

## **Design Technology – Progression Map**

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Nursery 0-3 Recognise and point to objects if asked about them.  Identify familiar objects and properties for practitioners when they are	Reception Learn new vocabulary. Use new vocabulary throughout the day. Use new	Look at the subject matter and listen to some simple facts.  Look at fruit and vegetables,	Look at the topic and listen to some simple facts about the subject matter.  Discuss the	Look at topic work and listen to the basic facts about the maker/producer and the subject	Look at topic work and listen to the basic facts about the maker/producer	Complete a mind map on a set of images: looking at colour materials used,	Complete a mind map on a set of images: looking at colour
Recognise and point to objects if asked about them.  Identify familiar objects and properties for practitioners when they are	Learn new vocabulary.  Use new vocabulary throughout the day.	subject matter and listen to some simple facts. Look at fruit and vegetables,	and listen to some simple facts about the subject matter.	work and listen to the basic facts about the maker/producer	work and listen to the basic facts about the maker/producer	mind map on a set of images: looking at colour	mind map on a set of images: looking at colour
Identify familiar objects and properties for practitioners when they are	vocabulary throughout the day.	Look at fruit and vegetables,				materials used	
objects and properties for practitioners when they are	the day.	vegetables,	1 1/15(1155 1116	matter, in a	and the subject matter in cultural	techniques used and their own	materials used, techniques used and their own
when they are	Use new	name them and	topic/colour/ materials used.	historical context.	and historical context.	thoughts and feelings on the	thoughts and feelings on the
described: for	vocabulary in different	learn about how they grow (underground,	Respond to a simple Q&A.	Discuss the materials and	Discuss the materials,	subject matter.  Discuss the	subject matter.  Discuss the
example: 'Katie's coat', 'blue car',	contexts.	above ground, on a vine or a	Verbally give an	techniques used.	techniques and subject matter.	colours, materials,	colours, materials,
'shiny apple'.  Understand simple questions about 'who',	Talk about and explore 2D and 3D shapes (for example,	Look at fruit and vegetables and label various	opinion about the subject matter.	Verbally give an opinion about the work. 'I like it because', 'I dislike it	Verbally give an opinion about the work. 'I like it because', 'I	techniques, subject matter and ideas behind the subject matter.	techniques, subject matter and ideas behind the subject matter.
`where' (but generally not `why').	rectangles, triangles and cuboids) using informal and	(seed, stem, core, skin and flesh)	picture of the subject matter, adding detail to the starting	Circle/write keywords describing the	because' Explain why you have this opinion.	Answer written questions about the topic and artwork in	Read text on the relevant subject and answer questions in full
<b>3-4</b> Use a wider range of vocabulary.	mathematical language: 'sides', 'corners'; 'straight',	Respond to a simple Q&A  Verbally give an opinion about	image.  Circle/link keywords to the subject matter.	Draw the subject matter showing line and detail.	Answer written questions about the subject matter in	Draw a piece of artwork, showing line colour,	Draw a piece of artwork showing line, colour,
Make comparisons between objects relating to size.	'flat', 'round'.  Understand	the topic. 'I like it because'		Add labels to the drawing of the subject	sentences.  Write keywords describing the	shading and detail.	shading, blending and attention to detail.
length, weight and capacity.	through words alone – for example, "The bag is under	colouring in a picture of the subject matter.		matter.	subject matter.  Draw the subject		
sia v v g v M cob rele	mple questions bout 'who', what' and where' (but enerally not why').  -4 se a wider ange of ocabulary.  lake omparisons etween objects elating to size, ength, weight	shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.  Iake omparisons etween objects elating to size, ength, weight and capacity.  Shapes (for example, 'friender in the part of example, "The example, "The example, "The example, "The example, "shapes (for example, "for example, "for example, "though words alone – for example, "The	shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'corners'; 'straight', 'flat', 'round'.  lake omparisons etween objects elating to size, ength, weight and capacity.  shapes (for example, label various parts (seed, stem, core, skin and flesh)  mathematical language: simple Q&A  simple Q&A  Respond to a simple Q&A  'verbally give an opinion about the topic. 'I like it because'  Respond by colouring in a picture of the subject matter.	shapes (for example, circles, rectangles, triangles and cuboids) using informal and sea a wider ange of ocabulary.  Iake omparisons etween objects ength, weight and capacity.  Shapes (for example, circles, parts (seed, stem, core, skin and flesh)  The example questions shapes (for example, vegetables and label various parts (seed, stem, core, skin and flesh)  Respond by colouring a picture of the subject matter, adding detail to the starting image.  Sides', verbally give an opinion about the topic. 'I like it because'  Understand position through words alone – for example, "The subject matter.	shapes (for example, what' and circles, where' (but enerally not why').  Learn language: se a wider ange of ocabulary.  Is a lake omparisons etween objects ength, weight and capacity.  Is a language: send language: ength, weight and capacity.  Is a language: shapes (for example, wegetables and label various parts (seed, stem, core, skin and flesh)  Is a label various parts (seed, stem, core, skin and flesh)  Is a core, skin and subject matter, adding detail to the starting image.  Is a core, skin and subject matter, adding detail to the starting image.  Is a core, skin and subject matter, adding detail to the starting image.  Is a core, skin and subject matter, adding detail to the starting image.  Is a core, skin and subject matter, adding detail to the starting image.  Is a core, skin and subject matter, adding detail to the starting image.  Is a core, skin and subject matter, adding detail to the subject matter.  Is a core, skin and subject matter, adding detail to the subject matter.  Is a core, skin and subject matter, adding detail to the subject matter.  Is a core, skin and subject matter, adding detail to the subject matter.  Is a core, skin and flesh)  Is a core, skin and flesh)  Is a core, skin and subject matter, adding detail to the subject matter.  Is a core, skin and core, skin and subject matter, adding detail to the subject matter.  Is a core, skin and subject matter, adding detail to the subject matter.  Is a core, skin and subject matter, adding detail to the subject matter.  Is a core, skin and subject matter, adding detail to the subject matter.  Is a core, skin and subject matter, adding detail to the subject matter.  Is a core, skin and subject matter, adding detail to the subject matter.  Is a core, skin and subject matter, adding detail to the subject matter.	shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical se a wider ange of ocabulary.  lake omparisons etween objects ength, weight and capacity.  Imple questions bout 'who', who',	shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: somperisons etween objects elating to size, ength, weight and capacity.  Shapes (for example, circles, rectangles, circles, rectangles, triangles and cuboids) using informal and mathematical language: somperisons etween objects elating to size, ength, weight and capacity.  Shapes (for example, circles, parts (seed, stem, core, skin and label various parts (seed, stem, core, skin and label various parts (seed, stem, core, skin and label various parts (seed, stem, core, skin and flesh)  Respond by colouring a picture of the subject matter, adding detail to the starting image.  Respond by colouring a picture of the subject matter, adding detail to the starting image.  Circle/write subject matter.  Circle/write keywords describing the topic work.  Circle/link keywords to the subject matter.  Circle/link keywords to the subject matter.  Draw the subject matter.  Draw a piece of artwork, showing line and detail.  Write keywords describing the subject matter.  Shapes (for example, circles, rectangles, rectangles, triangles and cuboids) using informal and capacity.  Shapes (for example, circles, rectangles, triangles and cuboids) using picture of the subject matter.  Seed, stem, core, skin and flesh)  Respond by colouring a picture of the subject matter.  Circle/write keywords describing the subject matter.  Draw the subject matter.  Shapes (for example, "I dislike it because"  Answer written questions about the topic and artwork in sentences.  Answer written questions about the topic wash opinion.  Sentences.  Add labels to the drawing of the subject matter.  Draw the wishie topic wash opinion.  Sentences.  Draw the wishie topic wash opinion.  Sentences.  Draw the work. I lide it because', The work in dislike it because'  Draw the work. I lide it beca

