

Design Technology – Progression Map



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

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

	<p>Develop manipulation and control.</p> <p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</p> <p>Build with a range of resources.</p> <p>Notice patterns and arrange things in patterns.</p> <p>3-4 Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and appropriate resources.</p> <p>Develop manipulation and</p>	<p>safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>ELG Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p>pizza, a fruit salad, a plant based meal or make something using what they have grown in the Kitchen Garden.</p> <p>Clay To Manipulate clay in a variety of ways – cutting, rolling and shaping.</p> <p>Textiles/3D Cut and join man made, natural or recycled materials to construct a 3D object.</p>	<p>and peer support.</p> <p>To follow a recipe with teacher support.</p> <p>Follow health, safety and hygiene instructions with teacher and peer support.</p> <p>Apply these skills to make couscous with fruit and vegetables, African vegetable stew and bread rolls.</p> <p>Clay To Manipulate clay in a variety of ways - making a sphere, rolling, cutting, sticking and blending.</p> <p>Manipulating clay for a variety of purposes - pinch pot and coil pot.</p> <p>Textiles/3D To cut, measure, and join man made, natural or recycled materials to construct and explore an idea or make a rough</p>	<p>Arranging food to make an attractive product with peer support.</p> <p>To follow a recipe with peer support.</p> <p>To follow health, safety and hygiene instructions with peer support.</p> <p>Apply these skills to make vegetable potage, scones, pasta salad.</p> <p>Clay To manipulate clay in a variety of ways - Rolling, measuring, cutting and pressing objects into the surface.</p> <p>Textiles/3D To design, cut, measure and join man made, natural or recycled materials to construct and explore an idea and make a 2D/3D</p>	<p>Arranging food to make an attractive product independently.</p> <p>To follow a recipe without support.</p> <p>To follow health, safety and hygiene instructions without support.</p> <p>Apply these skills to make muesli, fair trade brownies and pea and potato curry (vegetables to be used from kitchen garden).</p> <p>Clay To manipulate clay in a variety of ways - rolling, measuring, cutting - using card templates, scoring and blending.</p> <p>Textiles/3D To design, cut, measure and join man made, natural or recycled materials to</p>	<p>ingredients in a chosen method with peer advise.</p> <p>Arranging food to make independent choices about its appearance in pairs.</p> <p>To make and follow a recipe with support.</p> <p>To naturally follow health, safety and hygiene instructions.</p> <p>Apply these skills to make a baked English breakfast, Egyptian flatbread or Viking soda bread and a Caribbean fruit salad.</p> <p>Clay To manipulate clay in a variety of ways - make own choices about methods with teacher and peer support.</p> <p>Textiles/3D</p>	<p>choices about its appearance independently. To naturally follow health, safety and hygiene instructions.</p> <p>Apply these skills to make shepherd's pie, paella, and cheese and pesto tarts.</p> <p>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.</p>
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	<p>control.</p> <p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</p> <p>Build with a range of resources.</p> <p>Notice patterns and arrange things in patterns.</p> <p>3-4 Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>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.</p> <p>Join different materials and explore different textures.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>		2D/3D object.	object.	<p>construct and explore an idea, make a refined 2D/3D object.</p>	<p>To design, cut, measure and join man made, natural or recycled materials to construct and explore an idea.</p> <p>Make a refined 2D/3D object.</p>	
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	<p>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.</p> <p>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.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism</p>							
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	<p>for a roof, etc.</p> <p>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.</p>							
Ideas, Creativity & Experimentation	<p>0-3 Explore different materials, using all their senses to investigate them.</p> <p>Manipulate and play with different materials.</p> <p>Make simple models which express their ideas.</p> <p>Explore different materials and tools.</p> <p>Explore materials with different properties</p> <p>Explore natural materials, indoors and outside.</p> <p>3-4 Make imaginative and complex 'small</p>	<p>Reception Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively ,sharing ideas, resources and skills.</p> <p>Ask questions to find out more and to</p>	<p>Use a template as scaffolding for individual design ideas.</p> <p>Choose and use paint colours to decorate a design product</p> <p>Display and decorate food products</p>	<p>Experiment in pairs with a variety of materials to make a prototype 3D design product.</p> <p>Experiment with malleable materials to create a 3D design product</p> <p>Teachers will demonstrate material specific techniques.</p> <p>Students to experiment with new materials and techniques.</p> <p>To create original products based on the technique of a Designer/Maker</p>	<p>Students to get ideas from subject specific photographs, images, or writing supported through class and pair discussions.</p> <p>Teachers will demonstrate material specific techniques.</p> <p>Students to experiment with new materials and techniques.</p> <p>To create original products based on the technique of a Designer/Maker</p>	<p>Students to get ideas from subject specific photographs or Images or writing supported through class and pair discussions.</p> <p>Students to experiment with material specific techniques. Teachers to demonstrate style and material specific techniques.</p> <p>To create original products based on the style and technique of the Designer/Make r</p>	<p>Ideas stemming from product taste sessions.</p> <p>To design a food product, listing and drawing the ingredients for the main components of the recipe.</p> <p>To make ingredient decisions during the making of the food product</p> <p>Complete a design sheet and final design, showing the creative use of imagery relative to the topic.</p>	<p>Ideas stemming from product taste sessions.</p> <p>To design a food product, listing and drawing the ingredients for the main components of the recipe.</p> <p>To make decisions during the making of the food product.</p> <p>Complete a design sheet and final design, showing the creative use of imagery relative to the topic.</p>

