Curriculum Progression Map

Design and Technology – Generating Ideas – Designing

	After a third of F1	After two thirds of F1	End of F1	Vocabulary
Foundation 1	I can select a picture of something I would like to copy and create.	I can experiment and test out creating with different resources.	I can say what I am going to make before doing it.	Copy, create, make, build,
Links to Curriculum Drivers	Aspiration – finding out about building occupations and a chef Health and Wellbeing – learning about healthy foods and tasting some Diversity – looking at buildings from other cultures and countries. Looking at food from around the world and linked to different cultures			
Language	Evaluation – I made this train. *"I like the way the wheels rotate."*. I've done this picture. *"I can see you have put lots of detail in there, flowers, people, trees."*. I like this because… I made this … I did this … I changed …			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Vocabulary
Foundation 2	I can say what I am going to make before I do it.		I can talk about what I am going to make before I do it and carry it out.		I can explain a process I am going to use to make.	ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, share their creation, explaining the process they have used, make use of props and materials when role playing character in narratives and stories	Plan, explain
Links to Curriculum Drivers	Aspiration – studying architect – Zaha Hadid and sculptors – Diversity – looking at buildings from other cultures and countries. Looking at foods from around the world and different cultures. Health and Wellbeing – learning about healthy foods and making some healthy options						
Language	Evaluation – I made this train. *"I like the way the wheels rotate."*. I've done this picture. *"I can see you have put lots of detail in there, flowers, people, trees."*. I like this because… I made this … I did this … I changed …						

Year group	Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers

			VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)
Year 1	***NC 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*** • design products that have a clear purpose and an intended user • Know that before something is made, it has to be designed. • Know that products are usually made in factories, often by machinery but sometimes by hand (people).	designed, design, designers, product, audience, factories, machinery, idea	Health and well-being Autumn 1 - Design a healthy snack for 'The Tiger who came to tea' (fruit salad) George Stephenson - invented first steam engine. Spring 1 - Disassembly and skills: Test and assemble a variety of wheels and axels to see which work best. Summer 2 - *Design a moving picture for a Traction Man scene.
Year 2	***NC 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*** • make products, refining the design as work progresses • Know that a product has to be designed for a reason/ purpose and audience • Know that the chosen design is always discussed and improved before the final design is chosen. • Know that products are usually made in factories, often by machinery but sometimes by hand (people). • Develop, model and communicate ideas through talking, mock-ups and drawing.	designed, design, designers, reason, purpose, product, audience, improved, final design, factories, machinery, manually	Aut 2 – design a bridge to get over the River Thames (structures) Aut 2 – design and make a bag to hold the flat breads (Focused task – measuring and cutting) (linked to science materials investigation) Spring 2 – design and make Grandma a healthy breakfast (Cooking and nutrition) Health and well-being Spring 2 – design a setting for RRH with moving parts (sliders and levers) Summer 2 – design a light house (structures) Summer 2 – design and make Mr Grinling a healthy lunch (cooking and nutrition) Health and well-being
Year 3	***NC 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*** ***Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design*** • Know that research is used and carried out in order to inform the design of a product. • Know that there can be a number of different reason/ purposes/ target groups/ key audiences a product is designed for and understand the reasons why. • Know how to start using research to inform basic design criteria. • Know that the chosen design is always discussed and improved before the final design is chosen.	reasons, purposes, target groups, key audience, product, designed, design, design criteria, outcomes, research, final design, improved, modified, produce, annotation, design features	Autumn One- Design a magnet board game, ensuring there is a purpose to the game. Spring One- Design a stone age settlement based on knowledge and research of real stone age settlements. Summer Two – Design a healthy meal, ensuring all food categories are met.

			Summer Two- Design a tea pot cosy, considering the target group and criteria of the final product.
Year 4	***NC 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*** ***Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.*** • Know how to develop own design criteria for a product. • Know how to use annotation in order to communicate design features and ensure design criteria has been met. • Know how to carry out own research in order to inform the design of a product. • Know that from this, design criteria are created in order for the product to meet the outcomes from the research. • Know what design criteria are • Know how to suggest ways in which a design can be improved/ modified. • Know how to produce more than one design through drawing. •	reasons, purposes, target group, key audience, product, design, designed, research, inform, product, design criteria, outcomes, improved, modified, produce, annotation, design features	Nicola Tesla and Ada Lovelace, designing inventions and computer programmes.
Year 5	***NC 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*** ***Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design*** • Know the key audience for whom you are designing your enterprise product for. • Know and understand the target group/ key audience in order to develop a suitable product for them. • Know how to use a set of design criteria based on research surrounding the target group/ key audience.	key audience, designing, enterprise product, target group, product, design criteria, research, cross sectional exploded diagram, prototype, diagrams, process, Computer Aided Design, 2D designs, 3D designs	
Year 6	***NC 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*** ***Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.*** • Know what a prototype is. • Know how to use Computer Aided Design to make a 2D or 3D design. • Know how to use diagrams and prototypes in the process. • Know what a cross sectional exploded diagram is	key audience, designing, enterprise product, target group, product, design criteria, research, cross sectional exploded diagram, prototype, diagrams, process, Computer Aided Design, 2D designs, 3D designs	

