Design and Technology - Curriculum Progression

	EYFS	
	Learning progression	
Designing and Evaluating	(2-3) Start to make marks intentionally. EAD	(4-5 Reception) Return to and build on their previous learning, refining ideas and developing their ability to represent them. EAD
	(3-4) Develop their own ideas and then decide which materials to use to express them. EAD	
	(3-4) Create closed shapes with continuous lines, and begin to use these shapes to represent objects EAD	
	(3-4) Use large-muscle movements to wave flags and streamers, paint and make marks. PD	
	(3-4) Explore how things work UofW	
Making	(2-3) Explore different materials, using all their senses to investigate them. Manipulate and play with different materials EAD	(4-5 Reception) Create collaboratively sharing ideas, resources and skills. EAD
	(2-3) Use their imagination as they consider what they can do with different materials. EAD	(4-5 Reception) Explore, use and refine a variety of artistic effects to express their ideas and feelings. EAD
	(2-3) Make simple models which express their ideas EAD	
	(2-3) Develop manipulation and control. PD	(4-5) Develop their small motor skills so they can use a range of tools competently, safely and confidently. PD
	(2-3) Explore different materials and tools. PD	(ELG) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. EAD
	(3-4) Explore different materials freely, in order to develop their ideas about how to use them and what to make. EAD	(ELG) Share their creations, explaining the process they have used. EAD
	(3-4) Join different materials and explore different textures. EAD	
	(3-4) Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. EAD	(ELG) Make use of props and materials when role playing characters in narratives and stories. EAD
	(3-4) 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. PSED	
	(3-4) Choose the right resources to carry out their own plan. PD	
	(3-4) Use one-handed tools and equipment, for example, making snips in paper with scissors. PD	
Cooking and Nutrition	(2-3) Explore different materials (ingredients) and tools (PD)	
	(3-4) Make healthy choices about food (PD)	(4-5 Reception) Know and talk about healthy eating PD

EYFS - Nursery/Reception - Design and Technology

	Cycle A					
	All about me!	**Lets have a party!**	**A world of pure imagination!**	**Happily ever after…**	**All things bright and beautiful!**	**Lets go on an adventure!**
Development Matters Stage	2-3 3-4 Nursery 4-5 Reception	3-4 Nursery 4-5 Reception	2-3 (new intake) 3-4 Nursery 4-5 Reception	3-4 Nursery 4-5 Reception	2-3 (new intake) 3-4 Nursery 4-5 Reception	3-4 Nursery 4-5 Reception
	Teaching Skills (joining, manipulating)		**Independent application of skills**		**Skills and vocabulary for evaluation**	
Vocabulary introduced/ embedded	**Designing and making**- Resources, materials, tools, scissors, boxes, tubes, tape, glue, tubs, string, cartons, elastic bands, decorations, paint, support, copy role-play ideas, construction resources, materials, tools, scissors, boxes, tubes, tape, glue, tubs, string, cartons, elastic bands, decorations, paint, stack, up, across, next to, space, create, join, build, upright		**Designing and making**- Lego bricks, Duplo blocks, tubs, string, cartons, elastic bands, decorative materials, paint, pompoms, feathers, sequins, support, copy role-play ideas, show experiences, response, range of media, discuss, share, media, materials, tools, scissors, boxes, tubes, tape, glue, Lego bricks, Duplo blocks, tubs, string, cartons, elastic bands, decorative materials, paint, pompoms, feathers, sequins, stack, up, across, next to, space, create, join, build, upright, **Cooking and nutrition**- Try, interest, experience, explore, describe, respond, feel, food, names of food.		**Designing and making**- Resources, media, materials, tools, scissors, boxes, tubes, tape, glue, Lego bricks, Duplo blocks, tubs, string, cartons, elastic bands, decorative materials, paint, pompoms, feathers, sequins, support, copy role-play ideas, show experiences, response, range of media, discuss, share, construction, resources, media, materials, tools, scissors, boxes, tubes, tape, glue, Lego bricks, Duplo blocks, tubs, string, cartons, elastic bands, decorative materials, paint, pompoms, feathers, sequins, stack, up, across, next to, space, create, join, build, upright, **Cooking and nutrition**- Try, interest, experience, explore, describe, respond, feel, food, names of food. **Evaluating–** share, discuss, test, observe, experiment, purpose, how,	
I know that/ how to…	• I know how to use scissors safely • I know how to use an object to represent something else in pretend play such as a wooden block for a phone or a box for a house. • I know how use construction materials to create my ideas. • I know that different media can be combined to create my design. • I know how to change materials to create my design. • I know how to choose the right tools for cutting, and joining the materials I am using.		• I know how to use scissors safely • I know how use construction materials to create my ideas. • I know that I can have my own ideas about what I want to make and can choose the materials that I need. • I know how choose what I need to create my design and change it if I need to. • I know how to choose the right tools for cutting, and joining the materials I am using. • I know how to explain to someone else the techniques I have used to cut or join.		• I know how to use construction kits to create small worlds for play • I know how to join different materials using tape, glue, hole punch and string, staples • I know how to share my ideas for making things with others • I know how to talk about how I have made my design	