	<p>worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle,</p>	<p>check they understand what has been said to them.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>ELG Safely use and explore a variety of materials, tools and techniques, Experimentin g with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>						
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	<p>etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p>							
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Evaluation	<p>3-4 Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>Reception Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work</p>	<p>Teacher to discuss and recap the learning objectives</p> <p>Circle smiley faces to show how they feel about the outcome of their work.</p> <p>Give verbal feedback on how they think their work went.</p> <p>Introduce 'What Went Well' & 'Even Better if' in Plenary for each lesson.</p> <p>Teacher to model positive Plenary Time comments.</p>	<p>Circle smiley faces to show how they feel about the outcome of their work.</p> <p>Give verbal feedback on how they think their work went.</p> <p>Introduce What Went Well & Even Better if.</p> <p>Describe techniques and materials used during the creative process.</p> <p>Teacher to model positive Gallery Time comments.</p> <p>Students to begin to make positive comments about other students work. 'I like it because...'</p>	<p>Group discussion on possible evaluation answer sentences.</p> <p>Recap what objectives have been completed over the term.</p> <p>Complete an evaluation sheet: Write two sentences per learning objective. What went well? Even better if?</p> <p>Teacher to support with spelling and punctuation</p> <p>Teacher to model positive Gallery Time comments.</p> <p>Students to make positive comments about other students work.</p>	<p>Group discussion on possible evaluation answer sentences.</p> <p>Recap what objectives have been completed over the term.</p> <p>Complete an evaluation sheet: Write two sentences per learning objective. What went well? Even better if?</p> <p>Teacher to support with spelling and punctuation</p> <p>Teacher to model positive Gallery Time comments.</p> <p>Students to make comments about other students work 'I like it because...', '</p>	<p>Group discussion on possible evaluation answer sentences.</p> <p>Recap what objectives have been completed over the term.</p> <p>Complete an evaluation sheet: Write two sentences per learning objective. What went well? Even better if?</p> <p>Teacher to support with spelling and punctuation</p> <p>Teacher to model positive Gallery Time comments.</p> <p>Use evaluation to revisit and refine designs and final and future designs,</p>	<p>Group discussion on possible evaluation answer sentences.</p> <p>Recap what objectives have been completed over the term.</p> <p>Complete an evaluation sheet: Write two sentences per learning objective. What went well? Even better if?</p> <p>Teacher to support with spelling and punctuation</p> <p>Teacher to model positive Gallery Time comments.</p> <p>Use evaluation to revisit and refine designs and final and future designs, without support.</p>
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		<p>and why they might happen.</p> <p>ELG Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>			<p>'I like it because...'</p> <p>Use evaluation to revisit and refine designs and final and future designs, with teacher support.</p>	<p>'Even better if...'</p> <p>Use evaluation to revisit and refine designs and final and future designs, with teacher and peer support.</p>	<p>with peer support.</p>	
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

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