

Haydn Primary School

Design and Technology Curriculum Progression – Designers, problem solvers, builders!

		EYFS	KS1		KS2			
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key concepts (Substantive Knowledge)	Understanding contexts, users and purposes	<ul style="list-style-type: none"> Chn can state what they are designing and making and how it works (e.g. junk modelling car for a character) Chn can state what the product is for (e.g. a Gruffalo puppet for a play) 	<ul style="list-style-type: none"> Chn can state what products they are designing and making (e.g. pop-up book and boat) Chn know how to describe what their book is for and the purpose of their boat. Chn can say how their boat floats and how the book mechanism works Chn can say how they will make their products suitable for the user 	<ul style="list-style-type: none"> Chn can state what products they are designing and making (e.g. cuddly toy and hedgehog house) Chn can say whether their product is for themselves or other users Chn know how to describe the key purpose and function of their product Chn can say how their hedgehog house works Chn can say how they will make their products suitable for the user (e.g. how will the hedgehog access the house and is the toy safe for a child) Chn know how to use simple design criteria to help develop their ideas 	<ul style="list-style-type: none"> Chn know how to describe the purpose of their products (e.g. a bridge to carry supplies and a moving vehicle for a character) Chn can indicate the design features of their products that will appeal to intended users (e.g. a leather interior for Mr Toads car) Chn know how to explain how particular parts of their products work (e.g. creating a chassis, wheels and axels that works or using suspension in their bridge design) Chn know how to develop their own design criteria and use these to inform their ideas 	<ul style="list-style-type: none"> Chn know how to describe the purpose of their products (e.g. a cover to protect their favourite book and CAMS toy for a child from F2) Chn can indicate the design features of their products that will appeal to intended users (e.g. colours, materials and finishes for book cover or a theme or mechanism for their toy) Chn know how to explain how particular parts of their products work (e.g. creating a pop-up mechanism that excites a child or how to fasten a book cover or use specific finishing) Chn know how to develop their own design criteria and use these to inform their ideas 	<ul style="list-style-type: none"> Chn know how to describe the purpose of their products (e.g. a light for a child who's afraid of the dark or puppets to use in a Shakespeare play) Chn can indicate the design features of their products that will appeal to intended users (e.g. does my light fit in a design era? or how will my puppet suit the style of Shakespeare?) Chn can identify the needs, preferences and values of particular individuals and use this to inform their design (e.g. how will my light design be calming for a child? or how will my puppet be easy to manipulate or use?) Chn know how to explain how particular parts of their products work (e.g. where's the switch? Or how can I move the hands?) 	<ul style="list-style-type: none"> Chn know how to describe the purpose of their products (e.g. an exciting fairground ride for goose fair) Chn can indicate the design features of their products that will appeal to intended users (e.g. is my ride fun? Is it keeping up with current times?) Chn can identify the needs, preferences and values of particular individuals and use this to inform their design (e.g. is my ride for young children or adults? Will it spin? Is it fast?) Chn know how to explain how particular parts of their products work (e.g. what's the main mechanism of the ride? How is it safe?)
