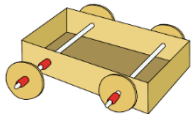
Branston C of E Infant Academy

DT Progression Map

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
EYFS Children also have access to a range of DT resources in the provision in which they can design and make independently, such as junk modelling, large construction and the woodwork bench.	Making a house for the three little pigs  Gingerbread biscuits 		Lunar New Year lanterns  Making bread 		Bug Homes  Making a boat that will float 	
	Why this and why now?					
	Children will design and make homes for The Three Little Pigs, thinking about what a strong structure is. The children will be able to apply hygiene rules and understanding of food as discussed during the topic Our Bodies to make gingerbread biscuits.		Making Lunar New Year lanterns will help to develop scissor skills as well as gain an understanding of joining using new tools. Children will be able to apply their knowledge of ingredients needed to make bread from The Little Red Hen story to making bread. They will be learning about where food comes from through a 'farm' topic, so will understand where flour comes from.		Making bug homes will help to develop the design and make element of DT. In Science this term, children will learn about sinking and floating. This knowledge will be needed for the children's boat designs. The children will also learn about waterproof materials. They will work with a friend and share ideas, talking about materials that are better for building than others.	
	Vocabulary, Key Concepts/Skills					
	Designing • Learning about planning and adapting initial ideas to make them better. **Making** • To learn to construct with a purpose in mind. • Selects tools and techniques needed to shape, assemble and join materials. **Evaluating** • Begin to talk about changes made during the making process. **Technical Knowledge** • To learn how to use a range of tools including rolling pins and pastry cutters. • To begin to understand some of the tools, techniques and processes involved in food preparation. • Children have basic hygiene awareness.		**Designing** • Begin to use the language of designing and making, e.g., join, build, and shape. **Making** • To learn to construct with a purpose in mind. • Selects tools and techniques needed to shape, assemble and join materials. **Evaluating** • Begin to talk about changes made during the making process. **Technical Knowledge** • To learn how to use a range of tools, including scissors and stapler. • To begin to understand some of the tools, techniques and processes involved in food preparation. • Children have basic hygiene awareness.		**Designing** • Begin to use the language of designing and making, e.g., join, build, and shape. • Learning about planning and adapting initial ideas to make them better. **Making** • To learn to construct with a purpose in mind. • Selects tools and techniques needed to shape, assemble and join materials. **Evaluating** • Begin to talk about changes made during the making process, e.g., deciding to use a different joining method. **Technical Knowledge** • To learn how to use a range of tools, e.g., scissors, hole punch, stapler. • Learn how everyday objects work by dismantling things.	

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DT Progression Map

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Cycle A KS1		**Mechanisms** Design and make a vehicle for Tiny to go on a tour of London. 	**Structures** Design and make a new London bridge for Fred to cross over the River Thames. 		**Food** Design and make a range of Mexican dips for Branston Cafe to add to their menu. 	
	Why this and why now?					
		This piece of work will support children's learning about mechanical systems, looking at how they work and how they are put together. In Cycle B, KS1 children acquired a knowledge of levers and slides, applying this understanding of specific mechanisms to design and make a castle with a moving part. This prior learning will help children when designing and making their London bus, then evaluating and making any modifications they feel are needed. In EYFS children explored a range of transport and vehicles throughout their Our Community learning, as well as explore tyres during outdoor construction. **Prior learning** • Assembled vehicles with moving wheels using construction kits. • Explored moving vehicles through play. • Gained some experience of designing, making, and evaluating products for a specified user and purpose. • Developed some cutting, joining and finishing skills.	This project will enable children to think about what a strong structure consists of. In EYFS children explore this concept when building houses for the 3 little pigs. In EYFS, children explore a range of construction kits to make bridges within their play. Last term KS1 children experienced designing and making their own product, then evaluating and making any modifications they feel are needed. This skill will be transferrable to this project. Children will see images of London bridge when looking at events from the fire of London and why the fire spread so easily. **Prior learning** • Experience of using construction kits to build walls, towers, and frameworks. • Experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card. • Experience of different methods of joining card and paper.		Children learn about food hygiene in EYFS. They begin to learn about where food comes from when learning about Farms. Now children learn about different ethnic foods. In EYFS children begin thinking about a healthy diet. They will now add to this pre-existing knowledge and learn about the food groups. All children have experience of cutting soft fruit and vegetables using appropriate utensils. The Year 2 children have experience of the chopping techniques from Cycle B when they designed and created a salad. **Prior learning** • Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. • Experience of cutting soft fruit and vegetables using appropriate utensils.	
	Vocabulary, Key Concepts/Skills					
		Designing • Generate initial ideas and simple design criteria through talking and using own experiences. • Develop and communicate ideas through drawings and mock-ups. **Making** • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing.	**Designing** • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model, and communicate their ideas through talking, mock-ups and drawings. **Making** • Plan by suggesting what to do next. • Select and use tools, skills, and techniques, explaining their choices.		**Designing** • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. **Making** • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.	