Curriculum Progression Map

Design and Technology – Making

	After a third of F1	After two thirds of F1	End of F1	Vocabulary
Foundation 1	I can use glue to stick to pieces together.	I can use a glue spreader when sticking pieces together.	I can use strips of tape to stick two things together. I can show an interest in and describe the texture of things.	Stick, glue, tape, feel
Links to Curriculum Drivers	Aspiration – finding out about building occupations and a chef Health and Wellbeing – learning about healthy foods and tasting some Diversity – looking at buildings from other cultures and countries. Looking at food from around the world and linked to different cultures			
Language	Evaluation – I made this train. *"I like the way the wheels rotate."*. I've done this picture. *"I can see you have put lots of detail in there, flowers, people, trees."*. I like this because… I made this … I did this … I changed …			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Vocabulary
Foundation 2	I can explore and test out materials. I can use tape to attach two pieces together.		I can test if something I have made fits its purpose. I can use various construction materials. I can use a hole punch and split pins or treasury tags to attach. I can attach pieces together using a flange.		I can represent my own ideas. I can select the resources I need for my activity.	ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, share their creation, explaining the process they have used, make use of props and materials when role playing character in narratives and stories	Explore, test, attach, flange, slot, imagination
Links to Curriculum Drivers	Aspiration – studying architect – Zaha Hadid and sculptors – Diversity – looking at buildings from other cultures and countries. Looking at foods from around the world and different cultures. Health and Wellbeing – learning about healthy foods and making some healthy options						
Language	Evaluation – I made this train. *"I like the way the wheels rotate."*. I've done this picture. *"I can see you have put lots of detail in there, flowers, people, trees."*. I like this because… I made this … I did this … I changed …						

Year group	Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)
Year 1	*NC 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* • Explore objects and designs to identify likes and dislikes of the designs • Begin to make their design using appropriate techniques. • With help measure, mark out, cut and shape a range of materials • Know how to correctly hold a pair of scissors. • Know how to cut accurately along different sizes and shapes of lines. • Know that tracing (of simple lines using pencil) can be used to develop fine motor skills. • Know that there are different ways to join materials (e.g. glue, sellotape and blu-tack). • Begin to use simple finishing techniques to improve the appearance of their product.	sizes, shapes, lines, tracing, simple lines, fine motor skills, join, materials, glue, sellotape, blu-tack, thread, equipment, hole punched holes	Autumn 1 - Make a healthy fruit salad for 'The Tiger who came to tea'. Spring 1 - Make and evaluate a moving vehicle. Summer 2 - Make and evaluate a moving picture for a Traction Man scene. Make a ball and cup toy. Make a toy peg doll.
Year 2	*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* • Know that product designs can be made out of a range of materials. • Know that certain materials are used for a specific purpose and are chosen for those reasons. • Begin to select tools and materials; use correct vocabulary to name and describe them • Learn to use hand tools safely and appropriately. • Know that tracing (of simple lines, shapes and patterns using pencil) can be used to make a template. • Know how to create differently shaped templates (using tracing and scissors). • Know how to cut accurately along lines and around template shapes using scissors. • Start to choose and use appropriate finishing techniques based on own ideas.	product, designs, materials, purpose, tracing, simple lines, shapes, patterns, template, create, cut, scissors, investigate, methods, joining, equipment,	Aut 2 - make a bridge to get over the River Thames (structures) Structural engineer - Roma Agrawal ASPIRATION and DIVERSITY Aut 2 - make a bag to hold the flat breads (Focused task - measuring and cutting) (linked to science materials investigation) Spring 2 - make Grandma a healthy breakfast (Cooking and nutrition) Health and well-being Spring 2 - make a woodland setting for RRH with moving parts (sliders and levers) Summer 2 -make a light house (structures) Summer 2 - make Mr Grinling a healthy lunch (cooking and nutrition) Health and well-being

Year 3	*Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately* *Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities* • Know how to cut, fold, trace and shape accurately in order to produce a finished product. • Know what reclaimed and recycled materials are. • Know how to create a simple lever slider for a pop-up book/card. • Know how to join and finish accurately by selecting and using a wide range of tools and equipment. • Explain their choice of tools and equipment in relation to the skills and techniques they will be using. • Measure, mark out, cut, score and assemble components with more accuracy. • Start to work safely and accurately with a range of simple tools. • Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work	Reclaimed, recycled, cut, fold, trace, shape, product, create, simple lever slider, pop-up book/card, join, finish, lever, measure, score, components	Autumn One- Create a magnet board game, ensuring they have all the equipment and resources needed. Spring One- Create a stone age settlement, ensuring they have all the equipment and resources needed. Summer Two – Create a healthy meal, ensuring they have all the equipment and resources needed. Summer Two- Create a tea pot cosy, ensuring they have all the equipment and resources needed.
Year 4	*Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately* *Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities* • Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. • Select a wider range of tools and techniques for making their product safely. • Begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.	cut, fold, trace, shape, produce, product, create, simple lever slider, pop-up book/card, join, finish, tools, equipment, make, equipment, techniques, reinforce, strengthen,	Nicola Tesla and Ada Lovelace, designing inventions and computer programmes.
Year 5	*Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately* *Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities* • Demonstrate how to use skills in using different tools and equipment safely and accurately with growing confidence cut and join with accuracy to ensure a good-quality finish to the product. • Begin to measure and mark out more accurately	designs, investigate, investigations, thread materials, tools, components, functional, aesthetic properties	
Year 6	*Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately* *Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities* • Aim to make and to achieve a quality product. • Confidently select appropriate tools, materials, components and techniques and use them.	designs, investigate, investigations, tools, components, functional, aesthetic properties	

