



Design Technology Progression in Skills at Fawkham CEP School



Design Technology Focussed Topic Related Projects

EVERY OCTOBER – every class participates in a Roots to Food – Food Technology lesson with a chef, this includes learning about Food/Nutrition and Cooking either an item of food Reception or cooking a full main course meal in KS1 and KS2

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Throughout the EYFS curriculum	Term 2 Once Upon a Time MECHANISM/CONSTRUCTION Book with Moveable Parts Term 4 Superheroes TEXTILES Cape Term 5 Africa COOKING Smoothies	Terms 1&2 Space MECHANISM/CONSTRUCTION Moveable Moon Buggy Term 3 Looking After our World COOKING Healthy Salad Term 5 Big City CONSTRUCTION Bridge	Term 1 Make a Splash MECHANISM/CONSTRUCTION Aquarium with Pulleys, Levers and Sliders Term 3 Pre-Historic World TEXTILES Sewing a Needle Pouch Terms 5&6 Dragons COOKING Bread	Term 1 Trash/Treasure MECHANISM/CONSTRUCTION Iron Man with Electrical Component Term 2 CONSTRUCTION Frozen Kingdom White Queen's Crown Term 3 Scrumdiddlyumptious COOKING Using seasonal ingredients	Term 1 COOKING Meal for an Astronaut Term 2 Fawkham Child TEXTILES Sewing a Puppet Term 5 Ancient Greece CONSTRUCTION Mouldable Pot	Term 1 All About Me MECHANISM/CONSTRUCTION Using a Computer to Program, Monitor and Control Products Term 3 WWII COOKING Wartime Dish Term 5 Egyptians MECHANISM/CONSTRUCTION Shaduf including pulleys

Design Technology Cross Curricula Topic Related Projects

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Throughout the EYFS curriculum	Term 3 Frozen Kingdom CONSTRUCTION Clay Penguins	Terms 3&4 Looking After our World CONSTRUCTION Models of Buildings	Terms 5&6 Dragons CONSTRUCTION Clay Dragons	Term 5 Extreme Earth CONSTRUCTION Volcanoes using Mod Roc and Chicken Wire		



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Developing, Planning and Communicating Ideas

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -Make observations about the features of objects. -Use their senses to explore and describe objects. -1 Think of some ideas of their own. -Plan how best to approach a task 	<ul style="list-style-type: none"> -Embed point 1 from Reception -Identify they key features of an existing product -Plan an outcome through pictures with labels. -Explain their ideas orally. 	<ul style="list-style-type: none"> -Generate ideas through comparing existing products. -Plan an innovative product. -Choose the most appropriate tools and materials and explain their choices. -Describe their design by using pictures, diagrams, and words. 	<ul style="list-style-type: none"> -Plan their design, using accurate diagrams and labels. -Plan the equipment/ tools needed and give reasons why. -Start to order the main stages of making their product. -Identify a design criteria and establish a purpose/ audience for their product. -Plans are realistic. 	<ul style="list-style-type: none"> -Create a final design for their product based on initial ideas and revisions, based on existing ideas. -Create a detailed plan considering their target audience, design criteria and intended purpose. 	<ul style="list-style-type: none"> -Survey their target audience and use this to generate ideas. -Take a user’s view into account when designing. -Produce a detailed step-by-step plan for their design method. -Suggest some alternative designs and compare the benefits and drawbacks to inform the design process and outcome. 	<ul style="list-style-type: none"> -Use a range of information to inform their design. -Use market research to inform plans. -Work within constraints. -Justify their plan to someone else. -Consider culture and society in their designs. -Considered the use of the product when selecting materials. -Think about how their product could be marketed through packaging and advertising.



