



## Progression of Learning Objectives

*“Design and Technology should be where mathematical brainboxes and science whizzkids turn their bright ideas into useful products.”*

*James Dyson*

## DT: Key Stage One

### National Curriculum

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. 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).

Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition
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.	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.	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.	Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.

## DT Coverage: Key Stage One

	Year 1	Year 2
<b>Mechanical Systems</b>	Moving Pictures (sliders and levers)	Safari Vehicles (wheels and axels)
<b>Structures</b>	Playgrounds	Bridges (free standing structures)
<b>Textiles</b>		Textiles
<b>Food Technology</b>	Design and Make Sandwiches	Making a Fruit Salad

## DT: Key Stage One

**Topics Include:**  
**Moving Pictures, Playgrounds and Design/Make Sandwiches (Yr1)**  
**Safari Vehicles, Bridges, Textiles and Making a Fruit Salad (Yr2)**

	Mechanical Systems	Structures	Textiles	Food Technology
<b>Year 1</b>	<p><b>Moving Pictures</b></p> <ul style="list-style-type: none"> <li>• To make a product that moves (slider).</li> <li>• To describe how somethings works.</li> <li>• To explore and understand how levers and pivots work.</li> <li>• To investigate and create wheel mechanisms.</li> <li>• To design a picture with a moving mechanism and explain to someone how to make it.</li> <li>• To make a moving picture based on a design.</li> <li>• To choose appropriate resources and tools.</li> <li>• To be able to evaluate a finished product.</li> </ul> <p><b>Vocabulary – Moving Pictures</b></p> <p>Mechanism                      Slider                      Lever                      Pivot                      Slot                      Wheel                      Join                      Movement                      Design                      Make                      Evaluate</p>	<p><b>Playgrounds</b></p> <ul style="list-style-type: none"> <li>• To explore the components, materials and features of playground equipment.</li> <li>• To be able to explore different ways of joining and strengthening materials to create pieces of playground equipment.</li> <li>• To be able to design a piece of playground equipment.</li> <li>• To be able to make a piece of playground equipment according to a design.</li> <li>• To be able to evaluate a finished product.</li> </ul> <p><b>Vocabulary – Playgrounds</b></p> <p>Mechanism                      Movement                      Lever                      Pivot                      Wheel                      Sturdy                      Join                      Frame                      Design                      Make                      Evaluate</p>		<p><b>Design and Make Sandwiches</b></p> <ul style="list-style-type: none"> <li>• We shared ingredients that the children could select and then taught specific skills to cut their chosen garnish (cucumber or tomato).</li> <li>• They were shown the claw grip and bridge hold.</li> <li>• Children worked in small groups assembling, cutting and eating sandwiches.</li> </ul> <p><b>Vocabulary – Design and Make</b></p> <p>Sandwiches                      Cut                      Slice                      Ingredients                      Claw grip                      Bridge hold</p>

<b>Year 2</b>	<p><b>Safari Vehicles</b></p> <ul style="list-style-type: none"> <li>• Think of an idea and plan what to do next.</li> <li>• Explore mechanisms: use wheels and axles</li> <li>• Explain what went well with my work.</li> </ul> <p><b>Vocabulary – Safari Vehicles</b></p> <p>Axle Wheel Chassis Design Make Evaluate</p>	<p><b>Bridges</b></p> <ul style="list-style-type: none"> <li>• Join materials and components in different ways: Use playdoh, pasta(sheets and spaghetti) , elastic bands, lollipop sticks and decide which is the most effective way to join materials to make a bridge</li> <li>• Choose tools and materials and explain why I have chosen them - strength, sturdiness, flexibility</li> </ul> <p><b>Vocabulary – Bridges</b></p> <p>Support Join Design Make Evaluate</p>	<p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• To use weaving technique to create a seaside background</li> <li>• Use different textiles to add detail to the seaside scene</li> </ul> <p><b>Vocabulary – Textiles</b></p> <p>Weave Textile Design Make Evaluate</p>	<p><b>Fruit Salad</b></p> <ul style="list-style-type: none"> <li>• Describe the ingredients I am using. (taste, texture, shape)</li> </ul> <p><b>Vocabulary – Fruit Salad</b></p> <p>Ingredients Cut Slice Chop Claw grip Bridge hold</p>
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