	Generating, developing, modelling and communicating ideas	<ul style="list-style-type: none"> Chn know how to share their ideas through active discussion Chn can learn to record their experiences by drawing, writing, voice recording or modelling 	<ul style="list-style-type: none"> Chn know how to draw on own personal experiences to generate ideas (e.g. what would I want to have in a pop-up book? Have I been on any boats?) Chn know how to use knowledge of existing products to come up with own ideas (e.g. knowing how boats work, different styles and uses) Chn can communicate and develop ideas through active discussion and designing in sketchbooks 	<ul style="list-style-type: none"> Chn know how to draw on own personal experiences to generate ideas (e.g. what would a child like to play with? What sort of house would a hedgehog use?) Chn can use knowledge of existing products to come up with own ideas (e.g. knowing popular children's cuddly toys) Chn know how to communicate and develop ideas through active discussion and designing in sketchbooks Chn can model ideas through templates or mock ups (e.g. practising simple stitching techniques) Chn can use ICT where appropriate to help develop ideas (e.g. use photos for a mood board or design using an iPad) 	<ul style="list-style-type: none"> Chn know how to share bridge and moving vehicle ideas through active discussion Chn can model their ideas using prototypes or pattern pieces (e.g. creating wheels, axles and chassis that works) Chn know how to use annotated sketches, drawings or diagrams to develop and communicate ideas Chn can use CAD to develop and communicate ideas (e.g. using tinkercad to design a moving vehicle) 	<ul style="list-style-type: none"> Chn know how to share book cover and CAMS toy ideas through active discussion Chn can model their ideas using prototypes or pattern pieces (e.g. creating printing and stitching technique for book cover) Chn know how to use annotated sketches, drawings or diagrams to develop and communicate ideas Chn can use CAD to develop and communicate ideas (e.g. using tinkercad to design a CAMS mechanism) 	<ul style="list-style-type: none"> Chn know how to share night light and puppets ideas through active discussion Chn can model their ideas using prototypes or pattern pieces (e.g. creating a working circuit and stitching techniques for clothes) Chn can use annotated sketches, drawings or diagrams to develop and communicate ideas Chn can use CAD to develop and communicate ideas (e.g. using tinkercad to create a circuit) Chn know how to generate ideas that are realistic focussing on the needs of the consumer (e.g. how will my light be suitable for a child? How will my puppet be easy to use?) 	<ul style="list-style-type: none"> Chn know how to share night light and puppets ideas through active discussion Chn can model their ideas using prototypes or pattern pieces (e.g. creating a working circuit electrical system component or mechanism) Chn can use annotated sketches, drawings or diagrams to develop and communicate ideas Chn can use CAD to develop and communicate ideas (e.g. using tinkercad to create an electrical system) Chn know how to generate ideas that are realistic focussing on the needs of the consumer (e.g. how will my ride be appealing to my intended group?)

<p>Disciplinary Knowledge <i>Think as a Designer</i></p>	<p>Evaluating Own ideas and products</p>	<ul style="list-style-type: none"> Chn can talk about their ideas and what they made (e.g. I made some bread for a bear) Chn can talk about the reasoning behind what they made (e.g. I made a feeder so the birds can sit and eat seeds) Chn can identify parts that work and don't work (e.g. my door is hard to open on my house for the three little pigs) 	<ul style="list-style-type: none"> Chn can talk about their pop-up book and boat ideas and explain what they are making Chn know how to make simple judgements about their ideas (e.g. they can say what they like about their pop-up book and they can say if their boat is functional) 	<ul style="list-style-type: none"> Chn can talk about their cuddly toy and hedgehog house ideas and explain what they are making Chn know how to make simple judgements about their ideas against the design criteria (e.g. is my toy suitable for a child? Can a hedgehog access my house?) Chn can suggest how their products could be improved (e.g. How can I make the house more waterproof? How can I stop the buttons from falling off?) 	<ul style="list-style-type: none"> Chn know how to identify the strengths and areas for development in their moving vehicles and bridges Chn can consider the views of others, including intended users, to improve their work (e.g. research their users' preferences) Chn know how to refer to their design criteria as they design and make (e.g. looking at their character profile for their moving vehicle) Chn can use their design criteria to evaluate their completed products (e.g. Can my bridge hold a certain weight? Will Mr Toad use his car?) 	<ul style="list-style-type: none"> Chn know how to identify the strengths and areas for development in their CAMS toy and book cover Chn can consider the views of others, including intended users, to improve their work (e.g. research their users' preferences) Chn know how to refer to their design criteria as they design and make (e.g. looking at their user profile for their toy) Chn can use their design criteria to evaluate their completed products (e.g. Does my toy mechanism work properly? Does my book cover keep it safe or stop it from getting damaged?) 	<ul style="list-style-type: none"> Chn know how to identify the strengths and areas for development in their light designs and puppets Chn can consider the views of others, including intended users, to improve their work (e.g. what would the child like to sleep with?) Chn can critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make (e.g. did I make any changes in use of materials? Is my puppet character clear? Will a child want to buy my light and use it every night?) 	<ul style="list-style-type: none"> Chn know how to identify the strengths and areas for development in their fairground rides Chn can consider the views of others, including intended users, to improve their work (e.g. what would a fairgoer want to experience?) Chn can critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make (e.g. did I make any changes in use of materials? Does my mechanism work repeatedly? Is my ride safe?)