EYFS - Nursery/Reception - Design and Technology

	Cycle B					
	This is me!	**Super Celebrations**	**Out of this world!**	**Once upon a time**	**All creatures great and small**	**Let the adventures begin!**
Development Matters Stage	2-3 3-4 Nursery 4-5 Reception	3-4 Nursery 4-5 Reception	2-3 (new intake) 3-4 Nursery 4-5 Reception	3-4 Nursery 4-5 Reception	2-3 (new intake) 3-4 Nursery 4-5 Reception	3-4 Nursery 4-5 Reception
	Teaching Skills (joining, manipulating)		**Independent application of skills**		**Skills and vocabulary for evaluation**	
Vocabulary introduced/ embedded	**Designing and making**- Resources, materials, tools, scissors, boxes, tubes, tape, glue, tubs, string, cartons, elastic bands, decorations, paint, support, copy role-play ideas, construction resources, materials, tools, scissors, boxes, tubes, tape, glue, tubs, string, cartons, elastic bands, decorations, paint, stack, up, across, next to, space, create, join, build, upright		**Designing and making**- Lego bricks, Duplo blocks, tubs, string, cartons, elastic bands, decorative materials, paint, pompoms, feathers, sequins, support, copy role-play ideas, show experiences, response, range of media, discuss, share, media, materials, tools, scissors, boxes, tubes, tape, glue, Lego bricks, Duplo blocks, tubs, string, cartons, elastic bands, decorative materials, paint, pompoms, feathers, sequins, stack, up, across, next to, space, create, join, build, upright, **Cooking and nutrition**- Try, interest, experience, explore, describe, respond, feel, food, names of food.		**Designing and making**- Resources, media, materials, tools, scissors, boxes, tubes, tape, glue, Lego bricks, Duplo blocks, tubs, string, cartons, elastic bands, decorative materials, paint, pompoms, feathers, sequins, support, copy role-play ideas, show experiences, response, range of media, discuss, share, construction, resources, media, materials, tools, scissors, boxes, tubes, tape, glue, Lego bricks, Duplo blocks, tubs, string, cartons, elastic bands, decorative materials, paint, pompoms, feathers, sequins, stack, up, across, next to, space, create, join, build, upright, **Cooking and nutrition**- Try, interest, experience, explore, describe, respond, feel, food, names of food. **Evaluating–** share, discuss, test, observe, experiment, purpose, how,	
I know that/ how to...	• I know how to use scissors safely • I know how to use an object to represent something else in pretend play such as a wooden block for a phone or a box for a house. • I know how use construction materials to create my ideas. • I know that different media can be combined to create my design. • I know how to change materials to create my design. • I know how to choose the right tools for cutting, and joining the materials I am using.		• I know how to use scissors safely • I know how use construction materials to create my ideas. • I know that I can have my own ideas about what I want to make and can choose the materials that I need. • I know how choose what I need to create my design and change it if I need to. • I know how to choose the right tools for cutting, and joining the materials I am using. • I know how to explain to someone else the techniques I have used to cut or join.		• I know how to use construction kits to create small worlds for play • I know how to join different materials using tape, glue, hole punch and string, staples • I know how to share my ideas for making things with others • I know how to talk about how I have made my design	

