

PROGRESSIONS OF SKILLS AND KNOWLEDGE

Design and Technology

A) Materials and Textiles B) Mechanisms and control C) Structures D) Cooking

	Autumn	Spring	Summer	Cooking
EYFS	A) Materials and Textiles: Keep Teddy dry.	C) Structures: Buildings and structures.	B) Mechanisms and control: Playing with pulleys	Healthy plate Chinese new year food tasting
Year 1	C) Structures: "Build an Island"	A) Materials and Textiles: "Handmade Toys" (peg person)	B) Mechanisms and control: Puppets / Thaumatrope / Moving pictures	Cut, peel, grate with support: Crudit� (Spring) & Smoothie (Summer)
Year 2	B) Mechanisms and control: moving Christmas card or decoration	C) Structures: Recycled fish	A) Materials and Textiles: Sew a fish	Cut, peel, grate with growing independence: Fruit faces & "Flying Saucers"
Year 3	A) Flat sheet Materials : chocolate boxes	C) Structures: Canopic jars	B) Mechanisms and control: magnetic game	Cut, peel, grate independently and heat with support: Soup & Fruit kebabs
Year 4	A) Materials and Textiles: Anglo Saxon pouches	C) Structures: Chairs	B) Mechanisms and control: 'robotics'	Measure, cut, heat (microwave, hob :) Carbonara pasta & Chinese stir-fry.
Year 5	B) Mechanisms and control: Victorian unit – storybook with multi-levers.	A) Flat sheet Materials: Shields	C) Structures: strengthening buildings – link to a study of the American Architect Frank Lloyd Wright (+ Treehouse Sculpture Project)	Measure, cut, whisk, heat (hob, oven :) Victoria Sponge Cake & either Mexican or Caribbean dishes
Year 6	C) Structures: WWII Trench	A) Materials and Textiles: Sandals	B) Mechanisms and control: "Electrical stuff" (Science link)	Measure, cut, whisk, shape, heat (microwave/ hob/ oven :) Leaver's party food & Lebkuchen (Autumn)