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Working with tools, Equipment, Materials and Components to Make Quality Products

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -Explain what they are making. -Select appropriate resources and tools. -Explain which tools are they using and why. -Use tools safely. -Use tools to manipulate materials. 	Embed all of Year R skills	<ul style="list-style-type: none"> -Join materials/ components together in different ways. -Measure materials to use in a model or structure. -Use joining, folding or rolling to make it stronger. 	<ul style="list-style-type: none"> -Use equipment and tools accurately and safely. -Select the most appropriate materials, tools and techniques to use. -Manipulate materials using a range of tools and equipment. -Measure, cut and assemble with increasing accuracy. 	<ul style="list-style-type: none"> -Use equipment and tools with increased accuracy and safety. -Select the most effective materials, tools and techniques to use. -Manipulate materials effectively using a range of tools and equipment. -Measure, cut and assemble accurately. 	<ul style="list-style-type: none"> -1 Choose appropriate tools and materials to ensure that the final product will appeal to the audience. -Use a range of tools and equipment with good accuracy and effectiveness, within established safety parameters. 	-Embed Year 5 skills



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Evaluating Processes and Products

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -Identify success and next steps. -Change their strategy as needed. 	<ul style="list-style-type: none"> -Describe how their product works. - Embed Point 1 Year R 	<ul style="list-style-type: none"> -Assess how well their product works. -If they did it again, explain what they would improve. 	<ul style="list-style-type: none"> -Start to think about their ideas as they make progress and be willing to make changes if this helps them to improve their work. -Assess how well their product works in relation to the purpose. -Explain how they could change their design to make it better. 	<ul style="list-style-type: none"> -Think about their ideas as they progress and make changes to improve their work. -Assess how well their product works in relation to the design criteria and the intended purpose. -Explain how they could improve their design and how their improvement would affect the original outcome. 	<ul style="list-style-type: none"> -Continuously check that their design is effective and fit for purpose. -Assess how well their product works in relation to the design criteria and the intended purpose and suggest improvements. -Evaluate appearance and function against the original design criteria. 	<ul style="list-style-type: none"> -Test and evaluate their final product. - Their product is fit for purpose. - Identify what would improve it. - Consider whether different resources have improved their product. -Explain if they need more or different information to make it even better. Their product meet all design criteria.



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Textiles						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<ul style="list-style-type: none"> -Measure an amount of a textile. -Join textiles together to make a product, using techniques such as stitching. -Cut textiles accurately. -Explain why they chose a certain textile. 	<ul style="list-style-type: none"> -Join textiles of different types in a range of ways. -Choose textiles both for their appearance and also qualities. -Begin to use a range of simple stitches. 	<ul style="list-style-type: none"> -Consider which materials are fit for purpose and join them appropriately. -1 Devise a template or pattern for their product. 	<ul style="list-style-type: none"> -Embed Point 1 from Year 4 -Consider the audience when choosing textiles? -Make up a prototype first. - Use a range of joining techniques. 	<ul style="list-style-type: none"> -Embed Year 5 skills
Construction						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> -Arrange pieces of the construction before building. -Make a structure/model using different materials. 	<ul style="list-style-type: none"> -Make sensible choices of which material to use for their construction. -Make their structure stronger, stiffer or more stable. 	<ul style="list-style-type: none"> -Join materials effectively to build a product. -1 Use a range of techniques to shape and mould materials. -Use finishing techniques e.g. sanding, varnishing, glazing etc 	<ul style="list-style-type: none"> -Embed Point 1 from Year 3 -Measure accurately to build effective structures. -Experiment with a range of techniques to increase stability in a structure. -Use finishing techniques, showing an awareness of audience. 	<ul style="list-style-type: none"> -Measurements accurate enough to ensure precision. -Demonstrate that their product is strong and fit for purpose. -Motivated to refine and further improve their product. 	<ul style="list-style-type: none"> Embed all of Year 5 skills



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Mechanisms

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none">-Make a product which moves.-Cut materials using scissors.-Describe the materials using different words.-Say why they have chosen moving parts.	<ul style="list-style-type: none">-Join materials together as part of a moving product.-Explain how different parts move.	<ul style="list-style-type: none">-Make a product which uses mechanical components.-Use a range of components. e.g. levers, linkages and pneumatic systems	<ul style="list-style-type: none">Use a simple circuit and add components to it.Make a product which uses both electrical and mechanical components.	<ul style="list-style-type: none">-Refine their product after testing it.-Incorporate hydraulics and pneumatics.	<ul style="list-style-type: none">-Embed all Year 5 skills-Use different kinds of circuits in their product to improve it.-Incorporate a switch into their product.