

## Design Technology – Progression Map

	2-Year-Olds/	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Nursery	-						
Facts:	0-3	Reception	Look at the	Look at the topic	Look at topic	Look at topic	Complete a	Complete a
	Recognise and	Learn new	subject matter	and listen to	work and listen	work and listen	mind map on a	mind map on a
	point to objects if	vocabulary.	and listen to	some simple	to the basic	to the basic	set of images:	set of images:
Designers	asked about		some simple	facts about the	facts about the	facts about the	looking at colour	looking at colour
	them.	Use new	facts.	subject matter.	maker/producer	maker/producer	materials used,	materials used,
Design		vocabulary			and the subject	and the subject	techniques used	techniques used
•	Identify familiar	throughout	Look at fruit and	Discuss the	matter, in a	matter in cultural	and their own	and their own
movements	objects and	the day.	vegetables,	topic/colour/	historical	and historical	thoughts and	thoughts and
	properties for		name them and	materials used.	context.	context.	feelings on the	feelings on the
Cultural	practitioners	Use new	learn about how				subject matter.	subject matter.
Conordi	when they are	vocabulary in	they grow	Respond to a	Discuss the	Discuss the		
	described: for	different	(underground,	simple Q&A.	materials and	materials,	Discuss the	Discuss the
Historical	example: 'Katie's	contexts.	above ground,		techniques used.	techniques and	colours,	colours,
	coat', 'blue car',		on a vine or a	Verbally give an		subject matter.	materials,	materials,
	'shiny apple'.	Talk about	tree)	opinion about	Verbally give an		techniques,	techniques,
Design jobs		and explore		the subject	opinion about	Verbally give an	subject matter	subject matter
	Understand	2D and 3D	Look at fruit and	matter.	the work. 'I like it	opinion about	and ideas	and ideas
	simple questions	shapes (for	vegetables and		because', 'I	the work. 'I like it	behind the	behind the
	about 'who',	example,	label various	Respond by	dislike it	because', 'I	subject matter.	subject matter.
	'what' and	circles,	parts	colouring a	because'	dislike it		
	'where' (but	rectangles,	(seed, stem,	picture of the		because'	Answer written	Read text on the
	generally not	triangles and	core, skin and	subject matter,	Circle/write	Explain why you	questions about	relevant subject
	'why').	cuboids) using	flesh)	adding detail to	keywords	have this	the topic and	and answer
		informal and		the starting	describing the	opinion.	artwork in	questions in full
	<u>3-4</u>	mathematical	Respond to a	image.	topic work.		sentences.	sentences.
	Use a wider	language:	simple Q&A			Answer written		
	range of	'sides',		Circle/link	Draw the subject	questions about	Draw a piece of	Draw a piece of
	vocabulary.	'corners';	Verbally give an	keywords to the	matter showing	the subject	artwork, showing	artwork showing
		'straight',	opinion about	subject matter.	line and detail.	matter in	line colour,	line, colour,
	Make	'flat', 'round'.	the topic. 'I like it			sentences.	shading and	shading,
	comparisons		because'		Add labels to		detail.	blending and
	between objects	Understand			the drawing of	Write keywords		attention to
	relating to size,	position	Respond by		the subject	describing the		detail.
	length, weight	through words	colouring in a		matter.	subject matter.		
	and capacity.	alone – for	picture of the					
		example, "The	subject matter.			Draw the subject		
		bag is under				matter showing		
		the table," –				line and detail.		

