



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	YR1 As a designer	YR2 As a designer



D and T Progression & Coverage Document

Designing	<ul style="list-style-type: none"> Explore different materials, using all their senses to investigate them. (Where does the day go at night?/ Autumn 2) Explore different materials freely, to develop their ideas about how to use them and what to make (Where does the day go at night?/ Autumn 2) Manipulate and play with different materials (Where does the day go at night?/ Autumn 2) Develop their own ideas and then decide which materials to use to express them (Where does the day go at night?/ Autumn 2) 	<ul style="list-style-type: none"> Explore how things work Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (How can a map help me?/Spring 1) 	<ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria (Cycle B 22-23: Is the Wii/Xbox better than Grandma or Grandad's old toys?/ Spring 2 What do aliens think of life on planet Earth? summer 2) Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. (Cycle B 22-23: Is the Wii/Xbox better than Grandma or Grandad's old toys?/ Spring 2 What do aliens think of life on planet Earth? summer 2) 	<ul style="list-style-type: none"> 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 (Cycle B 22-23: How have people like Rosa Parks helped to make the world a better place. Autumn 2) What do we know about the Victorians and the way they lived? Spring 2) what do aliens think of live of planet Earth. Summer 2)
Making	<ul style="list-style-type: none"> Explore materials with different properties Explore different materials freely, to develop their ideas about how to use them and what to make (Where does 	<ul style="list-style-type: none"> Explore how things work Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, 	<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 	<ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting,



D and T Progression & Coverage Document



	<p>the day go at night?/ Autumn 2)</p>	<p>form and function (How can a map help me?/ Spring 1)</p>	<p>finishing. (Cycle B 22-23: Is the Wii/Xbox better than Grandma or Grandad’s old toys?/ Spring 2 What do aliens think of life on planet Earth? summer 2)</p> <ul style="list-style-type: none"> • use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic (Cycle B 22-23: Is the Wii/Xbox better than Grandma or Grandad’s old toys?/ Spring 2 What do aliens think of life on planet Earth? summer 2) 	<p>shaping, joining and finishing]</p> <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 (Cycle A 21-22: How old are the trees around us? Cycle B 22-23: How have people like Rosa Parks helped to make the world a better place. Autumn 2) What do we know about the Victorians and the way they lived? Spring 2) what do aliens think of live of planet Earth. Summer 2)
Evaluating	<ul style="list-style-type: none"> • Explore materials with different properties • Explore different materials freely, to develop their ideas about how to use them and what to make • (What can I do with water?/ Summer 2) 	<ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills (How can a map help me?/ Spring 1) • Share their creations, explaining the process they have used (How 	<ul style="list-style-type: none"> • Explore and evaluate a range of existing products. (Cycle B 22-23: Is the Wii/Xbox better than Grandma or Grandad’s old toys?/ Spring 2 What do aliens think of life on planet Earth? summer 2) 	<ul style="list-style-type: none"> • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria (Cycle B 22-23: How have people like Rosa Parks helped to make the world a better place. Autumn 2)



D and T Progression & Coverage Document

Technical Knowledge	<ul style="list-style-type: none"> 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 Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (How can a map help me?/ Spring 1) 	<ul style="list-style-type: none"> Evaluate their ideas and products against design criteria. (Cycle B 22-23: Is the Wii/Xbox better than Grandma or Grandad's old toys?/ Spring 2 What do aliens think of life on planet Earth? summer 2) 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 (Cycle B 22-23: Is the Wii/Xbox better than Grandma or Grandad's old toys?/ Spring 2 What do aliens think of life on planet Earth? summer 2) 	<p>What do we know about the Victorians and the way they lived? Spring 2) what do aliens think of live of planet Earth. Summer 2)</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable (Cycle B 22-23: What do we know about the Victorians and the way they lived? Spring 2) Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products (Cycle B 22-23: How have people like Rosa Parks helped to make the world a better place. Autumn 2)
Food Technology		<ul style="list-style-type: none"> Create collaboratively, sharing ideas, resources and skills (How can a map help me?/ Spring 1) 	<ul style="list-style-type: none"> Evaluate their ideas and products against design criteria. (Cycle B 22-23: What do aliens think of 	<ul style="list-style-type: none"> Select from and use a wide range of materials and components, including construction materials, textiles and



D and T Progression & Coverage Document



			life on planet Earth? summer 2)	ingredients, according to their characteristic. (Cycle A 21-22: How Old are the trees, Cycle B 22-23: What do aliens think of live of planet Earth. Summer 2)
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