

DESIGN TECHNOLOGY PROGRESSION MAP - EYFS/KS1 21/22

EYFS AREA OF LEARNING	Y1	Y2
<p>EXPRESSIVE ARTS & DESIGN</p> <p>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. Make use of props and materials when role playing characters in narratives and stories. <p>PHYSICAL DEVELOPMENT</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. <p>EYFS FOUNDATIONAL KNOWLEDGE</p> <p>AUTUMN TERM</p> <p><i>All About me! Using a range of materials create as elf portrait. Make stick puppets.</i></p> <p><i>People Who Help Us. Design & create an obstacle course for firefighter training.</i></p> <p><i>Different materials & suitability for different jobs.</i></p>	<p style="text-align: center;"><u>STATUTORY COVERAGE</u></p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p> <p>They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p>DESIGN</p> <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 <p>MAKE</p> <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] ♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>EVALUATE</p> <ul style="list-style-type: none"> ♣ 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 ♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>TECHNICAL KNOWLEDGE</p> <ul style="list-style-type: none"> ♣ 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>COOKING & NUTRITION</p> <p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ use the basic principles of a healthy and varied diet to prepare dishes ♣ understand where food comes from. 	

<p>Autumn. Natural objects to create models. Tuff Spot – autumn theme with natural objects.</p> <p>Bonfire Night. Paintings.</p> <p>Diwali. Rangoli Patterns. Thin paintbrushes for detail.</p> <p>India. Make jewellery out of beads.</p> <p>Winter. Cotton wool, pompom balls. To create winter scene. Paint & pencil.</p> <p>Christmas – Christmas Jumper design. Cut out snowmen – range of materials. Tuff Spot – range of materials to decorate a tree. Present wrapping.</p> <p><u>SPRING TERM</u></p> <p>Winter – natural objects to create a winter model. Tuff spot- winter theme.</p> <p>Woodland – make bug houses/ hotels out of natural objects in the woodland. Make stickmen using sticks from the ground. Use different coloured natural objects in the woodland to make something to allow children to experiment with nature colours.</p> <p>Chinese New Year – paintings, make lanterns.</p> <p><u>SUMMER TERM</u></p> <p>Summer – summer models of the seaside. Tuff spot with sand, shells etc.</p> <p>Rainforest – painting- colour mixing!</p> <p>Under the Sea- painting, model making of a lighthouse. Lighthouse Keepers lunch story. Andy's adventures- sea creatures. Fish – using a range of materials to create scales for the fish.</p>	<p>STRUCTURES - FREESTANDING STRUCTURES</p> <ul style="list-style-type: none"> • Generating design ideas; developing modelling and explaining using talk, mock-ups and drawings. • Planning making, selecting tools and new and recycled materials; using finishing techniques. • Exploring existing freestanding structures; evaluating their own products against original criteria. • Know about strengthening structures; knowledge of vocabulary. 	<p>MECHANISMS – WHEELS & AXLES</p> <ul style="list-style-type: none"> • Generate ideas and simple design criteria. • Develop and communicate ideas through drawings and mock-ups. • Select a range of tools and equipment and materials to perform practical tasks • Explore wheels and axles and evaluate their ideas and products against original criteria.
	<p>MECHANISMS - SLIDERS & LEVERS</p> <ul style="list-style-type: none"> • Generating, modelling and communicating ideas. • Planning making, selecting tools and using finishing techniques. • Exploring books and products; evaluating own product against original criteria. • Exploring sliders and levers; understanding types of movement; technical vocabulary. 	<p>TEXTILES – TEMPLATES & JOINING TECHNIQUES</p> <ul style="list-style-type: none"> • Design a functional, appealing product for a chosen user and purpose. • Generate, develop, and communicate ideas. • Use a range of textiles, tools and equipment to perform practical tasks. • Explore and evaluate existing textile products and their own ideas and products. • Understand how 3-D textile products are made, using joining, templates and finishing to create two identical shapes.
	<p>FOOD – PREPARING FRUIT & VEGETABLES</p> <ul style="list-style-type: none"> • Designing appealing products for a user; investigating fruit and vegetables and generating ideas; communicating through talk and drawings • Selecting a range of fruits and vegetables; using simple utensils and equipment • Tasting and evaluating user's preference; evaluating ideas and finished products against original criteria. • Understand where ingredients come from and the basis of a healthy and varied diet. 	