	<p>Researching and Evaluating Existing Products</p>	<ul style="list-style-type: none"> Chn can explore variety of products understanding their key purpose and how they work (e.g. different Easter egg designs, bird feeder shapes or puppets) Chn know how everyday objects work by dismantling things and looking closely at their component parts 	<ul style="list-style-type: none"> Chn know what pop up books and boats are and who they are for Chn know how pop-up books and boats work, how and where they are used Chn know what materials these products are made from Chn know what they like and dislike about different types of pop-up books and boats. 	<ul style="list-style-type: none"> Chn know what cuddly toys and hedgehog houses are and who they are for Chn know how cuddly toys and hedgehog houses work, how and where they are used Chn know what materials these products are made from Chn know what they like and dislike about different types of cuddly toys and hedgehog houses 	<ul style="list-style-type: none"> Chn know how well vehicles and bridges have been designed and made Chn know why materials have been chosen Chn know what methods of construction have been used (e.g. suspension/arch/beam bridges or trucks/convertibles/carts) Chn know how well bridges and vehicles work and achieve their purpose and needs of the user Chn know who designed and made the products (e.g. tesla/land rover) Chn know where they were designed and made Chn know when the products were designed and made (e.g. eras or years) Chn know whether vehicle and bridge components can or have been recycled or reused 	<ul style="list-style-type: none"> Chn know how well CAMS toys and book covers have been designed and made Chn know why materials have been chosen Chn know what methods of construction have been used (e.g. rotating or sliding mechanisms or simple/whip/cross stitch) Chn know how well CAMS toys and book covers work and achieve their purpose and needs of the user Chn know who designed and made the products (e.g. toy manufacturers) Chn know where they were designed and made Chn know when the products were designed and made (e.g. eras or years) Chn know whether toy or book cover components can or have been recycled or reused 	<ul style="list-style-type: none"> Chn know what night lights and puppets are and who they are for Chn know how the light systems and puppets work, how and where they are used (in different contexts) Chn know what materials lights and puppets are made from Chn know what they like and dislike about night lights and puppets Chn know how much these products cost to make Chn know how innovative products are (e.g. do they follow a style or era?) Chn know how sustainable the materials in lights and puppets can be through active research Chn know how the products impact beyond their intended use 	<ul style="list-style-type: none"> Chn know what fairground rides are and who they are for Chn know how the rides how and where they are used Chn know what materials rides are made from Chn know what they like and dislike about different fairground rides Chn know how much these products cost to make Chn know how innovative products are (e.g. do they follow a theme?) Chn know how sustainable the materials in rides can be through active research Chn know how the products impact beyond their intended use

	<p>Planning</p>	<ul style="list-style-type: none"> Chn can have a purpose in mind when planning to build or make a product or object (e.g. I will make a junk model boat that floats for the water tray) Chn know what tools they need to use to make a product (e.g. scissors, glue, tape) 	<ul style="list-style-type: none"> Chn know how to select from a range of tools and equipment Chn know how to select from a range of materials and components according to their characteristics (e.g. waterproof materials for a boat) 	<ul style="list-style-type: none"> Chn know how to select from a range of tools and equipment Chn know how to select from a range of materials and components according to their characteristics (e.g. waterproof materials for a hedgehog house or fabric that is soft for a toy) Chn can explain their choices in equipment and materials 	<ul style="list-style-type: none"> Chn know how to select tools and equipment that are suitable for the task (e.g. ways to connect bridge components) Chn know how to select materials and components that are suitable for the task (e.g. strong and sturdy for a bridge or easy to make an axel with) Chn can explain their choice of these according to their properties and aesthetic qualities Chn can order the main stages of making 	<ul style="list-style-type: none"> Chn know how to select tools and equipment that are suitable for the task (e.g. needles and thread for book cover or ways to create strong mechanisms) Chn know how to select materials and