	• Know how to consider functional and aesthetic properties. • Use tools safely and accurately. • Demonstrate when make modifications as they go along.		

Curriculum Progression Map – Milestones

Design and Technology – Evaluating

	After a third of F1		After two thirds of F1		End of F1		Vocabulary
Foundation 1			I can say if something I have made is good or if I like it.		I can say what I like about a creation when asked.		Good, bad, like, different
Links to Curriculum Drivers	Aspiration – finding out about building occupations and a chef Health and Wellbeing – learning about healthy foods and tasting some Diversity – looking at buildings from other cultures and countries. Looking at food from around the world and linked to different cultures						
Language	Evaluation – I made this train. *"I like the way the wheels rotate."*. I've done this picture. *"I can see you have put lots of detail in there, flowers, people, trees."*. I like this because… I made this … I did this … I changed …						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Vocabulary
Foundation 2	I can say what I like about a creation when asked and if it works.		I can make alterations to make a creation fit its purpose.		I can evaluate after making and testing and say how I could improve it.	ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, share their creation, explaining the process they have used, make use of props and materials when role playing character in narratives and stories	Evaluate, like, dislike, test, improve
Links to Curriculum Drivers	Aspiration – studying architect – Zaha Hadid and sculptors – Diversity – looking at buildings from other cultures and countries. Looking at foods from around the world and different cultures. Health and Wellbeing – learning about healthy foods and making some healthy options						
Language	Evaluation – I made this train. *"I like the way the wheels rotate."*. I've done this picture. *"I can see you have put lots of detail in there, flowers, people, trees."*.						

	I like this because… I made this … I did this … I changed …		
Year group	**Key skills and 'sticky' knowledge**	**Key vocabulary**	**Links to curriculum drivers** VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)
Year 1	*Explore and evaluate a range of existing products* *Evaluate their ideas and products against design criteria* • Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria). • When looking at existing products explain what they like and dislike about products and why. • Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.	Make better, What went well	Autumn 1 - Evaluate a healthy fruit salad for 'The Tiger who came to tea'. Spring 1 - Evaluate a moving vehicle. Create vehicle exhibition for parents to see. Summer 2 - Evaluate a moving picture for a Traction Man scene.
Year 2	*Explore and evaluate a range of existing products* *Evaluate their ideas and products against design criteria* • Start to evaluate their products as they are developed, identifying strengths and possible changes they might make. • Evaluate their work against their design criteria. • Look at a range of existing products explain what they like and dislike about products and why. • With confidence talk about their ideas, saying what they like and dislike about them.	evaluate, strengths, improve product	Evaluate flat breads, healthy breakfast and Mr Grinlings's healthy lunch and suggest improvements HEALTH and WELL BEING
Year 3	*Investigate and analyse a range of existing products* *Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work* *Understand how key events and individuals in design and technology have helped shape the world* • Know how to evaluate own work in terms of strength and make suggestions. • Start to evaluate their product against original design criteria e.g. how well it meets its intended purpose • Begin to disassemble and evaluate familiar products and consider the views of others to improve them.	net, disassemble, packaging, shapes, strength, materials, evaluate, suggestions	Autumn One- Create a magnet board game, evaluating during use of game at parent café. Summer Two - Create a healthy meal, evaluating whether it covers all food groups. Shared at parent café. Summer Two- Create a tea pot cosy, evaluating its ability to keep a tea pot warm during the parent café.
Year 4	*Investigate and analyse a range of existing products* *Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work* *Understand how key events and individuals in design and technology have helped shape the world* • Evaluate their products carrying out appropriate tests. • Start to evaluate their work both during and at the end of the assignment.	net, disassemble, packaging, shapes, evaluate, durability, net design, strength, materials, suggestions	Parent café and invitation of children from other year groups to evaluate final product.
Year 5	*Investigate and analyse a range of existing products*	decorative techniques, project,	