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	Show interest in	with no				Add late to be		
	different	pointing.				Add labels to		
	occupations.					the drawing of		
		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.			<b>.</b>	serves best for
	Mandandahaaaad	to express their	Mindon of Co. and	Continuo	Grating and	Grating and	Grating and	the recipe.
	Manipulate and	ideas and	Mixing food	Grating and	peeling food	peeling food	peeling food	Maldana
	play with different	feelings.	products.	peeling food	products with	product	products	Making own
	materials.	Datuma ta anad	Talambić ima	products with	peer guidance.	independently.	independently	recipe with
	Malca aimanla	Return to and	Identifying	Teacher	Malsing group	Malsing group	and quickly.	measurements-
	Make simple	build on their	ingredients are	guidance.	Making group	Making group	Malsina	support only with
	models which	previous	going to be used	Malsing group	choices about	choices about	Making individual	measurements
	express their	learning,	Taating food and	Making group choices about	ingredient	recipe		Tacting food and
	ideas.	refining ideas and	Tasting food and recognising taste	ingredient	preferences.	preferences.	choices about recipe	Tasting food and recognising
	Reach out for	developing	and texture	preferences.	Making class	Tasting food and	preferences.	taste, texture
	objects as	their ability to	sensations with	preferences.	choices about	recognising taste	preferences.	sensations and
	coordination	represent	teacher support.	Tasting food and	recipe	and texture	Tasting food and	ingredients used
	develops. Pass	them.	teacher support.	recognising taste	preferences.	sensations.	recognising	as a basis for
	things from one	them.	Arranging food	and texture	preferences.	Selisations.	taste, texture	own recipe.
	hand to the	Create	to make an	sensation	Tasting food and	Comparing food	sensations and	own recipe.
	other.	collaboratively	attractive	through peer	recognising taste	products and	ingredients used.	Comparing food
	outer.	, sharing ideas,	finished product	support.	and texture	noting down	ingredients asea.	products and
	Let go of things	resources and	with teacher	заррога.	sensations	preferences.	Comparing food	noting down
	and hand them	skills.	support.	Mixing and	independently.	preferencesi	products and	preferences and
	to another person	Skins.	зарроге:	mashing food	inacpendentity:	Guessing and	noting down	personal recipe
	or drop them.	Develop their	Follow basic	products.	Guessing food	noting down	preferences and	alterations and
	o. drop them.	small motor	health, safety	p.oaacts.	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	9. 54.51.651	g. carcinco.	ideas as pair	acpenacha;
	with a range of	a range of	teacher support.	Attractive	Mixing, mashing	Mixing, mashing	work.	Arranging food
	appropriate	tools		finished product	and crumbling	and whisking		to make
	resources.	competently,	Apply these	with teacher	food products.	food products.	Manipulating	independent
	. 5554. 5551	25	skills to make		.504 p. 5446651	. soa p. oaaccsi		dopondone