components that are suitable for the task (e.g. appropriate and flexible material) Chn can explain their choice of these according to their properties and aesthetic qualities Chn can order the main stages of making 	<ul style="list-style-type: none"> Chn know how to select tools and equipment that are suitable for the task (e.g. electrical circuit equipment or needles and thread for puppets) Chn know how to select materials and components that are suitable for the task (e.g. sustainable/strong lighting materials) Chn know how to explain their choice of these according to their properties and aesthetic qualities Chn can produce appropriate lists of tools, equipment and materials they will need for making 	<ul style="list-style-type: none"> Chn know how to select tools and equipment that are suitable for the task (e.g. electrical circuit equipment) Chn know how to select materials and components that are suitable for the task (e.g. sustainable/strong ride materials) Chn know how to explain their choice of these according to their properties and aesthetic qualities Chn can produce appropriate lists of tools, equipment and materials they will need for making
	<p>Practical skills and techniques</p>	<ul style="list-style-type: none"> Chn know how to use simple tools and techniques competently and appropriately (e.g. sticking, cutting, layering, painting etc) Chn can build and construct with a wide range of objects, selecting appropriate resources and adapting their work when necessary Chn know how to select the tools and techniques they need to shape, assemble and join materials they are using 	<ul style="list-style-type: none"> Chn can follow procedures for safety and hygiene (e.g. washing hands, holding a knife properly when making their sandwich) Chn know how to use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components Chn can measure, mark out, cut and shape materials and components when making their book and boat Chn can assemble, join and combine materials and components (e.g. creating a mechanism for their book or combining materials for their boat) Chn know how to use finishing techniques, including those from art and design (e.g. painting their boat, creating a collage on their book) 	<ul style="list-style-type: none"> Chn can follow procedures for safety and hygiene (e.g. grating and cutting fruit safely, washing chopping boards for fruit salad) Chn know how to use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components Chn can measure, mark out, cut and shape materials and components (e.g. measuring fabric for cuddly toy or cutting materials for hedgehog house) Chn can assemble, join and combine materials and components (e.g. sewing cuddly toy together using a simple stitch or whip stitch) Chn know how to use finishing techniques, including those from art and design (e.g. fabric printing or painting their house) 	<ul style="list-style-type: none"> Chn can follow procedures for safety and hygiene (e.g. washing hands before kneading the dough and chopping the ingredients carefully) Chn know how to use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components Chn can measure, mark out, cut and shape materials and components with some accuracy (e.g. measure the bridge materials correctly) Chn can assemble, join and combine materials and components with some accuracy (connecting the wheels, axles and chassis correctly) Chn know how to apply a range of finishing techniques, including those from art and design, with some accuracy (e.g. painting their cars) 	<ul style="list-style-type: none"> Chn can follow procedures for safety and hygiene (e.g. washing hands before kneading the dough) Chn know how to use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components Chn can measure, mark out, cut and shape materials and components with some accuracy (e.g. measuring and cutting fabric to fit over book case) Chn can assemble, join and combine materials and components with some accuracy (e.g. assembling their mechanical system for their CAMS toy) Chn know how to apply a range of finishing techniques, including those from art and design, with some accuracy (e.g. printing onto fabric for their book case) 	<ul style="list-style-type: none"> Chn can follow procedures for safety and hygiene (e.g. using tools to mix and whizz dips and keeping area clean for kneading dough) Chn know how to use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components Chn can accurately measure, mark out, cut and shape materials and components (e.g. measure and cut materials and fabric for puppet) Chn can accurately assemble, join and combine materials and components (e.g. create electrical circuit for light that has an on and off) Chn can accurately apply a range of finishing techniques, including those from art and design (e.g. printing or sewing onto