

Design Technology – Curriculum Progression Map

	Nursery	Reception	Year 1	Year 2
EYFS/National Curriculum	<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. <p>Physical Development</p> <ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. <p>Understanding the World • Explore how things work.</p> <p>Expressive Arts and Design • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 	<p>Physical Development</p> <ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. <p>Physical Development Fine Motor Skills</p> <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery. <p>Expressive Arts and Design Creating with Materials</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> I can use my own ideas to make something I can describe how something works I can cut food safely I can make a product that moves I can make a model stronger I can explain to someone else how I want my model to work I can use appropriate resources and tools I can make a simple plan 	<ul style="list-style-type: none"> I can think of an idea and plan what to do next I can choose tools and materials and explain why I have chosen them I can join materials and components in different ways I can explain why I have chosen specific textiles I can measure materials to use in a model or structure I can describe the ingredients I am using

STRAND – Developing, planning and communicating ideas				
	Nursery	Reception	Year 1	Year 2
Key knowledge	I can make a model from an idea.	I can represent my own ideas, thoughts and feelings through design and technology	I can design purposeful, functional, appealing products for themselves and other users based on design criteria I can generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	
Key skills	I can manipulate materials in my work.	I can make something with a purpose in mind. I can adapt my work when I need to. I can talk about my ideas	I can think of some of my own ideas. I can explain what I want to do. I can use pictures and words to plan.	I can think of ideas and plan what to do next I can choose the best tools and materials. I can give a reason why these are best I can describe my design by using pictures, diagrams, models and words.
Key vocabulary	Make, cut, stick, join, build	In addition to nursery Improve, materials, connect	Product, evaluate, problem-solving, label, user, purpose	Brief, technology, form, function, assembling

STRAND – Make				
	Nursery	Reception	Year 1	Year 2
Key knowledge	Realises objects can be stuck together using glue or tape. Realises tools can be used for a purpose. Knows that different construction toys can be connected in different ways	Recognises that tools need to be used safely. Chooses between different tools, resources and techniques to connect and join materials.	I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics I can select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	
Key Skills	I can use simple tools; such as scissors to snip paper. I can use different construction toys to join, build and balance. I can use blocks and other construction toys to make enclosures and create spaces.	I can use simple tools to effect changes to materials. I can use tools and construction materials safely and with increasing control. I can manipulate materials to achieve a panned effect. I use various resources to make things with. I can handle equipment and tools effectively	I can explain what I am making I can explain which tools I am using.	I can join things (materials/ components) together in different ways.
Key Vocabulary	cut, stick, glue, paper, build, join	tool, material, ,make, cut, build, construct	planning, investigating design, evaluate, make, user, purpose, ideas, product, investigating , function	
STRAND – Evaluate				
	Nursery	Reception	Year 1	Year 2

Key knowledge		I can explain why I have made something and what it is for	I can explore and evaluate a range of existing products I can evaluate their ideas and products against design criteria
Key Skills		I can talk about what I have made and how I have made it.	I can describe how something works I can talk about my own work and things that other people have done. If I did it again, I can they explain what I would improve. I can explain what went well with my work

Strand – Cooking and Nutrition

	Year 1	Year 2
Key knowledge	I can use the basic principles of a healthy and varied diet to prepare dishes I understand where food comes from	
Key Skills	I can cut food safely I can describe the texture of foods I can wash my hands and make sure that surfaces are clean I can think of interesting ways of decorating food they have made, eg, cakes	I can describe the properties of the ingredients I am using I can explain what it means to be hygienic I am hygienic in the kitchen
Key Vocabulary	Ingredients, healthy, cook, taste, utensil, Wooden spoon, Pan, Bowl, Spatula, rolling pin, Scale, Measure, Weigh, Baking tin, hygiene, chef	In addition to previous year Squeezing, folding, slice, dice, combining

Strand – Textiles

	Year 1	Year 2
Key knowledge	I can use a variety of stitching techniques to create a product I can use different ways to join textiles e.g. glue, stitching, stapling	
Key Skills	I can use and explore a variety of materials, tools and techniques experimenting with design, form and function I can measure, cut and join textiles I can choose suitable textiles	I can describe how different textiles feel I can make a product from textiles by gluing I can join textiles together to make something I can cut textiles I can measure textiles and cut accurately
Key Vocabulary	Stitch, fabric	Textile, pattern, piece, join, sew

Strand – Technical knowledge – mechanisms and structures

	Year 1	Year 2
Key knowledge	I can explore and make mechanisms with wheels, axels, levers or sliders I can create structures that are strong and stable with a purpose	

Key Skills	I can create a mechanism for a purpose I can create a structure that is strong I can create a slider or lever that works	I can create a mechanism for a purpose I can create a structure that is strong and stable and test is I can create something that moves I can create an axel with wheels that move
Key Vocabulary	Strong, lever, slider, purpose, structure, balance, mechanism	Purpose, strong, stable, axel, wheels