	Show interest in	with no						
	different	pointing.				Add labels to		
	occupations.	poiring.				the drawing of		
	occopations.	Discuss routes						
		Discuss routes				the subject		
		and locations,				matter.		
		using words						
		like 'in front of'						
		and 'behind'.						
		Compare						
		length, weight						
		and capacity.						
Technique	<u>0-3</u>	Reception:	Cooking	Cooking	Cooking	Cooking	Cooking	Cooking
	Explore different	Explore, use	Cutting food	Cutting food	Cutting food	Cutting food	Cutting a variety	Manipulating
	materials, using	and refine a	with a blunt	with a blunt knife	with a blunt knife	products	of food products	food products in
	all their senses to	variety of	knife, with	with peer	independently.	independently.	independently.	whatever way
	investigate them.	artistic effects	guidance.	guidance.				serves best for
		to express their			Grating and	Grating and	Grating and	the recipe.
	Manipulate and	ideas and	Mixing food	Grating and	peeling food	peeling food	peeling food	
	play with different	feelings.	products.	peeling food	products with	product	products	Making own
	materials.			products with	peer guidance.	independently.	independently	recipe with
		Return to and	Identifying	Teacher			and quickly.	measurements-
	Make simple	build on their	ingredients are	guidance.	Making group	Making group		support only with
	models which	previous	going to be used		choices about	choices about	Making	measurements
	express their	learning,		Making group	ingredient	recipe	individual	
	ideas.	refining ideas	Tasting food and	choices about	preferences.	preferences.	choices about	Tasting food and
		and	recognising taste	ingredient	·		recipe	recognising
	Reach out for	developing	and texture	preferences.	Making class	Tasting food and	preferences.	taste, texture
	objects as	their ability to	sensations with		choices about	recognising taste		sensations and
	coordination	represent	teacher support.	Tasting food and	recipe	and texture	Tasting food and	ingredients used
	develops. Pass	them.		recognising taste	preferences.	sensations.	recognising	as a basis for
	things from one		Arranging food	and texture	·		taste, texture	own recipe.
	hand to the	Create	to make an	sensation	Tasting food and	Comparing food	sensations and	
	other.	collaboratively	attractive	through peer	recognising taste	products and	ingredients used.	Comparing food
		, sharing ideas,	finished product	support.	and texture	noting down		products and
	Let go of things	resources and	with teacher		sensations	preferences.	Comparing food	noting down
	and hand them	skills.	support.	Mixing and	independently.	,	products and	preferences and
	to another person		. ,	mashing food	, ,	Guessing and	noting down	personal recipe
	or drop them.	Develop their	Follow basic	products.	Guessing food	noting down	preferences and	alterations and
		small motor	health, safety		product	product	personal recipe	ideas
	Build	skills so that	and hygiene	Arranging food	ingredients.	ingredients.	alteration and	independently
	independently	they can use	instructions with	to make an			ideas as pair	, ,
	with a range of	a range of	teacher support.	attractive			work.	

appropriate	tools		finished product	Mixing, mashing	Mixing, mashing		Arranging food
resources.	competently,	Clay	with teacher	and crumbling	and whisking	Manipulating	to make
	safely and	To Manipulate	and peer	food products.	food products.	ingredients in a	independent
Develop	confidently.	clay in a variety	support.			chosen method	choices about its
manipulation and	Suggested	of ways –		Arranging food	Arranging food	with peer advise.	appearance
control.	tools: pencils	cutting, rolling	To follow a	to make an	to make an		independently.
	for drawing	and shaping.	recipe with	attractive	attractive	Arranging food	To naturally
Combine objects	and writing,		teacher support.	product with	product	to make	follow health,
like stacking	paintbrushes,	Textiles/3D		peer support.	independently.	independent	safety and
blocks and cups.	scissors, knives,	Cut and join	Follow health,			choices about its	hygiene
Put objects inside	forks and	man made,	safety and	To follow a	To follow a	appearance in	instructions.
others and take	spoons.	natural or	hygiene	recipe with peer	recipe without	pairs.	
them out again.		recycled	instructions with	support.	support.		Textiles/3D
	Select, rotate	materials to	teacher and			To make and	To design, cut,
Build with a range	and	construct a 3D	peer support.	To follow health,	To follow health,	follow a recipe	measure and
of resources.	manipulate	object.		safety and	safety and	with support.	join - man made,
	shapes to		Clay	hygiene	hygiene		natural or
Notice patterns	develop		To Manipulate	instructions with	instructions	To naturally	recycled
and arrange	spatial		clay in a variety	peer support.	without support.	follow health,	materials to
things in patterns.	reasoning skills.		of ways - making			safety and	construct and
			a sphere, rolling,	Clay	Clay	hygiene	explore an idea.
	Compose and		cutting, sticking	To manipulate	To manipulate	instructions.	Make a refined
<u>3-4</u>	decompose		and blending.	clay in a variety	clay in a variety		2D/3D object.
Make	shapes so that			of ways -	of ways - rolling,	Clay	
imaginative and	children		Manipulating	Rolling,	measuring,	To manipulate	
complex 'small	recognise a		clay for a variety	measuring,	cutting - using	clay in a variety	
worlds' with	shape can		of purposes -	cutting and	card templates,	of ways - make	
blocks and	have other		pinch pot and	pressing objects	scoring and	own choices	
construction kits,	shapes within		coil pot.	into the surface.	blending.	about methods	
such as a city	it, just as					with teacher	
with different	numbers can.		Textiles/3D		Textiles/3D	and peer	
buildings and a			To cut, measure,	Textiles/3D	To design, cut,	support.	
park.	Continue,		and join man	To design, cut,	measure and		
	copy and		made, natural or	measure and	join man made,	Textiles/3D	
Explore different	create		recycled	join man made,	natural or	To design, cut,	
materials freely,	repeating		materials to	natural or	recycled	measure and	
to develop their	patterns.		construct and	recycled	materials to	join man made,	
ideas about how			explore an idea	materials to	construct and	natural or	
to use them and	<u>ELG</u>		or make a rough	construct and	explore an idea,	recycled	
what to make.	Use a range of		2D/3D	explore an idea	make a refined	materials to	
	small tools,		object.	and make a	2D/3D	construct and	
Develop their	including			2D/3D	object.	explore an idea.	
own ideas and	scissors, paint			object.			