fabric for clothing) Chn know how to show resourcefulness when tackling any practical problems (e.g. referring to instructions on how to create an electrical circuit) 	<ul style="list-style-type: none"> Chn can follow procedures for safety and hygiene (e.g. using tools to mix and whizz dips and keeping area clean for kneading dough) Chn know how to use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components Chn can accurately measure, mark out, cut and shape materials and components (e.g. measuring the parts of the mechanisms correctly) Chn can accurately assemble, join and combine materials and components (e.g. measuring the parts of the mechanisms correctly) Chn can accurately apply a range of finishing techniques, including those from art and design Chn know how to show resourcefulness when tackling any practical problems (e.g. referring to instructions on how to create and electrical element to fairground ride)

	Making products functional	<ul style="list-style-type: none"> Chn can explore how to make structures stand up and strong Chn know about simple mechanisms (e.g. how to turn a wheel on a car or how to move a puppet using string) 	<ul style="list-style-type: none"> Chn know about simple working characteristics of materials and components Chn know about the movement of simple mechanisms such as levers or sliders for a book Chn know how free-standing structures such as a boat can be made stronger, stiffer and more stable 	<ul style="list-style-type: none"> Chn know about simple working characteristics of materials and components (e.g. materials for a cuddly toy) Chn know about the movement of simple mechanisms (e.g. a door for a hedgehog house) Chn know how free-standing structures such as a hedgehog house can be made stronger, stiffer and more stable 	<ul style="list-style-type: none"> Chn know how to use learning from science to help design and make products that work (e.g. forces and weight distribution) Chn know how to use learning from mathematics to help design and make products that work (e.g. calculating length and weight that can be carried on bridge) Chn know that materials have both functional properties and aesthetic qualities (e.g. what material is strong enough for a bridge? What materials would my character like on their car seats?) Chn know how to make strong, stiff shell structures (e.g. a bridge of moving vehicle) 	<ul style="list-style-type: none"> Chn know how to use learning from science to help design and make products that work (e.g. how linkages/levers and moving parts work) Chn know how to use learning from mathematics to help design and make products that work (e.g. measuring materials and creating a toy that is the correct size) Chn know that materials have both functional properties and aesthetic qualities (e.g. what materials and finishes do I like? What materials wont break or change from over use?) Chn know mechanical systems such as levers and linkages or pneumatic systems create movement (e.g. a CAMS system) Chn know how to make strong, stiff shell structures (e.g. a CAMS toy) 	<ul style="list-style-type: none"> Chn know how to use learning from science to help design and make products that work (e.g. how an electrical system is made) Chn know how to use learning from mathematics to help design and make products that work (e.g. measuring materials for costumes) Chn know that materials have both functional properties and aesthetic qualities (e.g. how will the materials represent the character or how will the materials appeal to a child? How will the light materials be safe to use around heat?) Chn know how more complex electrical circuits and components can be used to create functional night lights Chn know how to reinforce and strengthen a 3D night light framework 	<ul style="list-style-type: none"> Chn know how to use learning from science to help design and make products that work (e.g. how an electrical system is made) Chn know how to use learning from mathematics to help design and make products that work (e.g. creating parts that fit correctly) Chn know that materials have both functional properties and aesthetic qualities (e.g. how will I make sure my materials are strong and durable?) Chn know how mechanical systems such as cams or pulleys or gears create movement in their ride Chn know how more complex electrical circuits and components can be used to create a functional ride Chn know how to reinforce and strengthen a 3D fairground ride framework
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		EYFS	KS1		KS2			
