



D and T Progression & Coverage Document



Curriculum Objectives	
EYFS	KS1
<p><u>Understanding the world</u> Birth to three: Explore materials with different properties 3 and 4 year olds: Explore how things work EAD Birth to three: Explore different materials, using all their senses to investigate them. Manipulate and play with different materials Use their imagination as they consider what they can do with different materials Make simple models which express their ideas 3 and 4 year olds: Explore different materials freely, 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 Join different materials and explore different textures Reception: Return to and build on their previous learning, refining ideas and developing their ability to represent them Create collaboratively, sharing ideas, resources and skills ELG: 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</p>	<p><u>Design</u> 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 <u>Make</u> 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 characteristic <u>Evaluate</u> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria <u>Technical knowledge</u> 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</p>

Objectives			
YN As a designer	YR As a designer	KS1 Cycle A As a designer	KS1 Cycle B As a designer



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<p>Designing</p>	<ul style="list-style-type: none"> • Explore materials with different properties (Who lives in my house / Autumn 1) • Explore how things work (What would you find at the Farm?/ Spring 2) • Explore different materials, using all their senses to investigate them. (Where does the day go at night?/ Autumn 2) • Manipulate and play with different materials (Where does the day go at night?/ Autumn 2) • Use their imagination as they consider what they can do with different materials (Who lives in my house/ Autumn 1) 	<ul style="list-style-type: none"> • Explore how things work (Who can I ask for help?/Spring 1) 	<ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria (What is our School Made of?/ Spring 1) • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology (Is the Wii or xBox better than Grandma or Grandads old toys?/Summer 1) 	<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 (What do Aliens Think of Life on Planet Earth?/ Summer 2)
<p>Making</p>	<ul style="list-style-type: none"> • Explore materials with different properties (Where does the day go at night?/ Autumn 2) 	<ul style="list-style-type: none"> • Explore how things work (Who can I ask for help?/ Spring 1) • Return to and build on their previous learning, refining ideas and developing their ability to represent them (What do I Know about me?/ Autumn 1) 	<ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] (What is our School Made of?/ Spring 1) • Select from and use a wide range of materials and components, 	



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		<ul style="list-style-type: none">• Create collaboratively, sharing ideas, resources and skills (Twinkle Twinkle Little Star/ Spring 2)• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (Why are there so many leaves on the ground?/ Autumn 1)	including construction materials, textiles and ingredients, according to their characteristic (What is our School Made of?/ Spring 1)	
Evaluating	<ul style="list-style-type: none">• Explore materials with different properties (What can I do with water?/ Summer 2)	<ul style="list-style-type: none">• Return to and build on their previous learning, refining ideas and developing their ability to represent them (What do I Know about me?/ Autumn 1)• Create collaboratively, sharing ideas, resources and skills (Who can I ask for help?/ Spring 1)• Share their creations, explaining the process they have used (Who can I ask for help?/ Spring 1)	<ul style="list-style-type: none">• Explore and evaluate a range of existing products (What is our School Made of?/ Spring 1)• Evaluate their ideas and products against design criteria (What is our School Made of?/ Spring 1)	



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Technical Knowledge	<ul style="list-style-type: none">• Develop their own ideas and then decide which materials to use to express them (Who goes to the Ugly Bug Ball?/Summer 1)• Join different materials and explore different textures (Where does the day go at night?/ Autumn 2)	<ul style="list-style-type: none">• Explore how things work (Who can I ask for help?/ Spring 1)		<ul style="list-style-type: none">• Build structures, exploring how they can be made stronger, stiffer and more stable (What do Aliens Think of Life on Planet Earth?/ Summer 2) (How have people like Rosa Parks helped to make the world the better place?/Autumn 2)• Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products (How have people like Rosa Parks helped to make the world the better place?/Autumn 2) (Why can't a Penguin live near the Equator?/ Spring 1)
Food Technology		<ul style="list-style-type: none">• Create collaboratively, sharing ideas, resources and skills (Who can I ask for help?/ Spring 1)	<ul style="list-style-type: none">• Evaluate their ideas and products against design criteria (How old are the trees around us?/ Summer 2)	<ul style="list-style-type: none">• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic (What do Aliens Think



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				of Life on Planet Earth?/ Summer 2)
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