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	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Knowledge</u>	<p>Design: Children to use their knowledge of existing products and their own experiences to generate their own ideas for products with purpose and that have an intended audience / user. Explain how their products will look and work through talking and with simple annotated drawings. Design models using simple computer software. Plan and test ideas using templates and simple mock-ups. Understand and follow simple design criteria. Work in a range of relevant contexts: imaginary, story-based, home, school and the wider environment.</p>		<p>Design: Children to use their existing product knowledge and their own experiences to design an innovative and appealing product with purpose and identify the design feature that will appeal to intended customer. Explain how particular parts of their products will work through talking annotated sketches and cross-sectional drawings. Use computer aided-designs to develop and explore initial ideas before coming up with a final design. Test ideas using prototypes and start to explain their choice of materials and components including function and aesthetics. Develop and follow simple design criteria. Work in a broader range of relevant contexts: entertainment, the home, school, leisure, food industry and the wider environment.</p>		<p>Design: Children to use their broad range of existing product knowledge as well as research to help generate their ideas. Develop detailed design criteria to inform the design innovative, functional and appealing products that are fit for purpose and aimed at a specific target market. Have a clear purpose and indicate the design feature that will appeal to the intended user(s) Explain how particular parts of their product works and use annotated sketches, cross-sectional diagrams and explode diagrams (computer aided design) to develop and communicate their ideas. Consider the availability and costings of resources when planning out designs. Generate a range of initial design ideas and then clearly communicate final design with why it is the preference. Work in a broader range of relevant contexts: conservation, the home, school, leisure, culture, enterprise, industry and the wider environment.</p>	
	<p>Year1: Lots of class discussion around suitability and purpose of the design led by the class teacher. <u>Build an Island:</u> > Draw and annotate simple designs. > Plan and test ideas using templates. > <i>'existing products'</i> what do Islands look like? > <i>'intended audience'</i> fairies, lego-men, elves... > <i>'relevant context'</i> imaginary, story-based <u>Thaumpatlope / moving pictures:</u> > Draw and annotate simple designs. > Plan and test ideas using simple mock-ups = read moving picture books and discuss why</p>	<p>Year2: Some class discussion around suitability and purpose of the design led by peers and supported by class teacher. <u>Moving Christmas card / decoration:</u> > Draw and annotate simple designs. > Plan and test ideas using templates. > <i>'existing products'</i> moving cards > <i>'intended audience'</i> family > <i>'relevant context'</i> home, wider environment <u>Recycled sea animal:</u> > Design models using simple computer software. > Plan and test ideas using templates and</p>	<p>Year3: > Children to use their own experiences (products they have used) to design an appealing product with purpose and identify the design feature that will appeal to intended customer. > Explain how particular parts of their products will work through talking about their own annotated sketches. (only make initial design) > Test ideas using prototypes and start to explain their choice of materials and components including function and aesthetics with teacher support. > <i>'relevant contexts'</i> chocolate boxes; food</p>	<p>Year4: > Children to use their existing product knowledge (discuss with CT what products are already sold) and their own experiences to design an innovative and appealing product with purpose and identify the design feature that will appeal to intended customer. > Explain how particular parts of their products will work through talking about their own annotated sketches and cross-sectional drawings. ALTERNATIVELY, Use computer aided-designs to develop and explore initial ideas before coming up with a final design. > Test ideas using prototypes and start to explain their choice of</p>	<p>Year5: > Children to use their broad range of existing product knowledge (own experiences, known sold products discussed with class teacher) as well as research (what is available) to help generate their ideas. > Develop design criteria for functionality, purpose, target market. > Indicate the design feature that will appeal to the intended user by labelling on design.</p>	<p>Year6: > Children to use their broad range of existing product knowledge as well as research to help generate their ideas. > Develop design criteria for functionality, purpose, target market. > Have a clear purpose and design feature marked onto final design. > Explain how particular parts of their product works and use annotated sketches, cross-sectional diagrams to develop* and communicate their ideas. <i>* need to see edits on their designs / more than one design and a final piece.</i> > Consider the availability and costings of resources when planning out designs; do so as a class discussion. Children to record 'cost' on design. > Work in a broader range of relevant contexts: conservation (architecture) industry, enterprise (sandals), conservation (titanic)</p>

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	<p>they work and why it is a good design? > <i>'existing products'</i> moving picture books / games > <i>'intended audience'</i> younger children / peers > <i>'relevant context'</i> imaginary, story-based <u>Peg person:</u> > Draw and annotate simple designs. > Plan and test ideas using simple mock-ups = after designs are drawn CT reviewing some ideas and suggesting why that may not work. > <i>'existing products'</i> previous peg people made, peg toys you can buy > <i>'intended audience'</i> children > <i>'relevant context'</i> imaginary, story-based.</p>	<p>simple mock-ups = why do they remain standing, what gives it that structure, can we magpie from that? > <i>'existing products'</i> 'bellyful of fish', Michelle Reader > <i>'intended audience'</i> everyone > <i>'relevant context'</i> imaginary, wider environment <u>Sew a fish:</u> > Draw and annotate simple designs. > Plan and test ideas using simple mock-ups = practise stitches prior to completing on main material swatch. > <i>'existing products'</i> embroidered blankets, cushions etc. > <i>'intended audience'</i> themselves > <i>'relevant context'</i> home, wider environment.</p>	<p>industry Canopic jars; wider environment Magnetic game; leisure</p>	<p>materials and components including function and aesthetics. > <i>'relevant contexts'</i> money pouches; wider environment chairs: wider environment 'switch on'; entertainment</p>	<p>> Explain how particular parts of their product works and use annotated sketches, cross-sectional diagrams to develop* and communicate their ideas. * <i>need to see edits on their designs / more than one design and a final piece.</i> > Consider the costings of resources when planning designs; do so as a class discussion. > Work in a broader range of relevant contexts:, the home (storybooks), school (shields), industry (buildings)</p>	
	<p><u>Plan and make:</u> With support children to follow a simple plan or recipe. Children will begin to select from a range of hand tools and equipment. Children will begin to select from a range of materials, textiles and components according to their characteristics.</p>		<p><u>Plan and make:</u> Children to plan the main stages of the make in a systematic order. Select form a range of tools and equipment with growing confidence and explain their choices. Select from a range of materials, textiles and components according to their properties and aesthetic qualities.</p>		<p><u>Plan and make:</u> Children to independently plan and create a step-by-step guide to the making. Select form a wide range of tools and equipment with growing confidence and explain their choices. Select from a range of materials, textiles and components according to their properties and aesthetic qualities.</p>	
<p>Year1: Children to be given the plan; instructions / recipe. Children to be given limited choice of tools, equipment and materials.</p>	<p>Year2: Children to be given the plan; instructions / recipe. Children to be given a range of choice in tools, equipment and materials; all relevant to the product.</p>	<p>Year3: Children to be given the plan; instructions / recipe and discuss with class teacher if they wish to change any aspects and why. Children to be given a wider range of choice</p>	<p>Year4: Children to plan with class teacher main stages of the make process. Children to be given a wider range of choice in tools, equipment and materials; not all relevant to the product.</p>	<p>Year5: Children to take more ownership as a class to plan main stages of the make process, can include discussions with</p>	<p>Year6: Children to take ownership to plan main stages of the make process, can include discussions with class teacher. Children to be given a choice in tools, equipment and materials. To select from them independently and explain their choices.</p>	

