. *Talk about colours, textures and shapes.	*Start to use some technical vocabulary. *Be able to join materials in different ways. *Understand different structures, strengthening, movements.	*Start to use some technical vocabulary. *Be able to join materials in different ways. *Understand different structures, strengthening, movements.	*Use an increasing technical vocabulary for tools, techniques and materials. *Understand seam allowance. *Measure and mark materials. *Explore how materials can give strength, support, movement.	*Use an increasing technical vocabulary for tools, techniques and materials. *Understand seam allowance. *Measure and mark materials. *Explore how materials can give strength, support, movement.	*Use correct vocabulary appropriate to the project. *Build frames, use supports to stiffen or support. *Use mechanical systems such as cams, pulleys and gears.	*Use correct vocabulary appropriate to the project. *Build frames, use supports to stiffen or support. *Use mechanical systems such as cams, pulleys and gears.
Cooking & Nutrition	*Understand what is meant by healthy eating and some foods that are healthy / unhealthy. *Make some food choices based on eating healthy.	*Be able to group some foods. *Cut and chop a range of foods safely and hygienically. *Know about the variety of foods needed for a healthy diet.	*Cut, peel, grate a range of food ingredients. *Understand how and why we should work safely and hygienically. *Understand where food comes from.	*Follow instructions and recipes. *Join and combine ingredients when cooking. *Understand the sections of the Eatwell plate	*Make healthy eating choices – use the Eatwell plate. *Know where some foods are grown or come from. *Prepare and cook using different cooking techniques.	*Make healthy eating choices – use the Eatwell plate. *Know where some foods are grown or come from. *Prepare and cook using different cooking techniques.	*Understand the principles of a healthy diet and choose ingredients to support this when designing / adapting recipes. *Prepare and cook a range of savoury and sweet dishes using a range of techniques.