

Hollybush Primary Design and Technology Curriculum



EYFS	D&T Progression of Skills					
	Nursery			Reception		
	- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. - Use large-muscle movement to wave flags and streamers, paint and make marks - Choose the right resources to carry out their own plan - Use one-handed tools and equipment, for example, making snips in paper with scissors - Explore how things work - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park - Explore different materials freely, in order to develop their ideas about how to use them and what to make - Develop their own ideas and then decide which materials to use to express them - Create closed shapes with continuous lines, and begin to use these shapes to represent objects			- Progress towards a more fluent way of moving, with developing control and grace. - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Safely use and explore a variety of materials, tools and techniques with colour, design, texture, form and function. - Share their creations, explaining the processes they have used.		
COVERAGE	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Simple Structures Textiles Mechanisms Food	Structures Mechanisms Food	Structures Textiles Mechanisms Food	Structures Electrical Systems Food	Structures Textiles Mechanisms Food	Structures Electrical Systems Food

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SKILLS						
Generating ideas DESIGN	Design appealing products for a particular user based on simple design criteria. Generate initial ideas and design criteria through own experiences. Develop and communicate these ideas through talk and drawings and mock ups where relevant.	Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop, model and communicate their ideas through talking, mock-ups and drawings.	Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. Use annotated sketches, prototypes, final product sketches and pattern pieces; communication technology, such as web-based recipes, to develop and communicate ideas.	Generate and clarify ideas through discussion with peers to develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.	Generate innovative ideas through research including surveys, interviews and questionnaires and discussion with peers to develop a design brief and criteria for a design specification. Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. and, where appropriate, computer-aided design	Use research using surveys, interviews, questionnaires and web-based resources to develop a design specification for a range of functional products. Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. Generate and develop innovative ideas and share and clarify these through discussion. Communicate ideas through annotated sketches, pictorial representations of

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						electrical circuits or circuit diagrams.
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
MAKE	Select and use simple utensils, tools and equipment to perform a job e.g. peel, cut, slice, squeeze, grate and chop safely; marking out, cutting, joining and finishing; cut, shape and join paper and card. Select from a range of ingredients and materials according to their characteristics to create a chosen product.	Plan by suggesting what to do next. Select and use tools, equipment, skills and techniques to perform practical tasks, explaining their choices. Select new and materials, components, reclaimed materials and construction kits to build and create their products. Use simple finishing techniques suitable for the products they are creating.	Plan the main stages of making. Select from and use a range of appropriate utensils, tools and equipment with some accuracy related to their product. Select from and use finishing techniques suitable for the product they are creating.	Order the main stages of making. Select and use appropriate tools to measure, mark out, cut, score, shape and combine with some accuracy related to their products. Explain their choice of materials according to functional properties and aesthetic qualities. Select from and use materials and components, including ingredients, construction and electrical components according to their	Produce detailed lists of equipment and fabrics relevant to their tasks. Write a step-by-step plan, including a list of resources required. Select from and use, a range of appropriate utensils, tools and equipment accurately to measure and combine appropriate ingredients, materials and resources.	Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. Competently select from and use appropriate tools to accurately measure, mark, cut and assemble materials, and securely connect electrical components to produce reliable, functional products. Use finishing and decorative techniques suitable for the product they are designing and making.

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				function and properties.		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EVALUATE	Taste, explore and evaluate a range of products to determine the intended user's preferences for the product. Evaluate their ideas throughout and finished products against design criteria, including intended user and purpose.	Explore a range of existing products related to their design criteria. Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.	Investigate a range of 3-D textile products, ingredients and lever and linkage products relevant to their project. Test their product against the original design criteria and with the intended user. Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.	Investigate and evaluate a range of products including the ingredients, materials, components and techniques that are used. Test and evaluate their own products against design criteria and the intended user and purpose. Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.	Investigate and analyse products linked to their final product. Compare the final product to the original design specification and record the evaluations. Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work	Continually evaluate and modify the working features of the product to match the initial design specification. Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. Test the system to demonstrate its effectiveness for the intended user and purpose.
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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KNOWLEDGE & SUGGESTED PROJECTS						
Structures	Build structures, exploring how they can be made stronger, stiffer and more stable. Use words and pictures to describe what she/ he wants to do. Ideas: - Homes - Playgrounds	Know how to make freestanding structures stronger, stiffer and more stable. Know and use some technical vocabulary relevant to the project. Ideas: - Bridges - Fairground Wheel	Build structures with increasing independence. Begin to demonstrate a growing understanding of how to strengthen frames using diagonal struts and how to reinforce their finished product Know and use technical vocabulary relevant to the project. Ideas: - Mini greenhouses - Castles	Develop and use knowledge of how to construct strong, stiff shell structures. Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. Know and use technical vocabulary relevant to the project. Ideas: - Photo frames - Sweet packet	Build more complex 3D structures and apply his/ her knowledge of strengthening techniques to make them stronger or more stable. Know and use technical vocabulary relevant to the project. Ideas: - Bridges - Bug hotel	Understand how to strengthen, stiffen and reinforce 3-D frameworks and can use them accurately and appropriately. Know and confidently use technical vocabulary relevant to the project. Ideas: - Shelters - Bird houses
Textiles	Understand how simple 3-D textile products are made, using a template to create two identical shapes. Understand how to join fabrics using		Know how to strengthen, stiffen and reinforce existing fabrics. Understand how to securely join two pieces of fabric together.		Produce a 3-D textile product from a combination of accurately made pattern pieces, fabric shapes and different fabrics.	