	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work *Understand how key events and individuals in design and technology have helped shape the world* • Start to evaluate a product against the original design specification and by carrying out tests. • Evaluate their work both during and at the end of the assignment. • Begin to evaluate it personally and seek evaluation from others.	finishing techniques, triangulation, strength, evaluate, critically, improve, suggestions, design criteria/target group	
Year 6	*Investigate and analyse a range of existing products* *Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work* *Understand how key events and individuals in design and technology have helped shape the world* • Evaluate against their original criteria and suggest ways that their product could be improved. • Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests. • Evaluate their work both during and at the end of the assignment. • Record their evaluations using drawings with labels.	decorative techniques, project, finishing techniques, triangulation, strength, evaluate, critically, improve, suggestions, design criteria/target group	

Curriculum Progression Map

Design and Technology – Structures

	After a third of F1	After two thirds of F1	End of F1	Vocabulary
Foundation 1	I can stack 3 blocks to balance.	I can experiment with blocks. I can stack 6 blocks to balance. I can balance blocks to build a bridge. I can test out blocks to know which will balance and which will not.	I can begin to construct stacking blocks vertically and horizontally, making enclosures and creating spaces. I can use my own ideas when building.	Blocks, build, bridge, stack, tower, test, balance, space
Links to Curriculum Drivers	Aspiration – finding out about building occupations and a chef Health and Wellbeing – learning about healthy foods and tasting some Diversity – looking at buildings from other cultures and countries. Looking at food from around the world and linked to different cultures			
Language	Evaluation – I made this train. *"I like the way the wheels rotate."*. I've done this picture. *"I can see you have put lots of detail in there, flowers, people, trees."*. I like this because… I made this … I did this … I changed …			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Vocabulary
Foundation 2	I can balance blocks. I can push and pull apart larger construction pieces, such as, Duplo.		I can use various construction materials. I can begin to construct stacking blocks vertically and horizontally, making enclosures and creating spaces.		I can represent my own ideas. I can construct with smaller pieces, such as, Lego and add in details.	ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with	Balance, construct, symmetrical, ideas, imagination, architect

		I can join construction pieces together to build and balance.	I can use blocks to build structures with balance, symmetry and with smaller detail features.	colour, design, texture, form and function, share their creation, explaining the process they have used, make use of props and materials when role playing character in narratives and stories	
Links to Curriculum Drivers	Aspiration – studying architect – Zaha Hadid and sculptors – Diversity – looking at buildings from other cultures and countries. Looking at foods from around the world and different cultures. Health and Wellbeing – learning about healthy foods and making some healthy options				
Language	Evaluation – I made this train. *"I like the way the wheels rotate."*. I've done this picture. *"I can see you have put lots of detail in there, flowers, people, trees."*. I like this because… I made this … I did this … I changed …				

Year group	Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)
Year 1	***Build structures, exploring how they can be made stronger, stiffer and more stable*** • Make a structure more stable by widening the base. • Construct a range of simple structures using simple construction kits. • Make a simple card hinge.	construction, explore, slider, simple moving image	Explored through continuous provision as well as taught explicitly Summer 2 – Design, make and evaluate a moving picture for a Traction Man scene. Explore and evaluate a range of existing moving books. Test and assemble a variety of levers, sliders, flaps and ways to make parts 'pop' out or move. *Use mechanisms [for example, levers, sliders], in their products.
Year 2	***Build structures, exploring how they can be made stronger, stiffer and more stable*** • Deconstruct and assemble the net of basic 3D shapes. • Use materials to make simple joints, glue, tape and paper clips, masking tape • Know how to investigate different methods for joining materials • Know how to make a structure more stable	Structure, stable, rigid, cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic circle, triangle,	Explored through continuous provision as well as taught explicitly Aut 2 – make a bridge to span the River Thames using a simple hinger and winding mechanism (like Tower Bridge) Study structural engineer Roma Agrawal DIVERSITY and ASPIRATION

		square, rectangle, cuboid, cube, cylinder	
Year 3	*Apply their understanding of how to strengthen, stiffen and reinforce more complex structures* • Make rectangular frames of different sizes using strip wood, reinforcing with cross braces. • Join 2D frames to create 3D structures. • Use a range of materials to make joints. • Know that certain reclaimed/ recycled materials can be used for a specific purpose in order to make a structure.	reclaimed, recycled materials, purpose, structure,	Spring One- Create a stone age settlement based on knowledge and research of real stone age settlements.
Year 4	*Apply their understanding of how to strengthen, stiffen and reinforce more complex structures* • Create nets of increasingly complex 3D shapes which include the addition of gluing tabs. • Reinforce and strengthen 3D framework using the concept of 'triangulation'. • Explain in detail why some structures fail. • Know what reclaimed and recycled materials are.	reclaimed, recycled, materials, purpose, Girder, rafter, strut shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics, decision	Looking at buildings and structures across the Mediterranean for Geography. Gaudi- architect in Spain.
Year 5	*Apply their understanding of how to strengthen, stiffen and reinforce more complex structures* • Use a range of increasing methods to strengthen 3D structures and frames. • Investigate measure and record the load tolerance of different structures and find ways of improving a structures loadbearing capacity. • Create nets and templates accurately in a range of sizes. • Build a range of structures using a wide range of effective materials.	reclaimed, recycled, materials, purpose, Girder, rafter, strut shell structure, Net, template, structure, frame. Measure, record, strengthen, load, capacity, loadbearing, materials	
Year 6	*Apply their understanding of how to strengthen, stiffen and reinforce more complex structures* • Apply a range of finishing techniques, including those from art and design, to a broad range of materials including textiles, metals, polymers and woods. • Use a wider more complex range of materials, components and ingredients, taking into account their properties.	Member, cross brace, cantilever, frame structure, stiffen, strengthen, reinforce, triangulation,	