KS1 - Design and Technology - Curriculum Progression

	Key Stage 1	
	Learning progression	
Designing and evaluating	DE 1a. I can explore objects and designs and begin to describe what I like about things	DE 1b. I can explore objects and designs to identify likes and dislikes of the designs
	DE 2a. I can say what materials and tools I will use from a limited selection.	DE 2b. I can say what materials and tools I will use from a limited selection and justify my choices.
	DE 3a. I can suggest improvements to existing designs	DE 3b. I can suggest improvements to existing designs to my own and others work
	DE 4a. I can design products that have a clear purpose and an intended user	DE 4b I can explore how products have been created
	DE 5a. I can design using drawings or sketches	DE 5b. I can model simple designs using software
	DE 6a. I can experiment with design	DE 6b. I can refine my design as work progresses.
Making	**Materials**: MM 1a. I can cut materials safely using tools provided. MM 2a. I can demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).	**Materials**: MM 1b. I can measure and mark out to nearest cm. MM 2b. I can demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).
	Textiles: MT 1a. I can shape textiles using templates. MT 2a. I can colour and decorate textiles	**Textiles**: MT 1b. I can join textiles using running stitch. MT 2b. I can colour and decorate textiles using a number of techniques
	Electricals and electronics: MEL 1a. I can recognise if a battery operated device works or not.	**Electricals and electronics:** MEL 1b. I can diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).
	Construction: MC 1a. I can use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.	**Construction**: MC 1b. I can construct using drilling, screwing, gluing and nailing materials to make and strengthen products.
	Mechanics: MME 1a. I can create products using wheels and axles.	**Mechanics**: MME 1b. I can create products using levers, sliders and pivots.
Cooking and Nutrition	CN 1a. I can cut ingredients safely and hygienically.	CN 1b. I can cut, peel or grate ingredients safely and hygienically. I can measure or weigh using measuring cups or electronic scales.
	CN 2a. I understand where food comes from	CN 2b. I can use the basic principles of a healthy and varied diet to prepare dishes.