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cooking and Nutrition	To know where food comes from	<ul style="list-style-type: none"> Chn know that all food comes from either plants or animals Chn know that food must be farmed, caught or grown elsewhere (e.g. home, ocean, farm) 	<ul style="list-style-type: none"> Chn know that all food comes from plants or animals and I can begin to identify foods from each group. Chn are aware that some food packaging has labels giving information. Chn know the importance of not wasting food. Chn know that food can be seasonal. 	<ul style="list-style-type: none"> Chn know that all food comes from plants or animals and I can identify some foods from each group and understand how they are grown. Chn know the importance of not wasting food and know how to recycle packaging. 	<ul style="list-style-type: none"> Chn know the importance of not wasting food and know how to recycle packaging. Chn am aware that some food packaging has labels giving information. Chn know that there are a variety of influences on the food we choose to eat (cost, health, season, occasion, diet) 	<ul style="list-style-type: none"> Chn know that food is caught, farmed, reared and changed to make it safe and tasty to eat. Chn know that people have different views on how food and this influences the food they buy. Chn know the importance of recycling food. 	<ul style="list-style-type: none"> Chn know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world Chn know that seasons may affect the food available Chn know that food is processed into ingredients that can be eaten or used in cooking 	<ul style="list-style-type: none"> Chn know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world Chn know that seasons may affect the food available Chn know that food is processed into ingredients that can be eaten or used in cooking Chn know some of the ethical dilemmas associated with the food people choose to buy. Chn know the social influences on food we choose to eat (media, peer pressure, ethics, religion)

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	Food preparation, cooking and nutrition	<ul style="list-style-type: none"> ▪ Chn can understand some of the tools, techniques and processes involved in food preparation (e.g. mixing cake mixture for the café or spreading butter on a sandwich) ▪ Chn know that to be healthy, humans should eat fruit and vegetables everyday ▪ Chn can practice stirring, mixing, pouring and blending ingredients during cooking activities 	<ul style="list-style-type: none"> ▪ Chn know how to name and sort foods into the five main groups ▪ Chn know that healthy humans should eat at least five portions of fruit and vegetables every day ▪ Chn know how to prepare simple dishes considering safety and hygiene without using a heat source (a sandwich for Paddington) ▪ Chn know how to use techniques such as spreading, cutting, grating and peeling 	<ul style="list-style-type: none"> ▪ Chn know how to name and sort foods into the five main groups ▪ Chn know that healthy humans should eat at least five portions of fruit and vegetables every day ▪ Chn know how to prepare simple dishes considering safety and hygiene without using a heat source (a fruit salad for a day at the beach) ▪ Chn know how to use techniques such as chopping, mixing, grating and peeling 	<ul style="list-style-type: none"> ▪ Chn know to prepare and cook a variety of savoury dishes considering safety and hygiene (a pizza for Lombardo's menu) ▪ Chn how to use a range of techniques such as kneading, dusting, chopping, peeling, slicing, grating, mixing, spreading and baking ▪ Chn know that a healthy diet is made up from a balance of food and drink ▪ Chn know that food and drink provide energy for the body 	<ul style="list-style-type: none"> ▪ Chn know to prepare and cook a variety of savoury dishes considering safety and hygiene (some scrumptious scones and spreads for a tea party) ▪ Chn how to use a range of techniques such as kneading, dusting, chopping, peeling, slicing, grating, mixing, spreading and baking ▪ Chn know that a healthy diet is made up from a balance of food and drink 	<ul style="list-style-type: none"> ▪ Chn know how to prepare and cook a variety of savoury dishes considering safety and hygiene (Greek bread and a range of dips) ▪ Chn know how to use a range of techniques such as chopping, whipping, peeling, slicing, grating, mixing, spreading, kneading and baking ▪ Chn know that recipes can be adapted ▪ Chn know that food and drink contain different substances that are needed for health (water, fibre, nutrients) 	<ul style="list-style-type: none"> ▪ Chn know how to prepare and cook a variety of savoury dishes considering safety and hygiene (a three coursed meal for my family) ▪ Chn know how to use a range of techniques such as chopping, whipping, peeling, slicing, grating, mixing, spreading, kneading and baking ▪ Chn know that recipes can be adapted ▪ Chn know that food and drink contain different substances that are needed for health (water, fibre, nutrients)