	• Make use of specialist equipment to mark out materials. • Select the most appropriate method to strength 3D structures and frames.	stability, shape, join, temporary, permanent	

Curriculum Progression Map

Design and Technology – Textiles

	After a third of F1	After two thirds of F1	End of F1	Vocabulary
Foundation 1	I can thread large beads on to a pipe cleaner.	I can thread smaller beads on to a pipe cleaner.	I can thread larger beads on to string. I can push string in and out of a threading card.	Thread, bead, string, push, in, out
Links to Curriculum Drivers	Aspiration – finding out about building occupations and a chef Health and Wellbeing – learning about healthy foods and tasting some Diversity – looking at buildings from other cultures and countries. Looking at food from around the world and linked to different cultures			
Language	Evaluation – I made this train. *"I like the way the wheels rotate."*. I've done this picture. *"I can see you have put lots of detail in there, flowers, people, trees."*. I like this because… I made this … I did this … I changed …			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Vocabulary
Foundation 2	I can thread larger beads on to string. I can push string in and out of a threading card.		I can push smaller beads on to a string. I can weave string in and out on a threading card.		I can thread with wool.	ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, share their creation, explaining the process they have used, make use of props and materials when role playing character in narratives and stories	Thread, across, wool
Links to Curriculum Drivers	Aspiration – studying architect – Zaha Hadid and sculptors – Diversity – looking at buildings from other cultures and countries. Looking at foods from around the world and different cultures. Health and Wellbeing – learning about healthy foods and making some healthy options						
Language	Evaluation – I made this train. *"I like the way the wheels rotate."*. I've done this picture. *"I can see you have put lots of detail in there, flowers, people, trees."*. I like this because… I made this … I did this … I changed …						

Year group	Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)
Year 1	*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* • Use a simple template. • Join fabrics using glue, staples and thread. • Apply an increasing range of finishing techniques • Talk about and begin to select textiles based on characteristics of an increasing range of materials.	joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish, thread, equipment, hole punched holes, cotton reels, shoelaces, create, peg board, pegs	Summer 2 - Use a range of materials to make a toy peg doll. Occupations - clothes designer Diversity - Looking at clothes that people used to wear in the past and comparing with now, looking at clothes people wear in different countries and when celebrating festivals or getting married or different religions.
Year 2	*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* • Cut and join fabrics using a running stitch • Decorate fabric by applying beads and sequins. • Talk about the similarities and differences between textiles based on the characteristics of an increasing range of materials. • Use a simple pattern with increasing accuracy.	joining and finishing techniques, tools, fabrics, template, pattern pieces, mark out, join, decorate, finish running stich measure	Summer 2 - make a glove puppet for Punch and Judy
Year 3	• Join fabrics in a range of different ways using zips, tie clasp, toggles, press-studs and buttons. • Know how to use the threading grids to create simple threading patterns- cross stitch and running stitch. • Use a wide range of simple finishing techniques. • Know how to thread a wide eyelet needle using thread.	fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance, thread, wide eyelet needle, threading grids, threading patterns, cross stitch, running stitch	Summer Two- Create a tea pot cosy, using the correct fabrics for design purposes as well as warming abilities.
Year 4	• Sew using a range of stitches including, backward running stitch and over sewing. • Know how to use binka to create a simple sewing product-, back stitch and whipping stitch. • Now sew using a range of different stitches, to weave and knit. • Use a wide range of techniques to add colour, texture and pattern to fabric.	thread, wide eyelet needle, binka, simple sewing product, cross stitch, running stitch, back stitch, whipping	Looking at simple Celtic fabric work and patterns during study of the Romans.

	• Make and use a paper pattern that includes a seam allowance.	stitch, weaving, loom, knit, casting on/off	
Year 5	• I can create objects (such as a cushion) that employ a seam allowance. • I can join textiles with a combination of stitching techniques (e.g. back stitch for seams and running stitch to attach decoration). • Know how to choose a type of stitch for a purpose (e.g. cross stitch, running stitch, back stitch and whipping stitch). • Identify the most effective finishing technique in order to maximise the aesthetic value of the product.	seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins, thread, pinking shears, fastenings, , small eyelet needle, stitch, purpose, cross stitch, running stitch, back stitch, whipping stitch,	
Year 6	• Use a broad range of material joining techniques including stitching, mechanical fastenings, heat processes and adhesives. • Investigate and develop skills in modifying the appearance of materials including textiles and other manufactured materials e.g. dying and applique • Use CAD/CAM to produce and apply surface finishing techniques, e.g. using dye sublimation	thread, small eyelet needle, stitch, purpose, cross stitch, running stitch, back stitch, whipping stitch, materials, dying, applique, CAD/CAM	

