







Design & Technology Progression Map Years 1 – 6



	Autumn	Spring	Summer
Year 1 	<p style="text-align: center;"><u>Autumn 1 – Where I Am – Use of Materials</u></p> <p>Children working at the expected standard: I can make a simple plan and talk about my ideas. I can join materials together, cutting and gluing to make a model. I can talk about how model and how I made it. I can talk about my structure and show how it could be improved.</p> <p>Children working at greater depth: I can adapt, correct or extend my own understanding with independence to make improvements. I can begin to give more detailed reasons for my suggestions. I can use my knowledge from previous learning to enhance my design. I can apply a high level of confidence, work with consistency of purpose and show good resilience when creating my model. I can use oracy to give more detailed reasons to evaluate my work</p>	<p style="text-align: center;"><u>Spring 1 – My Amazing Body – Mechanisms</u></p> <p>Children working at the expected standard: I can give some answers to questions. I can experiment at using different materials and find ways to join them. I can talk about how to adapt a mechanism. I can follow instructions and cut out a template. I can attach materials so that they move using split pin. I can say what I am pleased with and what worked well in my design. I can say how I could improve my work</p> <p>Children working at greater depth: I can explain in detail my understanding to a partner. I can work and not give up showing accurate detail. I can use ambitious vocabulary and talk confidently about my learning. I can correct mistakes and talk about improvements as I go along.</p>	<p style="text-align: center;"><u>Summer 1 – Down on the Farm – Cooking & Nutrition</u></p> <p>Children working at the expected standard: Know and can talk about food hygiene. Know why the rules are important. Can show which foods I should eat plenty of and which foods I should eat less of. Can talk about the texture of food, use utensils safely to prepare soup. Can say what worked well and talk about how it could be improved.</p> <p>Children working at greater depth: Work with resilience at practical activities working with care. Link learning from previous lessons to explain why soup is nutritious. Can use words with accuracy – contamination etc Can give reasons why some food groups are better than others. Independently make improvements and work with accuracy. Can show how and why I made improvements.</p> <p style="text-align: center;"><u>Summer 2 – The History Box – Construction</u></p> <p>Children working at the expected standard: I can investigate how puppets are made. I can imagine ideas with a partner. I can plan out my own ideas. I can assemble resources to make a puppet. I can evaluate my finished puppet. I can say what I like and how I would like to improve my design.</p> <p>Children working at greater depth: I can give reasons why some ideas may work better. I can adapt, correct or extend my own understanding with independence. I can explain my understanding to others and be a learning buddy to others by giving reasons to say why some ideas are better than others. I can explain my understanding to others and be a learning buddy to others by giving more detailed reason for their comments.</p>
Year 2 	<p style="text-align: center;"><u>Autumn 1 – Lord Lever & Port Sunlight – Use of Materials and Construction</u></p> <p>Children working at the expected standard: I can talk about how a box is assembled. I can unpick a box and find a net shape. I can reassemble a net to make a box. I can cut and score card. I can fold and join to make a box form a net. I can talk about how to improve my work I can talk about how my box works and if it meets the design brief. I can say what I am pleased with and how it could be improved.</p> <p>Children working at greater depth: I can work with confidence and resilience to reassemble box with accuracy and care. I can apply high level of confidence and show good resilience when tasks seem demanding. I can use accurate subject vocabulary when talking about design – design brief, evaluate, enhance</p> <p style="text-align: center;"><u>Autumn 2 – Remembrance and Remembering - Textiles</u></p> <p>Children working at the expected standard: I can cut out with care and follow safety rules.</p>	<p style="text-align: center;"><u>.Spring 1 – Owl Who Was Afraid of the Dark – Mechanism & Construction</u></p> <p>Children working at the expected standard: I can make components move in simple ways. Discuss how to alter and improve designs. I can make a plan showing my choices of design and reasons for these. I can make a moving owl which has some design features on. I can explain how well my design worked and give reasons for this. I can show any change to make for the future.</p> <p>Children working at greater depth: I can use oracy effectively to enhance my work when using more than one mechanism. I can accurately and effectively link learning from previous lessons to create an owl. I can apply knowledge, skills and understanding from previous learning with security and accuracy without the teacher and add additional moving features using my own ideas to good effect. I can adapt, correct and extend my own understanding with independence.</p>	<p style="text-align: center;"><u>Summer 1 - Lighthouses - Construction</u></p> <p>Children working at the expected standard: I can talk about how a frame has been put together. I can try different techniques to join a fame and say which works best. I can measure with accuracy, use a saw safely. Joins parts to make whole showing how they added strength to the design I can explain how well my picture frame worked and give reasons for this. I can show any change to make for the future.</p> <p>Children working at greater depth: I can adapt, correct or extend my own understanding with independence to investigate different joining techniques. I can apply a high level of confidence and show good resilience when tasks seem demanding. I can apply knowledge, skills and understanding from previous learning with security and accuracy without the teacher.</p> <p style="text-align: center;"><u>Summer 2 – Pirates on Tour – Food</u></p> <p>Children working at the expected standard: I can make choices based on flavour. I can design a label for my fruit juice and follow the instructions to create my fruit juice pirate potion. I can evaluate.</p> <p>Children working at greater depth:</p>