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	<p>To be supported to select from them with adult advice to refer to their plan and choose suitably.</p>	<p>To be encouraged to select from them independently whilst in discussion with the class teacher about suitability.</p>	<p>in tools, equipment and materials; all relevant to the product. To be encouraged to select from them independently whilst in discussion with the class teacher about properties and aesthetics.</p>	<p>To select from them independently after discussion with the class teacher about properties and aesthetics.</p>	<p>class teacher. Children to be given a choice in tools, equipment and materials. To select from them independently and explain their choices; <i>discussion may lead to them considering properties and aesthetics.</i></p>	
	<p><u>Evaluate:</u> Children to express if they like or dislike existing products and express why. Children to compare existing products. Children to talk about their design ideas and the product, they are making. With support, express what they like or dislike about their finished product against their simple design criteria.</p>		<p><u>Evaluate:</u> Explore and evaluate existing products assessing if the design meets the purpose. Explore what materials / ingredients products are made from and make suggestions for why. Consider the design criteria as they are in the make process and be willing to alter their plans, sometimes considering the views of others if it helps improve their product. Evaluate what was successful and what could be improved on their own product against their original final design.</p>		<p><u>Evaluate:</u> Complete detailed competitor analysis of other market products. Critically evaluate the quality of design, manufacture and fitness for purpose of their products as they design and make. Evaluate the final product against the original design criteria and record any changes that would improve the product.</p>	
	<p>Year1: Children to express if they like or dislike existing products and express why. With support, express what they like or dislike about their finished product compared to their design.</p>	<p>Year2: Children to compare existing products. Children to talk about their design ideas and the product, they are making. With support, express what they like or dislike about their finished product.</p>	<p>Year3: Explore existing products assessing if the design meets the purpose. Consider the design criteria as they are in the make process and be willing to alter their plans, sometimes considering the views of others if it helps improve their product. Evaluate what was successful and what could be improved.</p>	<p>Year4: Evaluate existing products assessing if the design meets the purpose. Explore what materials / ingredients products are made from and make suggestions for why. Consider the design criteria as they are in the make process and be willing to alter their plans. Evaluate what was successful and what could be improved on their own product against their final design.</p>	<p>Year5: Complete detailed reviews of other market products. Critically evaluate the quality of design and fitness for purpose of their products as they design and make. Evaluate the final product against the original design criteria and record any changes that would improve the product.</p>	<p>Year6: Complete detailed reviews of other market products. Critically evaluate the quality of design, manufacture and fitness for purpose of their products as they design and make. Evaluate the final product against the original design criteria and record any changes that would improve the product.</p>

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Technical knowledge:

Children to talk about and start to understand the simple working characteristics of materials and components. Build simple structures exploring how they can be made stronger, stiffer and more stable. Explore and create products using simple mechanisms such as levers, sliders and wheels.