Develop manipulation and control.  Combine objects like stacking blocks and cups. Put objects inside others and take them out again.  Build with a range of resources.  Notice patterns and arrange things in patterns.  3-4  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, to develop their ideas about how to use them and what to make. Develop their own ideas and appropriate	including	pizza, a fruit salad, a plant based meal or make something using what they have grown in the Kitchen Garden.  Clay  To Manipulate clay in a variety of ways – cutting, rolling and shaping.  Textiles/3D Cut and join man made, natural or recycled materials to construct a 3D object.	and peer support.  To follow a recipe with teacher support.  Follow health, safety and hygiene instructions with teacher and peer support.  Apply these skills to make couscous with fruit and vegetables, African vegetable stew and bread rolls.  Clay  To Manipulate clay in a variety of ways - making a sphere, rolling, cutting, sticking and blending.  Manipulating clay for a variety of purposes - pinch pot and coil pot.  Textiles/3D  To cut, measure, and join man made, natural or	Arranging food to make an attractive product with peer support.  To follow a recipe with peer support.  To follow health, safety and hygiene instructions with peer support.  Apply these skills to make vegetable potage, scones, pasta salad.  Clay To manipulate clay in a variety of ways - Rolling, measuring, cutting and pressing objects into the surface.  Textiles/3D To design, cut, measure and join man made, natural or recycled	Arranging food to make an attractive product independently.  To follow a recipe without support.  To follow health, safety and hygiene instructions without support.  Apply these skills to make muesli, fair trade brownies and pea and potato curry (vegetables to be used from kitchen garden).  Clay  To manipulate clay in a variety of ways - rolling, measuring, cutting - using card templates, scoring and blending.  Textiles/3D  To design, cut,	ingredients in a chosen method with peer advise.  Arranging food to make independent choices about its appearance in pairs.  To make and follow a recipe with support.  To naturally follow health, safety and hygiene instructions.  Apply these skills to make a baked English breakfast, Egyptian flatbread or Viking soda bread and a Caribbean fruit salad.  Clay  To manipulate clay in a variety of ways - make own choices about methods with toacher.	choices about its appearance independently. To naturally follow health, safety and hygiene instructions.  Apply these skills to make shepherd's pie, paella, and cheese and pesto tarts.  Textiles/3D To design, cut, measure and join - man made, natural or recycled materials to construct and explore an idea. Make a refined 2D/3D object.
what to make. Develop their own	Use a range of small tools,		To cut, measure, and join man	measure and join man made,	blending.  Textiles/3D	clay in a variety of ways - make own choices	
	manipulation and control.  Combine objects like stacking blocks and cups. Put objects inside others and take them out again.  Build with a range of resources.  Notice patterns and arrange things in patterns.  3-4  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, to develop their ideas about how to use them and what to make. Develop their own ideas and appropriate resources.  Develop	Develop manipulation and control.  Combine objects like stacking blocks and cups. Put objects inside others and take them out again.  Build with a range of resources.  Notice patterns and arrange things in patterns.  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, to develop their ideas about how to use them and what to make. Develop their own ideas and appropriate resources.  Develop  Comfidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  Select, rotate and manipulate shapes to develop spatial reasoning skills.  Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.  Continue, copy and create repeating patterns.  ELG  Use a range of small tools, including scissors, paint brushes and cutlery.	Develop manipulation and control.  Combine objects like stacking blocks and cups. Put objects inside others and take them out again.  Build with a range of resources.  Notice patterns and arrange things in patterns.  Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.  Continue, copy and create repeating patterns.  Develop  Develop  Confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  Select, rotate and spoons.  Clay  To Manipulate clay in a variety of ways – cutting, rolling and shaping.  Textiles/3D Cut and join man made, natural or recycled materials to construct a 3D object.  Textiles/abc.  Textiles/abc.  Continue, copy and create repeating patterns.  ELG  Use a range of small tools, including appropriate resources.  Develop  Develop  Develop  Develop  Use a range of small tools, including appropriate resources.  Develop  Develop  Develop  Confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, paint based meal or make something using what they have grown in the Kitchen Garden.  Clay  To Manipulate clay in a variety of ways – cutting, rolling and shaping.  Textiles/3D Cut and join man made, natural or recycled materials to construct a 3D object.	Develop manipulation and control.  Combine objects like stacking blocks and cups. Put objects inside others and take them out again.  Notice patterns and arrange things in patterns.  Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different materials freely, to develop their ideas about how to use them and what to make.  Develop to levelop their ideas and appropriate resources.  Develop to levelop to fire resources.  