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	different techniques e.g. running stitch, glue, over stitch, stapling. Explore different finishing techniques Know and use technical vocabulary relevant to the project. Ideas: • Puppets • Christmas/ Home Decorations		Understand the need for patterns and seam allowances. Know and use technical vocabulary relevant to the project. Ideas: • Christmas stockings • Pencil cases		Understand how fabrics can be strengthened, stiffened and reinforced where appropriate. Know and use technical vocabulary relevant to the project. Ideas: • Slippers • Pillow Case	
Mechanisms	Explore and use wheels, axles and axle holders. Distinguish between fixed and freely moving axles. Know and use technical vocabulary relevant to the project.	Explore and use sliders and levers. Understand that different mechanisms produce different types of movement. Know and use technical vocabulary relevant to the project.	Understand and use lever and linkage mechanisms. Distinguish between fixed and loose pivots. Know and use technical vocabulary relevant to the project. Ideas:		Understand that mechanical and electrical systems have an input, process and an output. Understand how gears and pulleys can be used to speed up, slow down or change	

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	Ideas: - Moving pictures - Vehicles	Ideas: Moving/ Pop up storybooks	- Moving monsters - Greetings card		the direction of movement. Know and use technical vocabulary relevant to the project. Ideas: Moving toys	
Electrical Systems				Understand and use electrical systems in their products linked to science coverage. Apply their understanding of computing to program and control their products. Know and use technical vocabulary relevant to the project. Ideas: - Light up signs - Toy with siren		Understand and use electrical systems in their products linked to science coverage. Apply their understanding of computing to program, monitor and control their products. Know and use technical vocabulary relevant to the project. Ideas: Fairground rides

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				• Headlamp		• Simple alarms
Food	Know that all food comes from plants or animals that food has to be farmed, grown elsewhere (e.g. home) or caught how to name and sort foods into the five groups in The eatwell plate that everyone should eat at least five portions of fruit and vegetables every day how to prepare simple dishes safely and hygienically, without using a heat source how to use techniques such as cutting and peeling	Know that all food comes from plants or animals that food has to be farmed, grown elsewhere (e.g. home) or caught how to name and sort foods into the five groups in The eatwell plate that everyone should eat at least five portions of fruit and vegetables every day how to prepare simple dishes safely and hygienically, without using a heat source how to use techniques such as cutting, peeling and grating	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 • how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source • how to use a range of techniques such as peeling, chopping, slicing, grating, mixing,	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 • how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source	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 • that seasons may affect the food available • how food is processed into ingredients that can be eaten or used in cooking • how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the	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 • that seasons may affect the food available • how food is processed into ingredients that can be eaten or used in cooking • how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where

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	Ideas: • Fruit Salad • Dips and dippers	Ideas: • Pizzas • Salads	spreading, kneading and baking • that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate Ideas: • Seasonal foods • Sandwiches/ Wraps	• how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking • that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate Ideas: • Edible garden	use of a heat source • how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking • that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate • that recipes can be adapted to change the appearance, taste, texture and aroma Ideas:	appropriate, the use of a heat source • how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking • that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate • that different food and drink contain different substances – nutrients, water and fibre

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					• Global food • Gingerbread Houses • Biscuits	– that are needed for health Ideas: • Burgers • Bread • British Dishes • Seasonal Cooking
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