Curriculum Progression Map

Design and Technology – Mechanisms/Mechanical Systems

	After a third of F1	After two thirds of F1	End of F1	Vocabulary
Foundation 1	I can push two simple construction pieces together, such as, stickle bricks.	I can make simple models using construction toys.	I can use various construction materials. I can push and pull apart larger construction pieces, such as, Duplo.	Make, model, join, push, pull, build
Links to Curriculum Drivers	Aspiration – finding out about building occupations and a chef Health and Wellbeing – learning about healthy foods and tasting some Diversity – looking at buildings from other cultures and countries. Looking at food from around the world and linked to different cultures			
Language	Evaluation – I made this train. *"I like the way the wheels rotate."*. I've done this picture. *"I can see you have put lots of detail in there, flowers, people, trees."*. I like this because… I made this … I did this … I changed …			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Vocabulary

Foundation 2	I can twist to put something on or off, such as, a lid. I can push and pull apart larger construction pieces, such as, Duplo.	I can use various construction materials, such as, Mobilo to create moving creations. I can use a split pin to attach.	I can represent my own ideas.	ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, share their creation, explaining the process they have used, make use of props and materials when role playing character in narratives and stories	Twist, construct, design, create, attach
Links to Curriculum Drivers	Aspiration – studying architect – Zaha Hadid and sculptors – Diversity – looking at buildings from other cultures and countries. Looking at foods from around the world and different cultures. Health and Wellbeing – learning about healthy foods and making some healthy options				
Language	Evaluation – I made this train. *"I like the way the wheels rotate."*. I've done this picture. *"I can see you have put lots of detail in there, flowers, people, trees."*. I like this because… I made this … I did this … I changed …				

Year group	Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)
Year 1	*Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.* • Construct a simple slider independently. • Explore and use wheels, axles and axle holders. • Distinguish between fixed and freely moving axles. • Deconstruct a simple slider and describe how it works. • Understand that different mechanisms produce different types of movement. • Know and use technical vocabulary relevant to the project.	slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards vehicle, wheel, axle, axle holder, chassis, body, cab	Occupation – designer, car mechanic/manufacturer Spring 1 – Design, make and evaluate a moving vehicle. Disassembly and skills: *Test and assemble a variety of wheels and axels to see which work best.
Year 2	*Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.* • Know how to create a simple moving image using a lever. • Make a lever by joining card strips with paper fasteners. • Know and use technical vocabulary relevant to the project. • Know how to explore a range of simple levers for a specific purpose. • Know how to combine sliders and levers in one product.	assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism, names of tools, equipment and materials used, simple levers, simple moving image, lever, sliders	Spring 2 – make a woodland setting for RRH with moving parts, exploring a range of ways that levers and sliders can be used
Year 3	*Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]*	mechanism, lever, linkage, pivot, slot,	

	• Construct a simple pneumatic system • Identify the cam within a simple mechanism and explain how movement is changed. • Understand and use lever and linkage mechanisms. • Deconstruct and reconstruct a range of sliders and levers. • Vary the position of the pivot point to lift a load using a lever. • Distinguish between fixed and loose pivots.	bridge, guide system, input, process, output linear, rotary, oscillating, reciprocating	
Year 4	*Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]* • Construct a pneumatic with two moving parts. • Create a range of sliders and levers to produce horizontal and vertical movement. • Combine sliders and levers to produce a range of movements. • Describe the way in which a cam changes rotary motion into linear motion.	Slider, lever, horizontal, vertical, pneumatic, cam, rotary, motion, linear	
Year 5	*Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]* • Know what a simple pulley system consists of. • Know that there can be different designs of pulley systems. • Know how to investigate different pulley systems. • Know how to use these investigations to make own simple pulley system. • Choose and use a range of sliders and levers accurately to create a range of effects. • Analyse and evaluate the efficiency of pneumatic systems. • Discuss the relationship between a cam and follower, an off-centre cam, a peg cam, a pear-shaped cam and a snail cam.	pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor, circuit, switch, circuit diagram, annotated drawings, exploded diagrams, mechanical system, electrical system, input, process, output designs, investigate, investigations,	
Year 6	*Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]* • Construct and use compound gear trains to drive mechanical systems from a motor. • Make adjustments to the settings of equipment and machinery such as sewing machines and drilling machines.	simple pulley system, designs, investigate, investigations, mechanical, motor, drill,	

Curriculum Progression Map

Design and Technology – Electrical Systems

Year group	Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)