KS1 - Design and Technology

	Cycle A		
	Grandparents/My Local Area	**Castles/Hot and Cold**	**Famous Stoke People/Recycling**
Curriculum Progression Code	DE1A, DE2A, DE3A, DE4A, DE5A, DE6A, MME1A, MEL1A **DE1B, DE2B, DE3B, DE4B, DE5B, DE6B MEL1B**	DE1A, DE2A, DE3A, DE4A, DE5A, DE6A, MM1A, MM2A, MC1A **DE1B, DE2B, DE3B, DE4B, DE5B, DE6B, MM1B, MM2B, MC1B**	DE1A, DE2A, DE3A, DE4A, DE5A, DE6A, CN1A, CN2A **DE1B, DE2B, DE3B, DE4B, DE5B, DE6B, CN1B, CN2B**
Significant Person/Place		William the Conqueror - Stafford Castle	Joe Wicks
Vocabulary introduced/ embedded	Explore, object, product, deconstruct, design, begin to describe, likes, select tools, scissors, hammer, saw, screw driver, drill, materials, card, paper, fabric, string, ribbon, card board, tubes, boxes, cotton reels, wood, plastic, bottles, dowel, straws, wheels, nails, glue, tape. limited selection, suggest, improve, existing designs, clear purpose, intended user (audience), drawing, sketching, discuss, share, guided evaluation, like, dislike, fit for purpose, test, change. **Materials** – cut, tear, fold, curl, shape, safely, tools, scissors, hammer, saw, screw driver, materials, card, paper, fabric, string, ribbon, card board, tubes, boxes, cotton reels, wood, plastic, bottles, dowel, straws, wheels, nails, glue, tape. **Electricals and electronics** – recognise, notice, say, battery operated, run, working, not working, device. **Mechanics** – product, levers, wheels, axles, move, freely.	Explore, object, product, deconstruct, design, begin to describe, likes, select tools, scissors, hammer, saw, screw driver, drill, materials, card, paper, fabric, string, ribbon, card board, tubes, boxes, cotton reels, wood, plastic, bottles, dowel, straws, wheels, nails, glue, tape. limited selection, suggest, improve, existing designs, clear purpose, intended user (audience), drawing, sketching, discuss, share, guided evaluation, like, dislike, fit for purpose, test, change. **Materials** – cut, tear, fold, curl, shape, safely, tools, scissors, hammer, saw, screw driver, materials, card, paper, fabric, string, ribbon, card board, tubes, boxes, cotton reels, wood, plastic, bottles, dowel, straws, wheels, nails, glue, tape. **Construction** – practise, materials, card, paper, fabric, string, ribbon, card board, tubes, boxes, wood, plastic, bottles, dowel, straws, wheels, screws, nails, glue, tape, tools, scissors, hammer, saw, screw driver, practise, drilling, screwing, gluing, nailing, make, strengthen	Explore, object, product, deconstruct, design, begin to describe, likes, select tools. limited selection, suggest, improve, existing designs, clear purpose, intended user (audience), drawing, sketching, discuss, share, guided evaluation, like, dislike, fit for purpose, test, change. **Cooking-** Cut, ingredients, names of ingredients, prepare, safely, hygienically, clean, utensils, knife, chopping board, chop, cut, slice, mix, stir.
I know that/how to...	I know how to recognise if a battery operated device works or not. **I know how to diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).** I know how to explore objects and designs, describing what I like **and dislike** about things. I know how to choose materials and tools from a limited selection **and justify my choices**. I know how to suggest improvements to existing designs **and my own and others' work.**. I know how to design products that have a clear purpose and intended user. **I know how to explore how products have been created.** I know how to design using drawing or sketches **and model simple designs using software.** I know how to experiment with design **and refine my design as work progresses.**	I know how to cut materials safely using tools provided. **I know how to measure and mark out to the nearest cm.** I know how to demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling) a**nd a range of joining techniques (such as gluing, hinges or combining materials to strengthen).** I know that I can use materials to practise **and construct using** drilling, screwing, gluing and nailing materials to make and strengthen products. I know how to explore objects and designs, describing what I like **and dislike** about things. I know how to choose materials and tools from a limited selection **and justify my choices**. I know how to suggest improvements to existing designs **and my own and others' work.**. I know how to design products that have a clear purpose and intended user. **I know how to explore how products have been created.** I know how to design using drawing or sketches **and model simple designs using software.** I know how to experiment with design **and refine my design as work progresses.**	I know how to cut, **peel or grate** ingredients safely and hygienically. **I know how to measure or weigh using measuring cups or electronic scales.** I know that food comes from different places. **I know how to use the basic principles of a healthy and varied diet to prepare dishes.** I know how to explore objects and designs, describing what I like **and dislike** about things. I know how to choose materials and tools from a limited selection **and justify my choices**. I know how to suggest improvements to existing designs **and my own and others' work.**. I know how to design products that have a clear purpose and intended user. **I know how to explore how products have been created.** I know how to design using drawing or sketches **and model simple designs using software.** I know how to experiment with design **and refine my design as work progresses.**