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DT Progression Map

		• Select from and use a range of materials and components such as paper, card, plastic, and wood according to their characteristics. **Evaluating** • Explore and evaluate a range of products with wheels and axles. • Evaluate their ideas throughout and their products against original criteria. **Technical knowledge and understanding** • Explore and use wheels, axles, and axle holders. • Distinguish between fixed and freely moving axles. • Know and use technical vocabulary relevant to the project.	• Select new and reclaimed materials and construction kits to build their structures. • Use simple finishing techniques suitable for the structure they are creating. **Evaluating** • Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. • Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. **Technical knowledge and understanding** • Know how to make freestanding structures stronger, stiffer, and more stable. • Know and use technical vocabulary relevant to the project.		• Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. **Evaluating** • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose. **Technical knowledge and understanding** • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell plate. • Know and use technical and sensory vocabulary relevant to the project.	

Branston C of E Infant Academy

DT Progression Map

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Cycle B KS1		**Textiles** Design and make a 'fossil hunting' pouch for a palaeontologist to use when fossil hunting. 	**Mechanisms** Design a castle front with moving parts for Little Owls to play with. 	**Food** Design, make and evaluate a rainbow salad for an end of term party. 		
	Why this and why now?					
		In EYFS, children cut and joined textiles using glue, as well as experimenting and using a variety of textiles within their independent learning time. Children will expand on their knowledge and skills of joining materials with glue from EYFS, and now they will experiment with a range of stitching. Children will learn about the jobs relevant to this skill and how it is a significant life skill. Year 2 children have experienced designing and making items from Cycle A so will be able to expand on these skills this term. They have previously thought about the user and purpose of products when making their Mexican dips. They will also have experience of reflecting what they like and dislike about their product. **Prior learning** • Explored and used different fabrics. • Cut and joined fabrics with simple techniques. • Thought about the user and purpose of products.	All children had early experiences of working with paper and card in EYFS when making their Lunar New Year lanterns. They also experienced simple cutting, shaping and joining skills using scissors, glue, paper and masking tape. Building on Cycle A, children in Year 2 will have an awareness of mechanisms from and be confident handling materials and basic tools such as scissors, rulers to measure and draw straight lines, hole punches and split pins. **Prior learning** • Early experiences of working with paper and card to make simple flaps and hinges. • Experience of simple cutting, shaping, and joining skills using scissors, glue, paper fasteners and masking tape.	Children learn about food hygiene in EYFS. They begin to learn about where food comes from when learning about Farms. In EYFS children begin thinking about a healthy diet. They will now add to this pre-existing knowledge and learn about the food groups. All children took part in cookery in EYFS, baking bread and gingerbread men. Children in both Year 1 and Year 2 have experienced several opportunities to prepare food and learn where that food has come from. During Cycle A of the KS1 curriculum, children learned about food from around the world during the Magnificent Mexico topic. They were also introduced to the Eatwell Guide. **Prior learning** • Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. • Experience of cutting soft fruit and vegetables using appropriate utensils.		
	Vocabulary, Key Concepts/Skills					
		Designing • Design a functional and appealing product for a chosen user and purpose based on simple design criteria. • Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. **Making**	**Designing** • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through drawings and mock-ups with card and paper. **Making** • Plan by suggesting what to do next.	**Designing** • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. **Making** • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.		

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DT Progression Map

		• Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. • Select from and use textiles according to their characteristics. **Evaluating** • Explore and evaluate a range of existing textile products relevant to the project being undertaken. • Evaluate their ideas throughout and their final products against original design criteria. **Technical knowledge and understanding** • Understand how simple 3-D textile products are made, using a template to create two identical shapes. • Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. • Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons, and ribbons. • Know and use technical vocabulary relevant to the project.	• Select and use tools, explaining their choices, to cut, shape and join paper and card. • Use simple finishing techniques suitable for the product they are creating. **Evaluating** • Explore a range of existing books and everyday products that use simple sliders and levers. • Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. **Technical knowledge and understanding** • Explore and use sliders and levers. • Understand that different mechanisms produce different types of movement. • Know and use technical vocabulary relevant to the project.	• Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. **Evaluating** • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose. **Technical knowledge and understanding** • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell plate. • Know and use technical and sensory vocabulary relevant to the project.		