

Design and Technology @ Weald

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>D & T</p> <p>Design</p> <p>Progression</p>	<ul style="list-style-type: none"> • Work in contexts such as story based or wider environment. • Explain what they are making and which materials they are using. • Use the language of designing and making, e.g. words such as 'join' and 'build' as well as evaluative and comparative language - 'longer', 'lighter', 'and 'stronger'. • Select materials from a limited range that meet a simple design criteria e.g. shiny. • Select and name the tools needed to work the materials e.g. scissors for paper. • Explore ideas by rearranging materials. • Describe simple models or drawings of ideas • Discuss their work as it progresses. 	<p>Context, uses and purpose:</p> <ul style="list-style-type: none"> • Look at a product and understand what it is. • Look at a product and understand who it is for. • Look at a product and discuss how it works. <p>Ideas:</p> <ul style="list-style-type: none"> • Recap – Explain what they are making and materials they are using. • Use the language of designing, making, evaluative and comparative. • Select materials from a limited range that meet a simple design criteria • Select and name the tools needed to work the materials • Generate ideas through own experiences – home, school, garden, local community, industry and wider environment. • Discuss materials. • Communicate ideas through talking and drawing. • Model ideas through use of IT (paint, programmable toys, 2simple, word) • Select an audience for their design and make. • Discuss basic steps for design and making. • Use a simple given design criteria. • 	<p>Context, uses and purpose:</p> <ul style="list-style-type: none"> • Recap – Look at a product and understand what it is. • Look at a product and understand who it's used for. • Look at a product and understand how it works. <ul style="list-style-type: none"> • Identify where you might find a product • Identify the materials used to make a product. • Express opinions on product. • Explain why a product is suitable for a particular user. • Explain who their product will be used for. • Generate ideas using other people's experiences and existing products. <p>Ideas:</p> <ul style="list-style-type: none"> • Recap - Generating ideas through own experiences. • Create basic steps for designing and making a product. • Communicate ideas through talking and drawing. • Identify a purpose for their design. • Identify simple design criteria. • Communicate ideas through observations and drawings. • Model ideas by exploring materials, components and construction kits and by making templates • Chose appropriate materials to use based on properties. • Select appropriate techniques explaining: First... Next... Last... 				

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D & T <u>Make</u> Progression	<ul style="list-style-type: none"> • Model with playdough/clay. • Explore/use construction kits to build basic structures. • Explore and safely use a variety of materials, tools and techniques. • Develop appropriate holding of equipment. • Begin to create their design using basic techniques. • Start to build structures, joining components together. • Look at simple hinges, wheels and axles. Use technical vocabulary when appropriate. • Begin to use scissors to cut straight and curved edges and hole pinches to punch holes. • Use basic adhesives to join material. 	<ul style="list-style-type: none"> • Recap - Explore and safely use a variety of materials, tools and techniques. • Look at simple hinges, wheels and axles. Use technical vocabulary when appropriate. • Explore and safely use a variety of materials, tools and techniques. • Make their design using appropriate techniques. • Use construction kits, materials, textiles and mechanical components. • Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. • Choose suitable equipment e.g. scissors and a hole punch safely. • With help, measure, mark, cut and shape a range of products. • Join and assemble materials and components together using a variety of temporary methods e.g. glues or tape. • Begin to make their design using appropriate techniques. • Begin to build structures, exploring how they can be made stronger, stiffer and more stable. • Begin to use simple finishing techniques to improve the appearance of their product. 	<ul style="list-style-type: none"> • Recap –Discuss using construction kits, materials, textiles and mechanical components. Choose suitable equipment. • Use vocabulary to begin to describe how a tool can be suitably used. • With help measure, mark, cut and shape components with increasing accuracy. • Start to join, assemble and combine materials in order to make a product. • Use basic sewing techniques. • Use hand tools safely and appropriately. • Make simple changes to their design as they make. • Begin to select tools and materials; use correct vocabulary to name and describe them. • Build structures, exploring how they can be made stronger, stiffer and more stable. • Demonstrate how to cut, shape and join fabric to make a simple product. • Start to choose and use appropriate finishing techniques. 	<ul style="list-style-type: none"> • Recap - Use basic sewing techniques. Use hand tools safely and appropriately. Make simple changes to their design as they make. • Select suitable tools and techniques for making their product. • Explain using appropriate vocabulary why they use particular tools. • Use a design criteria whilst making a product. • Order the main stages of making. • Measure, mark, cut, shape and assemble components with more accuracy. • Measure, cut, tape or pin and join fabric with accuracy. • Use finishing techniques with some accuracy to strengthen and improve the appearance. • Make appropriate changes to their design through equipment and materials as they make. 	<ul style="list-style-type: none"> • Recap - Select appropriate tools and techniques for making their product. • Use finishing techniques with some accuracy including skills learnt in Art. • Start to understand that mechanical systems such as levers and linkages or pneumatic systems create movement. • Know how simple electrical circuits and components can be used to create functional products. • Join and combine materials and components accurately in temporary and permanent ways. • Sew using a range of different stitches, weave and knit. • Measure, tape or pin, cut and join fabric • Use simple graphical communication techniques. • Work safely and accurately with a range of tools. • Select a wider range of tools and techniques for making their product safely. • Understand how to reinforce and strengthen a 3D framework. • Begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT. 	<ul style="list-style-type: none"> • Recap - Select appropriate tools and techniques for making their product. • Measure, mark, cut and shape a range of materials, using appropriate tools, equipment and techniques, accurately. • Use skills in using different tools and equipment safely and accurately. • Select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately. • Select from and use a wider range of materials and components, including construction materials, textiles & ingredients, according to their functional properties and aesthetic qualities. • Use materials with awareness of conservation. • Weigh and measure accurately (time, dry ingredients, liquids). • Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment inc. ICT. 	<ul style="list-style-type: none"> • Recap - Measure and mark out accurately. Use skills in using different tools and equipment safely and accurately. Select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately. • Accurately measure, mark out, cut and shape materials and components. • Accurately assemble, join and combine materials and components. • Accurately apply a range of finishing techniques, including those from art and design. • Assemble components to make working models. • Aim to make and to achieve a quality product. • With confidence pin, sew and stitch materials together to create a product. • Demonstrate when make modifications as they go. • Construct products using permanent joining techniques. • Use techniques that involve a number of steps. • Demonstrate resourcefulness when tackling practical problems. • Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.