Combine objects inside tools: paint writing, paintbrushes, scissors, knives, forks and spoons.  Select, rotate and spoons.  Compose and develop spatial reasoning skills.  Compose and decompose shapes so that children recognise a shape can have other shape can numbers can.  Continue, copy and create repeating patterns.  ELG  Use a range of small tools, including appropriate resources.  Develop  Develop  Develop  Combine objects inside tools: paint writing, paintbrushes, scissors, knives, forks and spoons.  Select, rotate and writing, paintbrushes, scissors, knives, forks and spoons.  Select, rotate and writing, paintbrushes, scissors, knives, forks and spoons.  Clay  To Manipulate clay in a variety of ways - cutting, rolling and shaping.  Textiles/3D Cut and precycled materials to construct a 3D object.  Clay  To Manipulate clay in a variety of ways - making out they have grown in the Kitchen.  Garden.  To Manipulate clay in a variety of ways - cutting, rolling and bread rolls.  Textiles/3D Cut and bread rolls.  Manipulating day for a variety of purposes - pinch pot and coil pot.  Textiles/3D  To cut, measure, and join man made, natural or recycled materials to construct and poin man made, natural or recycled materials to construct and poin man made, natural or recycled materials to construct and poin man materials freely, to develop their ideas about how to use them and what to make.  Develop  Develop  Develop  To follow eather.  To follo	Develop manipulation and control.  Combine objects like stacking shocks and cups. Put objects inside others and take them out again.  Select, rotate and arrange of resources.  Notice patterns and arrange things in patterns.  Acompose and decompose and decompose shapes so that imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different materials freely to develop their ideas about how to use them and what to make.  Explore different materials freely to develop their ideas about how to use them and what to make.  Develop their own ideas and appropriate resources.  Develop manipulation and bevelop manipulation and Develop manipulation and control.  Suggested to based meal or make and owniting based meal or make something using what they have something using what they have something using what they have grown in the Kitchen Garden.  Select, rotate and clay in a variety of ways - cutting, rolling and shaping.  Select, rotate and clay in a variety of ways - making a sphere, rolling, cutting, sticking and blending.  To follow a recipe with teacher support.  Follow health, safety and hygiene instructions with teacher and peer support.  To follow a recipe with teacher support.  Follow health, safety and hygiene instructions with teacher and peer support.  To follow a recipe with teacher support.  Follow health, safety and hygiene instructions with teacher and peer support.  To follow a recipe with teacher support.  Follow health, safety and hygiene instructions with teacher and peer support.  To follow health, safety and hygiene instructions with teacher and recipe with teacher and peer support.  Follow health, safety and hygiene instructions with teacher and recipe with teacher and peer support.  Follow hater teacher and was explore an idea and tractive product with teacher and peer support.  Follow hater teacher and was explore an idea and attractive product with teacher support.  Follow hater teacher and peer support.  Follow hater teacher and was explore and feer on suppor	Develop manipulation and control.  Suggested tools: pencils for drawing using what they have grown in the kitchen gainthrushes, scissors, knives, and sports.  Select, rotate and arrange things in patterns.  Notice patterns and arrange things in patterns.  Notice patterns and arrange things in patterns.  Notice patterns and arrange things in patterns.  Compose and decompose Make imaginative and control kits, such as a city with different bouldings and a park.  Continue, copy and create materials freely, with different materials freely, copy and create repeating body to use them and way to use them and way to use them and apark.  ELG  Use a range of seasors, knives, based meal or make something using what to make and show to ther control kits, such as a city with different materials freely, copy and create repeating to develop their ideas about how to use them and way to to use them and appropriate resources.  Develop manipulation and bevelop manipulation and	Develop manipulation and control. Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Select, rotate and arrange of resources. Shorks and arrange things in patterns.  3-4 Make and arrange down in the kitchen and arrange things in patterns.  3-4 Compose and decompose shapes to thing in join man and arrange things in patterns.  3-4 Shapes within it just as make with different blocks and construction kits, such as a city with different blocks and construction kits, such as a city with different materials freely to develop their own to use them and park.  Continue, copy and create materials for incustruction kits, such as a city with different materials freely to develop their wideas about how to use them and park.  Continue, copy and create materials to construct and appropriate resources.  Develop main with a range of resources.  Develop their own ideas and appropriate resources.  Develop main with a range of resources.  Develop main with a range of resources.  Salad, a plant based maal or make a distractive product with the acher and eacher support. To follow a attractive product with to make an attractive precipie with teacher and park and to make an attractive product with tracher and attractive product with t