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	then decide	brushes and			Make a refined	
	which materials	cutlery.			2D/3D	
	to use to express				object.	
	them.	Safely use and				
		explore a				
	Join different	variety of				
	materials and	materials, tools				
	explore different	and				
	textures.	techniques,				
		experimenting				
	Select and use	with colour,				
	activities and	design,				
	resources, with	texture, form				
	help when	and function.				
	needed. This					
	helps them to	Share their				
	achieve a goal	creations,				
	they have	explaining the				
	chosen or one	process they				
	which is	have used.				
	suggested to					
	them.					
	Choose the right					
	resources to carry					
	out their own					
	plan. For					
	example,					
	choosing a					
	spade to enlarge					
	a small hole they					
	dug with a trowel.					
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	Collaborate with					
	others to					
	manage large					
	items, such as					
	moving a long					
	plank safely,					
	carrying large hollow blocks.					
	HOHOW DIOCKS.					

	Use one-handed tools and equipment, for example, making snips in paper with scissors.  Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.  Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty',							
Ideas,	'blobs', etc.	Reception	Use a	Experiment in	Students to get	Students to get	Ideas stemming	Ideas stemming
Creativity &	Explore different materials, using	Explore, use and refine a	template as scaffolding for	pairs with a variety of	ideas from subject specific	ideas from subject specific	from product taste sessions.	from product taste sessions.
Experimentati	all their senses to	variety of	individual design	materials to	photographs,	photographs or		
on	investigate them.	artistic effects to express their	ideas.	make a prototype 3D	images, or writing	Images or writing supported	To design a food product, listing	To design a food product, listing
	Manipulate and	ideas and	Choose and use	design product.	supported	through class	and drawing the	and drawing the
	play with different materials.	feelings.	paint colours to decorate a	Experiment with	through class and pair	and pair discussions.	ingredients for the main	ingredients for the main
	Triarenais.	Return to and	design product	malleable	discussions.	discossions.	components of	components of
	Make simple	build on their	Distriction	materials to	To see le page : 30	Students to	the recipe.	the recipe.
	models which express their	previous learning,	Display and decorate food	create a 3D design product	Teachers will demonstrate	experiment with material specific	To make	To make
	ideas.	refining ideas	products		material specific	techniques.	ingredient	decisions during
		and developing		Teachers will demonstrate	techniques.	Teachers to	decisions during the making of	the making of the food
		their ability to		demonstrate		demonstrate	THE HIGHING OF	product.