Technical knowledge:

Children to understand that materials have both functional properties and aesthetic qualities. Apply their understanding of how to strengthen, stiffen and reinforce structures that are more complex in order to create products that are more useful. Explain how mechanical systems such as levers and linkages make movement. Understand and demonstrate how mechanical and electrical have an input and output process. Make and represent simple electrical circuits.

Technical knowledge:

Children to understand and demonstrate that mechanical and electrical systems have an input and output process. Apply their understanding of how to strengthen, stiffen and reinforce structures that are more complex in order to create products that are more useful. Explain how mechanical systems such as levers and linkages make movement. Apply their understanding of computing to program, monitor and control a product.

Please note that there are no year group divides for technical knowledge because all years cover the 4 strands in a year. (materials, mechanisms, structures and cooking).

Cooking and nutrition:

Children to use what they know about the 'eat well guide' to plan and prepare dishes. Explain where in the world different foods originate from and understand that all food comes from plants or animals. Understand that food has to be farmed, grown elsewhere or caught. Name and sort foods into the 5 groups from the 'eat well guide'. Understand that everybody should eat at least 5 portions of fruit and vegetables every day and start to explain why.

Cooking and nutrition:

Children to understand how to prepare and cook mainly savoury dishes safely and hygienically. **Use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking.** Prepare ingredients using appropriate cooking utensils. **Measure and weigh ingredients to the nearest gram or ml.** Start to follow a recipe independently. Start to know where, when and how food is grown such as herbs, tomatoes and strawberries in the UK, Europe and the wider world. Start to understand seasonality. Explain that a healthy diet is a variety and balance of different food and drink and be able to apply these principles when planning and cooking these dishes. Understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body. **With support use a heat source to cook ingredients,** showing awareness of the need to control the temperature.

Cooking and nutrition:

Children to understand that food is processed into ingredients that can be eaten or used in cooking. Demonstrate how to use a **range of cooking techniques such as grilling, griddling, frying and boiling.** Adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma. Alter methods, cooking times and or temperatures to independently follow a recipe. Know, explain and give example of food that is grown (such as pears, potatoes and wheat) reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world. Understand about seasonality, how this may affect food availability and plan recipes accordingly so. Explain that foods contain different substances such as protein that are needed for health and be able to apply these principles when planning and preparing dishes. Demonstrate how to prepare and cook a variety of mainly savoury dishes safely and hygienically, including when appropriate the use of a heat source. **Measure accurately and calculate ratios** of ingredients to scale up or down from a recipe.

Cooking and Nutrition Skills:

Year1:
Learn to use hand tools and kitchen equipment safely and appropriately.

Learn to follow hand hygiene procedures.

Year2:
Start to use hand tools and kitchen equipment safely and appropriately.

Follow hand hygiene procedures.

Year3:
Use kitchen equipment safely and appropriately with accuracy.

Learn kitchen hygiene procedures.

Year4:
Use kitchen equipment safely and appropriately with accuracy.

Learn kitchen hygiene procedures.

Year5:
Use kitchen equipment safely and appropriately with accuracy.

Year6:
Use kitchen equipment safely and appropriately with accuracy.

Follow kitchen hygiene procedures.