Year 3	*Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]* • Explore and describe how an electric motor can be used in a circuit. • Know how to make a simple electrical circuit using a buzzer, a battery, a bulb and wires. • Know that a simple circuit consists of a buzzer, a battery, a bulb and wires and that knowledge of a circuit can be applied for a specific D and T purpose.	tools, equipment, make, simple electrical circuit, buzzer, battery, bulb, wires	
Year 4	*Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]* • I can create parallel circuits. • Explore and explain how the direction and speed of an electrical motor can be controlled. • Explore and program a simple control device. • Explore and describe how electrical circuits can be created and controlled. • Discuss in depth the hazards and safety issues associated with electricity. • Use a remote-controlled device to switch lights on and off. (including computer control packages)	series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device,	Nicola Tesla and Ada Lovelace, designing inventions and computer programmes.
Year 5	*Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]* • I can create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips). • Explore and use an increasing range of complex control system, e.g., a light sensor. • Explore and describe how switches can be used in a range of circuits to control components, e.g. lights in a lighthouse, a movement sensor in a burglar alarm. • Apply appropriate safety measures when constructing circuits. • Explore and discuss ways in which electricity can be used to control movement.	Switch, circuit, current, component, light, sensor, electricity, , fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device,	
Year 6	*Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]* • I can create circuits using electronics kits that employ a number of components with increasing confidence. • I can control outputs such as actuators and motors. • I can make use of sensors to detect heat, light, sound and movement. • Apply computing and use of electronics to embed intelligence in products that respond to inputs.	reed switch, toggle switch, push-to-make switch, push-to-break switch, light dependent resistor (LDR), tilt switch, light emitting diode (LED), bulb, bulb holder, battery, battery holder, USB cable, wire, insulator, conductor, crocodile clip control, program, system,	

		input device, output device, series circuit, parallel circuit	

Curriculum Progression Map

Design and Technology – Cooking and nutrition

	After a third of F1	After two thirds of F1	End of F1	Vocabulary
Foundation 1	I am willing to try new foods.	I can participate in food making activities using some equipment to combine foods.	I understand that tools have to be used safely. I can select something that is healthy to eat or drink. I can name and identify some fruits and vegetables.	Food, fruit, vegetable, make, cut, knife, spread, healthy, new, try, taste, smell, pour, dough, chop
Links to Curriculum Drivers	Aspiration – finding out about building occupations and a chef Health and Wellbeing – learning about healthy foods and tasting some Diversity – looking at buildings from other cultures and countries. Looking at food from around the world and linked to different cultures			
Language	Evaluation – I made this train. *"I like the way the wheels rotate."*. I've done this picture. *"I can see you have put lots of detail in there, flowers, people, trees."*. I like this because… I made this … I did this … I changed …			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Vocabulary
Foundation 2	I can use a knife to spread. I can pour from a jug into a larger container without spilling. I can eat my dinner with a knife and fork. I understand that equipment and tools have to be used safely. I can talk about ingredients being combined to make food. I know to use scales to weigh ingredients.		I can use a knife to chop up soft foods. I can choose some healthy foods and know I need a variety of foods. I can use jugs/scoops/spoons with more accuracy into smaller containers without spilling.		I can use a knife to cut up some of my dinner. I know the importance of a healthy diet for good health. I can follow instructions to make food. I can use some equipment with accuracy.	ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, share their creation, explaining the process they have used, make use of props and materials when role playing character in	Fork, knife, spread, safe, weigh, ingredients, chop, measure, healthy, equipment, chef

				narratives and stories	

Links to Curriculum Drivers	Aspiration – studying architect – Zaha Hadid and sculptors – Diversity – looking at buildings from other cultures and countries. Looking at foods from around the world and different cultures. Health and Wellbeing – learning about healthy foods and making some healthy options
Language	Evaluation – I made this train. *"I like the way the wheels rotate."*. I've done this picture. *"I can see you have put lots of detail in there, flowers, people, trees."*. I like this because… I made this … I did this … I changed …

Year group	Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)
Year 1	***Use the basic principles of a healthy and varied diet to prepare dishes*** ***Understand where food comes from.*** • I can cut and squeeze (soft foods) ingredients safely and hygienically. • Know that meat comes from animals and fish comes from the sea. • Know that vegetables and fruit come from plants in the earth. • Know that dairy products such as yoghurt, cheese and milk come from animals. • Know that some foods are bad because they contain lots of sugar or fat and can give some examples. • Know how to suggest healthy and unhealthy snacks and be able to say whether these are good or bad for you. • Know which foods are healthy/ unhealthy on the eat well plate. • Know that the healthy foods outweigh the unhealthy foods on the eat well plate. • Know how to hold a knife correctly using a simple bridge hold. • Know how to peel, cut, chop and spread soft items such as bread, bananas, strawberries etc. • Know how to make a fruit smoothie.	meat, animals, fish, vegetables, fruit, plants, dairy products, yoghurt, cheese, milk, foods, sugar, fat, healthy, unhealthy, eat well plate, hold, knife, simple bridge hold, peel, cut, chop, spread, make	Occupation – chef, baker Health and well-being Autumn 1 – Design, make and evaluate a healthy fruit salad for 'The Tiger who came to tea'. Visit from Asda to sample fruits for healthy fruit salad Autumn 2 – Make a Vegetable soup Spring 1 – Make egg Muffins Spring 2 – tuna pasta salad Summer 1 – Make a fruit jelly Summer 2 – Healthy carrot cake oatmeal cookies
Year 2	***Use the basic principles of a healthy and varied diet to prepare dishes*** ***Understand where food comes from.*** • Know how to peel, cut and chop firmer foods (such as apples, carrots, cheese and tomatoes etc.) in order to make a salad. • Know which foods are healthy/ unhealthy on the eat well plate and can state healthier food swap alternatives. • Know the proportions of each food group on the eat well plate and why this is important. • I can measure or weigh using measuring cups or electronic scales. • Know the main sources of food (e.g. meat and dairy from animals, fruit and vegetables from plants etc.). • Know that some foods are farmed, grown or caught (giving examples) and that these are natural food items.	sources, food, meat, dairy, animals, fruit, vegetables, plants, farmed, grown, caught, natural food items, sugar, fat, man-made, artificial, healthy, unhealthy, snacks, teeth, eat well plate, healthier food swap alternatives, proportions, food group, hold, knife, simple bridge hold,	Aut 2 – flat breads Spring 2 – design and make a healthy breakfast for Grandma (RRH) Summer 2 – design and make a healthy linch for Mr Grinling HEALTH and WELL-BEING