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control.	Safely use and	2D/3D	object.	construct and	To design,	
	explore a	object.		explore an idea,	cut,	
Combine objects	variety of			make a refined	measure and	
like stacking	materials, tools			2D/3D	join man	
blocks and cups.	and			object.	made,	
Put objects inside	techniques,			_	natural or	
others and take	experimenting				recycled	
them out again.	with colour,				materials to	
	design,				construct	
Build with a range	texture, form				and explore	
of resources.	and function.				an idea.	
or resources.	and function.				an idea.	
Notice patterns	Share their				Make a refined	
	creations,					
and arrange	explaining the				2D/3D	
things in patterns.	process they				object.	
	have used.					
<u>3-4</u>	nave asca.					
Make						
imaginative and						
complex 'small						
worlds' with						
blocks and						
construction kits,						
such as a city						
with different						
buildings and a						
park.						
pariti						
Explore different						
materials freely,						
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.						
Join different						
materials and						
explore different						
textures.						

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.				
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.				
Collaborate with				
others to				
manage large				
items, such as				
moving a long				
plank safely,				
carrying large				
hollow blocks.				
Use one-handed				
tools and				
equipment, for				
example, making				
snips in paper				
with scissors.				
55.556.51				
Select shapes				
appropriately: flat				
surfaces for				
building, a				
triangular prism				