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	<p>With support measure and mark out ingredients.</p> <p>Cut, peel and grate ingredients with support.</p>	<p>With growing independence measure and mark out ingredients.</p> <p>Cut, peel and grate ingredients with growing independence.</p>	<p>With growing independence measure and mark out ingredients to the nearest g, ml.</p> <p>Cut, peel and grate ingredients including hard foods: independently.</p> <p>Heating: begin to use a microwave with support.</p>	<p>With independence measure and mark out ingredients to the nearest g, ml.</p> <p>Calculate required measurements from a simple recipe.</p> <p>Cutting skills: use serrated knives to cut hard foods eg carrots, onions.</p> <p>Heating: begin to use a microwave, hob with support.</p>	<p>Follow kitchen hygiene procedures.</p> <p>Independently measure and mark out ingredients to the exact measure.</p> <p>Calculate required measurements from a simple recipe.</p> <p>Mixing: crack an egg and beat with a whisk.</p> <p>Heating: begin to use an oven with support.</p>	<p>Independently measure and mark out ingredients to the exact measure.</p> <p>Calculate required measurements from a simple recipe.</p> <p>Cutting skills: use serrated knives to cut hard foods eg carrots, onions.</p> <p>Heating: use a microwave without support, use a hob or oven with support.</p> <p>Mixing: crack an egg and beat with a whisk.</p> <p>Shaping and assembling: knead and shape dough into aesthetically pleasing products – eg pizza base, chocolate twists.</p>
<u>Key Vocab</u>	<p>Product, design, , template, hand tools, equipment, material, component, cut, shape, score, accuracy, join, combine, appearance, structure, stronger, mechanism, lever, slider, wheel, measure, mark out, hygiene, ingredients, fruit, vegetable, farmed</p>	<p><u>Year 1 list +</u> purpose, intended user, annotated drawing, mock-up, criteria, textile, assemble, stiffer, stable, grown, caught, healthy, recipe, hygienically</p>	<p><u>Years 1 & 2 lists +</u> existing products, generate ideas, appeal to intended customers, clear purpose, specific user, annotated sketches, prototypes, function, design criteria, , sewing techniques, finishing techniques, evaluate, altar, improve, reinforce, characteristics of product, mechanical systems, 'safely, appropriately and accurately', centimetres, accuracy, savoury dishes, baking, whisking, mashing, crushing, grating, cutting, kneading, baking, cooking utensils,</p>	<p><u>Years 1-3 lists +</u> design features, innovative and appealing products, cross sectional drawings, final design, aesthetics, systematic order, function properties, aesthetic qualities, mechanical components, electrical components, technological developments, technical knowledge, electrical systems, input and output process, 'energy for the body', heat source, temperature, hob, oven</p>	<p><u>Years 1-4 lists +</u> research, 'detailed, design criteria', 'fit for purpose', 'guide to making', precision, seam, manufacture, , boiling, substitute, taste, texture, aroma, protein,</p>	<p><u>Years 1-5 lists +</u> target market, availability, 'costing of resource', tape, pin, backstitch, whipstitch, blanket stitch, refine, sanding, competitor analysis, griddling, grilling, frying, 'ratio of ingredient'</p>