	• Know that some foods are bad because they contain lots of sugar or fat and can give some examples. • Know that the healthy foods outweigh the unhealthy foods on the eat well plate. - lots, some of, a little of • Know how to hold a knife correctly using a simple bridge hold. (as part of daily routines) • Know how to evaluate a food product- salad against certain aspects (e.g. taste, smell, appearance).	peel, cut, chop, evaluate, food product, aspects, taste, smell, appearance	
Year 3	***Understand and apply the principles of a healthy and varied diet*** ***Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques*** ***Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.*** • Know how to plan a healthy sweet meal using knowledge of the eat well plate (containing fruit/s). • Know the importance of planning before preparing and cooking a food dish. • Know how to demonstrate and use a range of cooking techniques when preparing and cooking dishes (e.g. chopping, kneading, grating and mixing). • Know the difference between savoury and sweet foods. • Know where different food products come from and how they are made using research to inform own planning (e.g. where foods are grown, farmed or caught).	food health, safety, hygiene, health and safety rules, cooking, savoury foods, sweet foods, food products, research, plan, planning, grown, farmed, caught, eat well plate, carbohydrates, vegetables, fruits, key aspects, equipment, ingredients, instructions, preparing, cooking, prepare, cook, cooking techniques, chopping, kneading, grating, mixing	Summer Two – Create a healthy meal for a tea party, covering all food group areas. This food will be shared with others, therefore food safety and hygiene is an important area for discussion.
Year 4	***Understand and apply the principles of a healthy and varied diet*** ***Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques*** ***Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.*** • Know how to plan a savoury meal using knowledge of the eat well plate (containing carbohydrate and vegetables). • Know the importance of planning before preparing and cooking a food dish. • Know how to prepare and cook a dish following a pre- made plan or recipe. • Know the key aspects of planning a dish (e.g. equipment, ingredients and instructions).	food health, safety, hygiene, health and safety rules, cooking, savoury foods, sweet foods, food products, research, inform, planning, grown, farmed, caught, eat well plate, carbohydrates, vegetables, fruits, key aspects, equipment, ingredients, instructions, preparing, cooking, prepare, cook, pre-made plan, recipe, cooking techniques,	Massimo Bottura- Number 1 ranked chef in the world, analysis of his skills and recipes when working on Mediterranean diets.

		chopping, kneading, grating, mixing	
Year 5	*Understand and apply the principles of a healthy and varied diet* *Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques* *Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.* • Know and check when a meat has been properly cooked (e.g. juices run clear and chicken is white not pink). • Know the importance of cooking meat for the correct amount of time, based on packaging advice. • Know how raw meats should be safely stored e.g. bottom of the fridge). • Know how to prepare raw meat (e.g. different chopping board/ utensils and washing hands before and after). • Know the importance of this health advice when handling more than one type of meat. • Know how to demonstrate correct preparation of food products.	preparation, food products, raw meats, stored, prepare, cooking, packaging, cooked, create, plan, prepare, cook, heat source, cooking techniques, chopping, kneading, grating, mixing	
Year 6	*Understand and apply the principles of a healthy and varied diet* *Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques* *Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.* • Know how to create, plan, prepare and cook a healthy evening meal using a heat source. • Know how to select and use appropriate cooking techniques for a healthy evening meal (e.g. chopping, kneading, grating and mixing). • Know how to demonstrate correct preparation of food products. • Know how raw meats should be safely stored e.g. bottom of the fridge). • Know how to prepare raw meat (e.g. different chopping board/ utensils and washing hands before and after). • Know the importance of this health advice when handling more than one type of meat. • Know the importance of cooking meat for the correct amount of time, based on packaging advice. • Know and check when a meat has been properly cooked (e.g. juices run clear and chicken is white not pink).	preparation, food products, raw meats, stored, prepare, cooking, packaging, cooked, create, plan, prepare, cook, heat source, cooking techniques, chopping, kneading, grating, mixing	