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	EYFS	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What Design and Technology looks like at Haydn	<ul style="list-style-type: none"> • Making bird feeders • Making inventions and creations using junk modelling • Building out of bricks and other materials • Bear toast and making bread • Making Gruffalo puppets • Baking cakes • Designing Christmas cards / Easter eggs etc 	<ul style="list-style-type: none"> • Creating a boat that can carry a polar bear across the Arctic ocean • Making a sandwich for Paddington • Creating a pop-up picture book telling a story 	<ul style="list-style-type: none"> • Creating a bird feeder for the winter in our school garden • Creating a cuddly toy monster for a member of their family 	<ul style="list-style-type: none"> • Structural engineering, making bridges that can carry a certain weight • Creating cars for a character • Creating a pizza for Lombardo's, a local Italian restaurant 	<ul style="list-style-type: none"> • Creating a book cover using textiles and printing • Creating a CAMS toy for a child in F2 • Making scones with interesting toppings for a tea party 	<ul style="list-style-type: none"> • Creating a light for a child who is afraid of the dark • Creating a puppet theatre performance with props and costumes • Making bread and dips for a Greek lunch 	<ul style="list-style-type: none"> • Creating a moving ride that would be suitable for Goose Fair • Creating a Christmas decoration using a 3D printer and designing using CAD • Making a healthy three coursed meal for their family

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	EYFS		KS1		LSK2		UKS2							
Key Vocabulary (Comprehensive)	build farming fruit vegetables meat dairy grown caught ocean tools equipment objects join like dislike best improve favourite work	stand up stiff structures strong wheels design draw make create ideas healthy meal food plants animals cook make stirring, mixing, pouring etc	purpose design draw aesthetic product materials parts movement wheels axels sliders levers stiffer stronger make create	ideas build model tools equipment objects join assemble like dislike improve challenges function properties user animals meat farmed dairy caught fish grown ocean home farm	purpose user design draw aesthetic objects tools hygiene equipment safety objects join assemble components measure like dislike improve function properties peeling hygiene cutting heat grating prepare mixing healthy safety fruit vegetables nutrient fibres diet	product make create ideas build model materials strengthen reinforce components stiffer gears movement levers wheels sliders axels functional aesthetic mechanical systems pulleys animals meat farmed dairy caught fish grown ocean home farm protein carbohydrates	purpose brief design product draw bespoke aesthetic user tools equipment objects join measure hygiene safety components assemble like develop dislike quality improve manufacture function properties strengths animals baking meat farmed dairy caught fish grown ocean home farm seasons Europe wider world processed	make model create prototype ideas CAD build materials strengthen reinforce components stiffer gears movement levers wheels sliders axels functional aesthetic mechanical systems pulleys peeling hygiene function cutting heat source kneading baking grating prepare mixing healthy safety fruit vegetable nutrient fibres sweet savoury nutrients diet protein Carbohydrates						
Experiences – what helps them remember?	Windmill – Bread making Forest Schooling		Forest Schooling		Tasting Jamaican Food Blackwoods Forest Schooling		Tasting Roman Food Magna Science Centre – engineering and science (STEM subjects) Cadbury World – How chocolate is made and it's origins Forest Schooling		Wollaton Park Camp – Den Building Forest Schooling		Sherwood Forest – Den Building Forest Schooling Tasting Greek Food		Colwick Park Camp – Den Building Forest Schooling	

Haydn Primary School
Design and Technology Curriculum Progression – Designers, problem solvers, builders!

<p>Texts or Media Used – What beautiful and varied texts have you used to give reading a purpose? (SIP)</p>		<p><u>Texts</u> Paddington Bear series Stories for pop up picture book Boats and their uses</p>	<p><u>Texts</u> Toy stories Caribbean tales Farming books</p> <p><u>Videos</u> Pixar Toy Story</p>	<p><u>Texts</u> Bridges from around the world Car manufacturers</p> <p><u>Videos</u> Pizza making by an Italian chef</p>	<p><u>Texts</u> Toys from the 21st century Textiles stitching</p> <p><u>Videos</u> How different mechanisms are made</p>	<p><u>Texts</u> Lighting designers and movements Theatre and stage set up</p> <p><u>Videos</u> Theatre puppet shows Royal Shakespeare Company shows</p>	<p><u>Texts</u> Fun fair rides from the 21st century</p> <p><u>Videos</u> Goose Fair How different mechanisms are made</p>