KS1 - Design and Technology

	Cycle B		
	London's Burning!/ Airports and Train Stations	**Famous People and Events/ Non-Europe Contrast – Kenya**	**Victorians/Seaside Study**
Curriculum Progression	DE1A, DE2A, DE3A, DE4A, DE5A, DE6A **DE1B, DE2B, DE3B, DE4B, DE5B, DE6B, MME1B**	DE1A, DE2A, DE3A, DE4A, DE5A, DE6A, MT1A, MT2A **DE1B, DE2B, DE3B, DE4B, DE5B, DE6B, MT1B, MT2B**	DE1A, DE2A, DE3A, DE4A, DE5A, DE6A, CN1A, CN2A **DE1B, DE2B, DE3B, DE4B, DE5B, DE6B, CN1B, CN2B**
Significant Person/Place	Little Moreton Hall		Mary Berry
Vocabulary introduced/ embedded	Explore, object, product, deconstruct, design, begin to describe, likes, select tools, scissors, hammer, saw, screw driver, drill, materials, card, paper, fabric, string, ribbon, card board, tubes, boxes, cotton reels, wood, plastic, bottles, dowel, straws, wheels, nails, glue, tape. limited selection, suggest, improve, existing designs, clear purpose, intended user (audience), drawing, sketching, discuss, share, guided evaluation, like, dislike, fit for purpose, test, change. **Materials** – cut, tear, fold, curl, shape, safely, tools, scissors, hammer, saw, screw driver, materials, card, paper, fabric, string, ribbon, card board, tubes, boxes, cotton reels, wood, plastic, bottles, dowel, straws, wheels, nails, glue, tape. **Mechanics** – product, levers, wheels, axles, move, freely.	Explore, object, product, deconstruct, design, begin to describe, likes, select tools, scissors, materials, card, paper, fabric, string, ribbon, card board, tubes, boxes, cotton reels, wood, plastic, bottles, straws, glue, tape. limited selection, suggest, improve, existing designs, clear purpose, intended user (audience), drawing, sketching, discuss, share, guided evaluation, like, dislike, fit for purpose, test, change. **Textiles** – shape, fabric, template, colour, red, blue, yellow, green, orange, pink, purple, black, white, brown, decorate, decorative materials, paint, pompoms, feathers, sequins	Explore, object, product, deconstruct, design, begin to describe, likes, select tools. limited selection, suggest, improve, existing designs, clear purpose, intended user (audience), drawing, sketching, discuss, share, guided evaluation, like, dislike, fit for purpose, test, change. **Cooking-** Cut, ingredients, names of ingredients, prepare, safely, hygienically, clean, utensils, knife, chopping board, chop, cut, slice, mix, stir.
I know that/ how to...	**I know how to create products using levers, sliders and pivots.** I know how to explore objects and designs, describing what I like **and dislike** about things. I know how to choose materials and tools from a limited selection **and justify my choices**. I know how to suggest improvements to existing designs **and my own and others' work.**. I know how to design products that have a clear purpose and intended user. **I know how to explore how products have been created.** I know how to design using drawing or sketches **and model simple designs using software.** I know how to experiment with design **and refine my design as work progresses.**	I know how to shape textiles using templates. **I know how to join textiles using running stitch.** I know how to colour and decorate textiles **using a number of techniques.** I know how to explore objects and designs, describing what I like **and dislike** about things. I know how to choose materials and tools from a limited selection **and justify my choices**. I know how to suggest improvements to existing designs **and my own and others' work.**. I know how to design products that have a clear purpose and intended user. **I know how to explore how products have been created.** I know how to design using drawing or sketches **and model simple designs using software.