



EYFS take inspiration from the EYFS Framework (2021) and incorporate opportunity for pupils to access activities that link with Understanding the World and Expressive Arts and Design.

	Autumn	Spring	Summer
N	Use glue sticks to join items with support. Builds towers by stacking objects.	Use glue spatulas to join items with support. Exploring clay and using simple modelling techniques. Builds walls to create enclosed spaces.	Create a model with one texture. Use glue sticks and glue spatulas to join independently. Build simple models using a variety of resources.
R	DT Project- Bird baths. Mini animal dens. Hammer and nails to join shapes / leaves to a log. Junk modelling. Exploring clay and using simple modelling techniques.	Construction- Houses for pigs. Traps for the wolf. To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Habitat building. To know about similarities and differences in relation to places, objects, materials and living things. Creating 2D and 3D structures using sticks and natural materials.	Large Den building.

Years 1 to 6 –

FOOD	MATERIALS	TEXTILES	ELECTRICALS	CONSTRUCTION	MECHANICS	COMPUTING (Computing and not DT)
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The national curriculum for design and technology 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.

Key Stage 1

Year 1	Materials-Designing and making photo frames	Construction-Designing and making a castle with a moving drawbridge	Mechanics-Designing and making a diorama with a moving lever (3D constructs developed from history)
	<ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. • Explore and evaluate a range of existing products. • Evaluate their ideas and products against design criteria. • Build structures, exploring how they can be made stronger, stiffer and more stable. 	<ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. • Evaluate their ideas and products against design criteria. • Explore and use mechanisms (e.g levers, sliders, wheels and axles), in their products. 	<ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. • Evaluate their ideas and products against design criteria. • Explore and use mechanisms (e.g levers, sliders, wheels and axles), in their products.

Long Term Skills Progression Map DT

		<ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. 	
Year 2	<p>Food- Fruit Kebabs (healthy snack)</p> <p>Healthy Snacks</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves/other users based on design criteria. Generate, develop, model and communicate ideas through talking and drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform tasks (cutting, shaping, joining and finishing). Evaluate their ideas and products against design criteria. Understand the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. 	<p>Mechanics- Moon Buggies (wheels/axles)</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves/other users based on design criteria. Generate, develop, model and communicate ideas through talking and drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform tasks (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 and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Build structures, exploring how they can be stronger, stiffer and more stable. Explore and use mechanisms (e.g. levers, sliders, wheels and axles) in their products. <p>Textiles- Kites (evaluating the material)</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves/other users based on design criteria. Generate, develop, model and communicate ideas through talking and drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform tasks (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 and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Build structures, exploring how they can be stronger, stiffer and more stable. 	

Key Stage 2

Year 3	Construct -Iron Age Roundhouse for a toy model	Material — stiff and flexible - Gift Box fit for a pharaoh	Mechanics- Roman Catapult commission
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Long Term Skills Progression Map DT

	<ul style="list-style-type: none"> • 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 and prototypes. • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<ul style="list-style-type: none"> • 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. • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • Select from and use a wider range of tools and equipment to perform practical tasks accurately. • Understand how key events and individuals in design and technology have helped shape the world. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 	<ul style="list-style-type: none"> • 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. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages). • Understand how key events and individuals in design and technology have helped shape the world.
Year 4	Electricals- Design your own torch <ul style="list-style-type: none"> • 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. • 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. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors). 	Mechanics- Moving toy – horse – Snow Spider <ul style="list-style-type: none"> • 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. • Investigate and analyse a range of existing products. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • 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. • Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining, and finishing), accurately • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages). 	Construction-Tudor House <ul style="list-style-type: none"> • 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 • 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. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve works. • Understand how key events and individuals in design and technology have helped shape the world • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
Year 5	Mechanism - Rainforest Pop-up book <ul style="list-style-type: none"> • Understand and use mechanical systems in products. • 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. 	Materials – Solar System Mobile <ul style="list-style-type: none"> • 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. • Investigate and analyse a range of existing products. • To apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • Select from and use a wider range of tools and equipment to perform practical tasks accurately. 	Construction – Bridges <ul style="list-style-type: none"> • 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. • To apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • Select from and use a wider range of tools and equipment to perform practical tasks accurately.

Long Term Skills Progression Map DT

		<ul style="list-style-type: none">• Evaluate their ideas and products against their own design criteria and consider the views of others to improve works.	<ul style="list-style-type: none">• Evaluate their ideas and products against their own design criteria and consider the views of others to improve works.
Year 6	<p>Food- War time recipes</p> <ul style="list-style-type: none">• Understand and apply to principles of a healthy and varied diet.• Prepare and cook a variety of dishes using a range of techniques.• Understand seasonality, and know how a variety of ingredients are grown, reared, caught and processed. <p>Textiles- Make do and mend</p> <ul style="list-style-type: none">• 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.• 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.• Evaluate their ideas and products against their own design criteria and consider the views of others to improve works.	<p>Electricals – Programming Pioneers</p> <ul style="list-style-type: none">• To understand and use electrical systems in their products.• To apply their understanding of computing to program, monitor and control their products.• 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.• 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.• Evaluate their ideas and products against their own design criteria and consider the views of others to improve works.	