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			weigh, gram, millimetres, seasonality, healthy diet, balanced diet, active diet, hygiene procedure			
<u>Key Questions</u>	<p>What will you make? How will it look? How will it work?</p> <p>What tools will you use? What material will you use?</p> <p>Do you like or dislike your product, why? Does it match your criteria?</p> <p>How can we make this stronger? Which mechanism have you used; a wheel, a slider or a lever?</p> <p>Where does food come from? How many fruit or vegetable should you eat a day? What are the 5 food groups?</p>	<p>What will you design? What will it look like; can you draw and label it? How will it work; can you draw and label it?</p> <p>Which equipment will you choose? What textile will you choose?</p> <p>Do you match your design criteria? What could you do to make it better? What is better your product or the original?</p> <p>How can you make this stiffer and more stable? Which mechanisms makes your product move?</p> <p>Is this food farmed, grown or caught? What is a healthy diet? What food groups are in a healthy diet?</p>	<p>What makes your product different? Who is your intended customer? Draw and annotate how your product will work. What will you improve on your prototype for your final design?</p> <p>Which tools and equipment will you use and why? How will this aid your products functional properties and aesthetic qualities?</p> <p>Why would this existing product use these textiles? What was successful and what could be improved on their own product against their original final design?</p> <p>How can you improve the product to make it more useful?</p> <p>Where is this food form? What is a balanced diet? What utensils will you use? How will you measure the ingredients?</p>	<p>What makes your product innovative and appealing? What is the design feature to appeal to your intended customer? Draw and annotate how your product will work, creating cross sectional diagrams for particular features. Why did you choose that material and component? How do they benefit the function and aesthetic for the product?</p> <p>Which tools and equipment will you use and why? How will this aid your products functional properties and aesthetic qualities?</p> <p>Why would this existing product use these textiles? What would you improve? What was successful and what could be improved on their own product against their original final design? Why?</p> <p>What would you change to make this product more useful, how would you change it?</p> <p>Where is the food from and how is it grown? What food groups make a balanced diet, does a balanced diet need anything else?</p>	<p>How has your research influenced your design ideas? Is your product fit for purpose? What is the availability and cost of your product design components? Which design is your final design, why?</p> <p>Record a step-by-step guide for the making of the product. What did the competitor analysis show? What could you improve? What is different to your original design, why?</p> <p>How would you reinforce the structure? How and why does your product move? What is the mechanical system?</p> <p>Which cooking technique are you using? What is the seasonality of the</p>	<p>How has your research influenced your design idea? Why did it make you think that way? Does your product appeal to your intended audience, how do you know? Did the availability and cost of your product design components change your design and if so how? Which design is your final design and why is that your preference in direct comparison to the other designs?</p> <p>Have you made a systematic guide for making the product? What did the competitor analysis show and how did it influence your decisions? What could be improved and how? Why did you make changes to your product, did they make it better?</p> <p>How would you reinforce the structure to make it more useful? How and why does your product move? What is the mechanical or electrical system?</p> <p>Which cooking technique are you using, why? What is the seasonality of the food you are using is it cost effective? How would you adapt the recipe to fit a different ratio?</p>

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				Why is that your chosen utensil? Measure to the nearest cm, ml etc'	food you are using? How could you adapt the recipe?	
Skills	<p>Use a range of materials and components, and food ingredients.</p> <p>Cut and score materials with support (paper, card)</p> <p>Assemble, join and combine materials with some support.</p> <p>Begin to use simple finishing techniques suggested by an adult to improve the appearance of their product such as adding simple decoration.</p>	<p>Use a range of materials and components, including textiles and food ingredients.</p> <p>Cut and score materials with some accuracy (paper, card, material)</p> <p>Assemble, join and combine materials with some accuracy.</p> <p>Manipulate fabrics in simple ways to create the desired effect; use a simple running stitch.</p> <p>Begin to select from a relevant range and use simple finishing techniques to improve the appearance of their product.</p>	<p>Use a wider range of materials and components, including construction materials and food ingredients.</p> <p>Cut and score materials with precision and accuracy.(paper, card, material)</p> <p>Assemble, join and combine materials and components with some accuracy.</p> <p>Begin to select from a broader range and use different and appropriate finishing techniques to improve the appearance of their product.</p> <p>Use a range of tools and equipment safely and appropriately with accuracy.</p>	<p>Use a wider range of materials and components, including construction materials and textile kits (with mechanical aspects) and food ingredients.</p> <p>Cut, shape and score materials with some degree of accuracy. (paper, card, material)</p> <p>Assemble, join and combine materials and components with accuracy.</p> <p>Join textiles with an appropriate sewing technique discussed beforehand.</p> <p>Begin to select and use different and appropriate finishing techniques of choice to improve the appearance of their product.</p> <p>Use a range of tools and equipment safely and appropriately with accuracy.</p>	<p>Use a wider range of materials and components, including construction materials (with mechanical aspects) and food ingredients.</p> <p>Cut, shape and score a range of materials with accuracy.(paper, card, material)</p> <p>Assemble, join and combine materials and components with accuracy, discussing the most efficient and aesthetic method.</p> <p>Refine the finish of their product using techniques appropriate to improve the appearance.</p> <p>Use a range of tools and equipment safely and appropriately with accuracy.</p>	<p>Use a full range of materials and components, including construction materials and textile kits (with mechanical and electrical aspects) and food ingredients.</p> <p>Cut, shape and score a range of materials with precision and accuracy.(paper, card, cloth, material, leather)</p> <p>Assemble, join and combine materials and components with precision and accuracy, choosing the most efficient and aesthetic method.</p> <p>Join textiles using a greater variety of stitches such as backstitch, whipstitch, and blanket stitch choosing the most efficient and aesthetic method.</p> <p>Refine and enhance the finish of their product using techniques appropriate to improve the appearance.</p> <p>Use a range of tools and equipment safely and appropriately with accuracy.</p>