** I know how to experiment with design **and refine my design as work progresses.**	I know how to cut, **peel or grate** ingredients safely and hygienically. **I know how to measure or weigh using measuring cups or electronic scales.** I know that food comes from different places. **I know how to use the basic principles of a healthy and varied diet to prepare dishes.** I know how to explore objects and designs, describing what I like **and dislike** about things. I know how to choose materials and tools from a limited selection **and justify my choices**. I know how to suggest improvements to existing designs **and my own and others' work.**. I know how to design products that have a clear purpose and intended user. **I know how to explore how products have been created.** I know how to design using drawing or sketches **and model simple designs using software.** I know how to experiment with design **and refine my design as work progresses.**

Design and Technology - Curriculum Progression

Key Stage 2

Learning progression

Designing and evaluating	DE 1a- can design with purpose by identifying opportunities to design.	DE 1b- I can design with purpose by identifying opportunities to design and justify my choices.
	DE 2a- I can make products by working efficiently (such as by carefully selecting from a wide range of materials and tools.)	DE 2b- I can make products by working efficiently and with precision (such as by carefully selecting from a wide range of materials and tools.)
	DE 3a- I can refine work as work progresses, evaluating the end product design.	DE 3b- I can refine work and techniques as work progresses, continually evaluating the product design.
	DE 4a- I can identify some of the great designers in all of the areas of study to generate ideas for designs.	DE 4b- I can use software to design and represent product designs including labels.
	DE 5a- I can improve upon existing designs, giving reasons for choices.	DE 5b- I can identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.
	DE 6a- I can use software to design and represent product designs.	DE 6b- I can disassemble products to understand how they work.
Making	**Materials**: MM1a- I can cut materials accurately and safely by selecting appropriate tools. MM2a- I can select appropriate joining techniques.	**Materials**: MM1b- I can measure and mark out to the nearest mm. MM2b- I can apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).
	Textiles: MT1a- I can select the most appropriate techniques to decorate textiles. MT2a- I can join textiles with appropriate stitching.	**Textiles**: MT1b- I can understand the need for a seam allowance.
	Electricals and electronics: MEL 1a– I can create series circuits.	**Electricals and electronics:** MEL 1b- I can create parallel circuits.
	Construction: MC 1a- I can choose suitable techniques to construct products or to repair items.	**Construction:** MC 1b- I can strengthen materials using suitable techniques.
	Mechanics: MME 1a- To use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).	**Mechanics:** MME 1b- I can use scientific knowledge to choose appropriate mechanisms for a product.
	Computing: MCP 1a- I can monitor models using software designed for this purpose.	**Computing:** MCP 1b- I can control and monitor models using software designed for this purpose.
Cooking and nutrition	CN 1a- I can prepare ingredients hygienically using appropriate utensils.	CN 1b- I can prepare ingredients hygienically selecting and using appropriate utensils.
	CN 2a- I can measure accurately.	CN 2b- I can measure ingredients to the nearest gram.
	CN 3a- I can follow a recipe	CN 3b- I can assemble and cook ingredients (controlling the temperature of the oven or hob, if cooking).