Explore different	represent	material specific	Students to	style and	the food	
materials and	them.	techniques.	experiment with	material specific	product	Complete a
tools.		·	new materials	techniques.		design sheet
	Create	Students to	and		Complete a	and final design,
Explore materials	collaboratively	experiment with	techniques.	To create	design sheet	showing the
with different	,sharing ideas,	new materials		original products	and final design,	creative use of
properties	resources and	and	To create	based on the	showing the	imagery relative
	skills.	techniques.	original products	style and	creative use of	to the topic.
Explore natural			based on the	technique of the	imagery relative	
materials, indoors	Ask questions	To create	technique of a	Designer/Maker	to the topic.	
and outside.	to find out	original products	Designer/Maker			
	more and to	based on the				
<u>3-4</u>	check they	technique of a				
Make	understand	Designer/Maker				
imaginative and	what has					
complex 'small	been said to					
worlds' with	them.					
blocks and						
construction kits,	Use talk to					
such as a city	help work out					
with different	problems and					
buildings and a	organise					
park.	thinking and					
	activities, and					
Explore different	to explain how					
materials freely,	things work					
to develop their	and why they					
ideas about how	might happen.					
to use them and	Claration					
what to make.	Show resilience and					
Dayolan their						
Develop their own ideas and	perseverance in the face of					
then decide	challenge.					
which materials	Challetige.					
to use to express	ELG					
them.	Safely use and					
l liloili.	explore a					
Join different	variety of					
materials and	materials, tools					
explore different	and					
textures.	techniques,					
	experimenting					

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	Use talk to	with colour,			
	organise	design,			
	themselves and	texture, form			
	their play: "Let's	and function.			
	go on a bus you				
	sit there I'll be	Share their			
	the driver."	creations,			
		explaining the			
	Play with one or	process they			
	more other	have used.			
	children,				
	extending and				
	elaborating play				
	ideas.				
	14040.				
	Combine shapes				
	to make new				
	ones – an arch, a				
	bigger triangle,				
	etc.				
	GIC.				
	Extend and				
	create ABAB				
	patterns – stick,				
	leaf, stick, leaf.				
	iear, siick, iear.				
	Use all their				
	senses in hands-				
	on exploration of				
	natural materials.				
	Explore				
	collections of				
	materials with				
	similar and/or				
	different				
	properties.				
	properties.				
	Explore and talk				
	about different				
	forces they can				
	feel.				
	1001.				

	Talk about the							
	differences							
	between							
	materials and							
	changes they							
	notice.							
F l l'	3-4	Reception	Teacher to	Circle smiley	Group discussion	Group discussion	Group discussion	Group discussion
Evaluation	Understand 'why'	Return to and	discuss and	faces to show	on possible	on possible	on possible	on possible
	questions, like:	build on their	recap the	how they feel	evaluation	evaluation	evaluation	evaluation
	"Why do you		learning	about the	answer	answer	answer	answer
	think the	previous	_					
		learning,	objectives	outcome of their	sentences.	sentences.	sentences.	sentences.
	caterpillar got so fat?"	refining ideas	Cinala mailan	work.	Da a aua la aut	De e eue code est	De e eue code est	De e eue cole est
	Idiç	and	Circle smiley	Cive verleed	Recap what	Recap what	Recap what	Recap what
	De alala da	developing	faces to show	Give verbal	objectives have	objectives have	objectives have	objectives have
	Be able to	their ability to	how they feel	feedback on	been	been	been	been
	express a point of	represent	about the	how they think	completed over	completed over	completed over	completed over
	view and to	them.	outcome of their	their work went.	the term.	the term.	the term.	the term.
	debate when	A	work.	Latra di ca a Mila art	C	C	C	Camaralata ana
	they disagree	Articulate their	<b>C</b> '	Introduce What	Complete an	Complete an	Complete an	Complete an
	with an adult or a	ideas and	Give verbal	Went Well &	evaluation	evaluation	evaluation	evaluation
	friend, using	thoughts in	feedback on	Even Better if.	sheet: Write two	sheet: Write two	sheet: Write two	sheet: Write two
	words as well as	well-formed	how they think		sentences per	sentences per	sentences per	sentences per
	actions.	sentences.	their work went.	Describe	learning	learning	learning	learning
				techniques and	objective.	objective.	objective.	objective.
		Connect one	Introduce' What	materials used	What went well?	What went well?	What went well?	What went well?
		idea or action	Went Well' &	during the	Even better if?	Even better if?	Even better if?	Even better if?
		to another	'Even Better if' in	creative process.				
		using a range	Plenary for each		Teacher to	Teacher to	Teacher to	Teacher to
		of	lesson.	Teacher to	support with	support with	support with	support with
		connectives.		model positive	spelling and	spelling and	spelling and	spelling and
			Teacher to	Gallery Time	punctuation	punctuation	punctuation	punctuation
		Describe	model positive	comments.				
		events in some	Plenary Time		Teacher to	Teacher to	Teacher to	Teacher to
		detail.	comments.	Students to	model positive	model positive	model positive	model positive
				begin to make	Gallery Time	Gallery Time	Gallery Time	Gallery Time
		Use talk to		positive	comments.	comments.	comments.	comments.
		help work out		comments				
		problems and		about other	Students to	Students to	Use evaluation	Use evaluation
		organise		students work. 'I	make positive	make comments	to revisit and	to revisit and
		thinking and		like it because'	comments	about other	refine designs	refine designs
		activities, and			about other	students work	and final and	and final and
		to explain how			students work.	'I like it	future designs,	future designs,
		things work				because', '		without support.