	1	I		1			1	
	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', 'blobs', etc.							
Ideas,	0-3	Reception	Use a	Experiment in	Students to get	Students to get	Ideas stemming	Ideas stemming
Creativity & Experimentati on	Explore different materials, using all their senses to investigate them.  Manipulate and play with different materials.  Make simple models which express their ideas.  Explore different materials and tools.  Explore materials with different properties	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	template as scaffolding for individual design ideas.  Choose and use paint colours to decorate a design product  Display and decorate food products	pairs with a variety of materials to make a prototype 3D design product.  Experiment with malleable materials to create a 3D design product  Teachers will demonstrate material specific techniques.  Students to experiment with new materials	ideas from subject specific photographs, images, or writing supported through class and pair discussions.  Teachers will demonstrate material specific techniques.  Students to experiment with new materials and techniques.	ideas from subject specific photographs or Images or writing supported through class and pair discussions.  Students to experiment with material specific techniques. Teachers to demonstrate style and material specific techniques.  To create original	from product taste sessions.  To design a food product, listing and drawing the ingredients for the main components of the recipe.  To make ingredient decisions during the making of the food product  Complete a design sheet and final design,	from product taste sessions.  To design a food product, listing and drawing the ingredients for the main components of the recipe.  To make decisions during the making of the food product.  Complete a design sheet and final design, showing the
	Explore natural materials, indoors and outside.  3-4 Make imaginative and complex 'small	create collaboratively ,sharing ideas, resources and skills.  Ask questions to find out more and to		and techniques.  To create original products based on the technique of a Designer/Maker	To create original products based on the technique of a Designer/Maker	products based on the style and technique of the Designer/Make r	showing the creative use of imagery relative to the topic.	creative use of imagery relative to the topic.

worlds' with	check they			
blocks and	understand			
construction kits,	what has			
such as a city	been said to			
with different	them.			
buildings and a				
park.	Use talk to			
F -	help work out			
Explore different	problems and			
materials freely,	organise			
to develop their	thinking and			
ideas about how	activities, and			
to use them and	to explain how			
what to make.	things work			
	and why they			
Develop their	might happen.			
own ideas and	3 - 177 -			
then decide	Show			
which materials	resilience and			
to use to express	perseverance			
them.	in the face of			
	challenge.			
Join different				
materials and	<u>ELG</u>			
explore different	Safely use and			
textures.	explore a			
	variety of			
Use talk to	materials, tools			
organise	and			
themselves and	techniques,			
their play: "Let's	Experimentin			
go on a bus you	g with colour,			
sit there I'll be	design,			
the driver."	texture, form			
	and function.			
Play with one or				
more other	Share their			
children,	creations,			
extending and	explaining the			
elaborating play	process they			
ideas.	have used.			
Combine shapes				
to make new				
ones – an arch, a				
bigger triangle,				

		T			
etc.					
Ext	end and				
crea	ate ABAB				
	erns – stick,				
	, stick, leaf.				
Use	all their				
	ses in hands-				
	exploration of				
	ural materials.				
	lore				
	ections of				
	cerials with				
	ilar and/or				
	erent				
	perties.				
Exp	lore and talk				
abo	ut different				
ford	es they can				
feel					
	about the				
	erences				
	ween				
	terials and				
	nges they				
not	ce.				

Evaluation	<u>3-4</u>	Reception	Teacher to	Circle smiley	Group discussion	Group discussion	Group discussion	Group discussion
Lvaidacion	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	previous	learning	about the	answer	answer	answer	answer
	think the	learning,	objectives	outcome of their	sentences.	sentences.	sentences.	sentences.
	caterpillar got so	refining ideas	-	work.				
	fat?"	and	Circle smiley		Recap what	Recap what	Recap what	Recap what
		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		work.					
	they disagree	Articulate their		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.

	and why they might happen.  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

NA/Inc.	Chara	D	Charle	Dona donat	F	Donation to
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
	Area		Product			
	Local					
	Places					
	Description					
	Record					
	Colourful					
	Showing					
	Visit					
	Evaluate					
	Discuss					
	Emoji					
	_					
	Scissors Learn					
	Grown					
	Vegetable					
	Fruit					
	Label					
	Understand					
	Different					

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