	<p>I can join materials in different ways and work with textiles. I can evaluate mine and my peers' sewing skills and identify ways to develop this skill next time.</p> <p>Children working at greater depth: I can apply high level of confidence and show good resilience when tasks seem demanding. I can adapt, correct or extend my own understanding with independence.</p>			<p>I can compare and give reasoning for my juice choice. Make a purposeful label and work with accuracy when handling ingredients and utensils. I can give reasons and explain how I would improve my flavour and label next time.</p>	
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
<p>Year 3</p> 	<p>Port Sunlight – Food – Eating Seasonally I can prepare myself and a work space to cook safely I can understand the basic rules to avoid food contamination I can follow the instructions within a recipe I can understand safety rules for using, storing and cleaning a knife safely</p>	<p>The UK – Textiles - Cushions I can select and cut fabrics using fabric scissors I can thread needles I can tie knots I can sew using cross stitch to join fabric I can decorate fabric using applique</p>	<p>Rivers and Mountains – Digital World – Electronic Charm I can use a template to cut and assemble a pouch I can select and use the appropriate tools and equipment for cutting, joining, shaping and decorating I can apply functional features to my design</p>	<p>Stone Age – Mechanical Systems – Pneumatic Toys I can create a pneumatic system to create a desired motion I can build secure housing for a pneumatic system I can use syringes and balloons to create different types of pneumatic systems I can manipulate materials to create different effects (cutting, creasing, folding, weaving) I can explain how pneumatic systems operate by drawing in, releasing and compressing air</p>	<p>Ancient Egypt – Structures – Constructing a Castle I can construct a range of 3D shapes using nets I can understand that wide and flat based objects are more stable I can understand the importance of strength and stiffness in structures</p>
<p>Year 4</p> 	<p>Habitats – Mechanical Systems – Making a Slingshot Car I can measure, mark, cut and assemble with increasing accuracy I can make a model based on a chosen design</p>	<p>Antarctica – Food – Adapting a Recipe I can adapt a recipe I can understand a variety of cooking techniques (sieving, creaming, rubbing, cooling)</p>	<p>The Romans – Structure - Pavilions I can create a range of different shaped frame structures I can create a free stranding frame structure I can select appropriate materials to build a strong structure I can reinforce corners to strengthen a structure I can create different textural effects with materials</p>	<p>The Vikings – Textiles - Fastenings I can make and test a paper template with accuracy I can measure, mark and cut fabric using a paper template I can select a stitch style to join fabric I can incorporate fastening to a design</p>	<p>Refugees – Electrical Systems - Torches I can make a torch with a working electrical circuit and switch I can use appropriate equipment to cut and attach materials</p>
<p>Year 5</p> 	<p>Space – Mechanical Systems – Pop-Up Book I can make mechanisms and structures using slides, pivots and folds to create movement I can use layers and spacers to hide the workings of mechanical parts I can explain that mechanisms can be used to change one kind of motion into another</p>	<p>Liverpool – Structures - Bridges I can make a range of different shaped beam bridges I can use triangles to create truss bridges I can build a wooden bridge structure I can measure and mark wood accurately I can use the correct techniques to saw safely I can identify where a structure needs reinforcement</p>	<p>Benin – Food – What Could Be Healthier? I can cut and prepare vegetables safely I can use a range of equipment safely (knives, hot pans, hobs) I can understand how to avoid cross-contamination I can follow a step by step method carefully</p>	<p>North and South America – Digital World – Monitoring Devices I can understand the functional and aesthetic properties of plastics I can program to monitor the ambient temperature and code an alert</p>	<p>The Victorians – Electrical Systems – Doodlers I can make a functional series circuit I can map out where different components of the circuit will go</p>
<p>Year 6</p> 	<p>WW2 – Electrical Systems – Steady Hand Game I can construct a stable base for a game I can accurately cut, fold and assemble a net I can make and test a circuit, incorporating it into a base</p>	<p>Syria – Structures - Playgrounds I can measure, mark and cut wood to create a range of structures I can use a range of materials to reinforce and add decoration to structures I can manipulate materials and shapes to strengthen structures</p>	<p>Evolution and Inheritance – Mechanical Systems – Automata Toys I can measure, mark and cut components accurately I can assemble components accurately to make a stable frame I can secure the joints of the frames at right angles I can select appropriate materials</p>		<p>Coasts – Digital World – Navigating the World I can consider materials and their functional properties, especially those that are sustainable and recyclable I can explain material choices and why they were chosen as part of a product concept I can program an N, E, S, W cardinal compass</p> <p>Coasts – Food – Come Dine With Me I can measure out and use the correct quantities when following a recipe I can adapt a recipe based on research I can work safely and hygienically with independence</p>