	ELG Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.			'I like it because'  Use evaluation to revisit and refine designs and final and future designs, with teacher support.	'Even better if'  Use evaluation to revisit and refine designs and final and future designs, with teacher and peer support.	with peer support.	
Vocabulary	Push Pull Stop Go Turn Twist	Attach Idea Experiment Teamwork Topic Design	Identify Different Product Consumer Factory Equipment Cooking	Investigate Variety Lever Linkage Difference Mechanism Pivot	Pulley System Investigate Type Variety Decision Experiment	Construct Assemble Inspiration Analyse Investigate Building Purpose	Pulley System Investigate Type Variety Decision Experiment

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Why	Shape	Prepare	Sketch	Product	Experiment	Product
What	Pattern	Cutting	Experiment	Design	Structural	Design
How	Recipe	Grating	Materials	Innovative	Balance	Innovative
Build	Knife	Peeling	Design	Functional	Curve	Functional
Construct	Fork	Hygiene	Discussion	Appealing	Spacious	Appealing
Design	Spoon	Contain	Join	Target	Proportion	Target
Pattern	Chopping board	Cookie	Attach	Market	Scale	Market
Scissors	Bowl	Healthy	Fold	Electrical	Triangular	Electrical
Make	Listen	Correct	Glue	Circuit	Bridge	Circuit
Do	Story	Follow	Movement	Menu	Method	Menu
Cut	Naughty	Recipe	Mosaic	Culture	Component	Culture
	Bus	Ingredients	Artefact	Dishes	Model	Dishes
Stick	Imagine	Variety	Pattern	World	Comparison	World
	Look	Building	Shape	Inspiration	Carbon	Inspiration
	Journey	Materials	Tile	Imagination	Product	Imagination
	Template	Habitat	Adhesive	Ingredient	Annotate	Ingredient
	Different	Structure	Measurement	Savoury	Recipe	Savoury
	Environment	Human	Angle	Selection	Preparation	Preparation
	Splash	Design	Score	Recipe	Measure	Selection
	Mess	Experiment	Blend	Produce	Decision	Recipe
	Colour	Pop up	Edge	Seasonal	Critique	Produce
	Stick	Parallel	Sieve	Reasoning	Technique	Seasonal
	Make	Style	Filter	Accentuate		Reasoning
	Draw	Card	Harvest	Collaborate		Accentuate
	Stain	Triangle	Technique	Style		Collaborate
	Old	Rectangle	Preparation			Style
	Map	Observational	Ingredients			Measure
	T		Product			
	Area Local					
	Places					
	Description					
	Record					
	Colourful					
	Showing					
	Visit					
	Evaluate					
	Discuss					
	Emoji					
	Scissors					
	Learn					
	Grown					
	Vegetable					
	Fruit					
	Label					
	Understand					
	Different					

Utensil		
Hygiene		
nygierie		
Preparation		
Cut		
Grate		
Peel		
Pastry		
Materials		
Observational		
Decorate		
Puppet		
Sew		
Stitch		
Thread		
Knot		
Glue		
Design		