KS2 - Design and Technology

	Cycle A		
	Ancient Greeks/Biomes	**Romans/Mountains**	**Homes Over Time/Energy**
Curriculum Progression Code	DE1A, DE2A, DE3A, DE4A, DE5A, DE6A, MME1A **DE1B, DE2B, DE3B, DE4B, DE5B, DE6B, MME1B**	DE1A, DE2A, DE3A, DE4A, DE5A, DE6A, MEL1A, MCP1A **DE1B, DE2B, DE3B, DE4B, DE5B, DE6B, MEL1B, MCP1B**	DE1A, DE2A, DE3A, DE4A, DE5A, DE6A, CN1A, CN2A, CN3A **DE1B, DE2B, DE3B, DE4B, DE5B, DE6B, CN1B, CN2B, CN3B**
Significant Person/Place		Thomas Edison	Mrs Beeton
Vocabulary introduced/ embedded	Design, purpose, identify, deconstruct, disassemble, understand how they work, design opportunities, justify, choice, product, efficiency, precision, carefully select, wide range, tools, scissors, ruler, tape measure, pens and pencils for marking, hammer, saw, pliers, junior hacksaw, bench hook, screw driver, drill, glue gun, craft knife, hole punch, stapler, materials, card, paper, fabric, string, ribbon, card board, tubes, boxes, cotton reels, wood, plastic, bottles, dowel, straws, wheels, nails, glue, tape, refine as work progresses, share, discuss, evaluate continually and end product design, identify, generate ideas from great designers, horticulturalist or pioneers names, improve, existing designs, own work (self), others work (peer), reason, choice, design using software, label, represent, show, product designs. **Materials –** measure, mark out, nearest, centimetre, millimetre, safely, cut, fold, shape, accuracy, range of techniques e.g. gluing, hinging, put together (combine) to strengthen, cuts in the perimeter e.g. slots or cut outs, select, appropriate, tools, materials, technique, tools, scissors, ruler, tape measure, pens and pencils for marking, hammer, saw, pliers, junior hacksaw, bench hook, screw driver, drill, glue gun, craft knife, hole punch, stapler, materials, card, paper, fabric, string, ribbon, card board, tubes, boxes, cotton reels, wood, plastic, bottles, dowel, straws, wheels, nails, glue, tape **Mechanics** - use, scientific knowledge, force, select appropriate, mechanisms, levers, winding mechanisms, pulleys, gears.	Design, purpose, identify, deconstruct, disassemble, understand how they work, design opportunities, justify, choice, product, efficiency, precision, carefully select, wide range, tools, scissors, ruler, tape measure, pens and pencils for marking, hammer, saw, pliers, junior hacksaw, bench hook, screw driver, drill, glue gun, craft knife, hole punch, stapler, materials, card, paper, fabric, string, ribbon, card board, tubes, boxes, cotton reels, wood, plastic, bottles, dowel, straws, wheels, nails, glue, tape, refine as work progresses, share, discuss, evaluate continually and end product design, identify, generate ideas from great designers, horticulturalist or pioneers names, improve, existing designs, own work (self), others work (peer), reason, choice, design using software, label, represent, show, product designs. **Materials –** measure, mark out, nearest, centimetre, millimetre, safely, cut, fold, shape, accuracy, range of techniques e.g. gluing, hinging, put together (combine) to strengthen, cuts in the perimeter e.g. slots or cut outs, select, appropriate, tools, materials, technique, tools, scissors, ruler, tape measure, pens and pencils for marking, hammer, saw, pliers, junior hacksaw, bench hook, screw driver, drill, glue gun, craft knife, hole punch, stapler, materials, card, paper, fabric, string, ribbon, card board, tubes, boxes, cotton reels, wood, plastic, bottles, dowel, straws, wheels, nails, glue, tape **Electricals and electronics –** create, parallel, circuit, wires, crocodile clips, battery, bulbs, motors, buzzers	Design, purpose, identify, deconstruct, disassemble, understand how they work, design opportunities, justify, choice, product, efficiency, precision, carefully select, wide range, tools, scissors, ruler, tape measure, pens and pencils for marking, refine as work progresses, share, discuss, evaluate continually and end product design, identify, generate ideas from great designers, horticulturalist or pioneers names, improve, existing designs, own work (self), others work (peer), reason, choice, design using software, label, represent, show, product designs. **Cookery and Nutrition** Prepare, ingredients, names of ingredients, hygienically, select, use, appropriate, utensils, sterilise, knife, grater, peeler, pan, chopping board, fork, spoon, plate, blender, bowl, whisk, scales, electronic scales, jug, measuring cup, measure, nearest, gram, assemble, cook, control, temperature, microwave, oven, hob, stir, whisk, mix, chop, slice, cut, bake, blend, fry, grate, knead, peel
I know that/ how to...	Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). Design with purpose by identifying opportunities to design **and justify my choices.** Make products by working efficiently **and with precision** (such as by carefully selecting from a wide range of materials and tools.) Refine work **and techniques** as work progresses, **continually** evaluating the end product design. Identify some of the great designers in all of the areas of study to generate ideas for designs. Use software to design and represent product designs **including labels.** Improve upon existing designs, giving reasons for choices. Disassemble products to understand how they work.	**Control and** monitor models using software designed for this purpose. Create series **and parallel** circuits. Design with purpose by identifying opportunities to design **and justify my choices.** Make products by working efficiently **and with precision** (such as by carefully selecting from a wide range of materials and tools.) Refine work **and techniques** as work progresses, **continually** evaluating the end product design. Identify some of the great designers in all of the areas of study to generate ideas for designs. Use software to design and represent product designs **including labels.** Improve upon existing designs, giving reasons for choices. Disassemble products to understand how they work.	Prepare ingredients hygienically **selecting** and using appropriate utensils. Measure ingredients accurately **to the nearest gram.** Follow a recipe. **Assemble and cook ingredients (controlling the temperature of the oven or hob, if cooking).** Design with purpose by identifying opportunities to design **and justify my choices.** Make products by working efficiently **and with precision** (such as by carefully selecting from a wide range of materials and tools.) Refine work **and techniques** as work progresses, **continually** evaluating the end product design. Identify some of the great designers in all of the areas of study to generate ideas for designs. Use software to design and represent product designs **including labels.** Improve upon existing designs, giving reasons for choices. Disassemble products to understand how they work.

KS2 - Design and Technology

	Cycle B		
	Stone Age to Iron Age/London	**Egyptians/Rivers**	**History of Stoke/Europe**
Curriculum Progression Code	DE1A, DE2A, DE3A, DE4A, DE5A, DE6A MM1A, MM2A, MC1A, MCP1A **DE1B, DE2B, DE3B, DE4B, DE5B, DE6B** **MM1B, MM2B, MC1B, MCP1B**	DE1A, DE2A, DE3A, DE4A, DE5A, DE6A CN1A, CN2A, CN3A **DE1B, DE2B, DE3B, DE4B, DE5B, DE6B** **CN1B, CN2B, CN3B**	DE1A, DE2A, DE3A, DE4A, DE5A, DE6A MT1A, MT2A **DE1B, DE2B, DE3B, DE4B, DE5B, DE6B** **MT1B, MT2B**
Significant Person		Michelle Roux	William Morris
Vocabulary introduced/ embedded	Design, purpose, identify, deconstruct, disassemble, understand how they work, design opportunities, justify, choice, product, efficiency, precision, carefully select, wide range, tools, scissors, ruler, tape measure, pens and pencils for marking, hammer, saw, pliers, junior hacksaw, bench hook, screw driver, drill, glue gun, craft knife, hole punch, stapler, materials, card, paper, fabric, string, ribbon, card board, tubes, boxes, cotton reels, wood, plastic, bottles, dowel, straws, wheels, nails, glue, tape, refine as work progresses, share, discuss, evaluate continually and end product design, identify, generate ideas from great designers, horticulturalist or pioneers names, improve, existing designs, own work (self), others work (peer), reason, choice, design using software, label, represent, show, product designs. **Mechanics** - use, scientific knowledge, force, select appropriate, mechanisms, levers, winding mechanisms, pulleys, gears.	Design, purpose, identify, deconstruct, disassemble, understand how they work, design opportunities, justify, choice, product, efficiency, precision, carefully select, wide range, tools, scissors, ruler, tape measure, pens and pencils for marking, refine as work progresses, share, discuss, evaluate continually and end product design, identify, generate ideas from great designers, horticulturalist or pioneers names, improve, existing designs, own work (self), others work (peer), reason, choice, design using software, label, represent, show, product designs. **Cookery and Nutrition** Prepare, ingredients, names of ingredients, hygienically, select, use, appropriate, utensils, sterilise, knife, grater, peeler, pan, chopping board, fork, spoon, plate, blender, bowl, whisk, scales, electronic scales, jug, measuring cup, measure, nearest, gram, assemble, cook, control, temperature, microwave, oven, hob, stir, whisk, mix, chop, slice, cut, bake, blend, fry, grate, knead, peel	Design, purpose, identify, deconstruct, disassemble, understand how they work, design opportunities, justify, choice, product, efficiency, precision, carefully select, wide range, tools, scissors, ruler, tape measure, pens and pencils for marking, glue gun, craft knife, hole punch, stapler, materials, card, paper, fabric, string, ribbon, card board, tubes, boxes, cotton reels, wood, plastic, bottles, dowel, straws, wheels, nails, glue, tape, refine as work progresses, share, discuss, evaluate continually and end product design, identify, generate ideas from great designers, horticulturalist or pioneers names, improve, existing designs, own work (self), others work (peer), reason, choice, design using software, label, represent, show, product designs. **Textiles** – join, stitch, seam, seam allowance
I know that/how to...	Cut materials accurately and safely by selecting appropriate tools. **Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).** Select appropriate joining techniques. **Measure and mark out to the nearest mm.** Choose suitable techniques to construct products or to repair items. **Strengthen materials using suitable techniques.** **Control and** monitor models using software designed for this purpose. Design with purpose by identifying opportunities to design **and justify my choices.** Make products by working efficiently **and with precision** (such as by carefully selecting from a wide range of materials and tools.) Refine work **and techniques** as work progresses, **continually** evaluating the end product design. Identify some of the great designers in all of the areas of study to generate ideas for designs. Use software to design and represent product designs **including labels.** Improve upon existing designs, giving reasons for choices. Disassemble products to understand how they work.	Prepare ingredients hygienically **selecting** and using appropriate utensils. Measure ingredients accurately **to the nearest gram.** Follow a recipe. **Assemble and cook ingredients (controlling the temperature of the oven or hob, if cooking).** Design with purpose by identifying opportunities to design **and justify my choices.** Make products by working efficiently **and with precision** (such as by carefully selecting from a wide range of materials and tools.) Refine work **and techniques** as work progresses, **continually** evaluating the end product design. Identify some of the great designers in all of the areas of study to generate ideas for designs. Use software to design and represent product designs **including labels.** Improve upon existing designs, giving reasons for choices. Disassemble products to understand how they work.	Select the most appropriate techniques to decorate textiles. Join textiles with appropriate stitching. **Understand the need for a seam allowance.** Design with purpose by identifying opportunities to design **and justify my choices.** Make products by working efficiently **and with precision** (such as by carefully selecting from a wide range of materials and tools.) Refine work **and techniques** as work progresses, **continually** evaluating the end product design. Identify some of the great designers in all of the areas of study to generate ideas for designs. Use software to design and represent product designs **including labels.** Improve upon existing designs, giving reasons for choices. Disassemble products to understand how they work.