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<p><u>Literacy links</u></p>	<p>Spoken language opportunities Listen and respond appropriately. Ask questions to extend knowledge and understanding. Articulate and justify answers and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Read moving picture books.</p>	<p>Animals around the world; Dr K Fisher Christmas story / nativity Katie in London Great fire of London books The Queens Hat Bright Stanley Somebody swallowed Stanley</p>	<p>Making inferences. Reading diaries and diary writing. Learning about designers and products Re-cycling/ re-using materials. Biography writing Note taking Annotation of work</p>	<p>Recount of STEM week Recipe write up Non-fiction, persuasive writing - selling the product you have designed</p>	<p><u>Instructions</u> for making a Victorian moving picture & <u>recipe instructions</u> for baking a Victoria Sponge</p> <p><u>Narrative: Myths and legends</u> - designing a Roman Shield</p> <p><u>Non-fiction: Explanation texts</u> Structures – Frank Lloyd Wright & Treehouse Sculpture Project</p>	<p>Descriptive writing – diary of life in a World War One trench linked to making of trench in a shoebox. Instructional writing linked to making of Lebkuchen in Autumn Term and Ancient Greek sandal in Spring Term.</p>
<p><u>Grammar links</u></p>	<p>Using capital letters and full stops in evaluation writing.</p>	<p>Sentence types; statements, questions, exclamations, commands Present / past tense Word classes; adjectives, nouns, verbs etc' Time connectives Commas in a list Possessive apostrophes Conjunctions instruction 'bossy verbs' Story writing</p>	<p>Use of adjectives and expanded noun phrases to describe and specify Notes into sentences Paragraphing Technical language in sentences</p>	<p>Grammar Focus: expanded noun phrases (reinforcement) focus on modifying the noun by adding adjectives that modify the noun. Determiners: tells us which noun we are referring to or how many or much there is. # Paragraphs, formal and informal writing Expanded noun phrase: revisit of comma after fronted adverbials</p>	<p><u>Non-fiction: Instruction texts</u> Paragraphs (including linking across paragraphs) Chronological order Modal verbs Bullet points Sub-headings Colons for lists Linking adverbials Main and subordinate clauses Imperative verbs Rhetorical questions</p> <p><u>Roman Shield</u> Phrases and clauses including relative clauses Reported speech Tenses</p>	<p>POAMS, adjectival and adverbial phrases, descriptive vocabulary linked to emotive writing. Imperative verbs, second person, time conjunctions, chronology, 'Extra information' boxes to guide the reader.</p>

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					<p>Punctuating direct speech Cohesion within paragraphs</p> <p><u>Non-fiction:</u> <u>Explanation texts</u> <u>Structures</u> – Difference between plural and possessive 's Linking ideas across and within paragraphs</p>	
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EYFS

Knowledge

Design, plan and make: ELG: EA&D: Creating with materials.

- A) Materials: Children to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.
- B) Mechanisms: Children to make use of props and materials when role-playing characters in narratives and stories.
- C) Structures: Share their creations, explaining the process they have used.

D) Cooking: ELG: PSED: Managing self

- Manage their **own basic hygiene** and personal needs, including dressing, going to the toilet and **understanding the importance of healthy food choices.**

Evaluate: ELG: Communication and language.

Hold conversation when engaged in back and forth exchange with their teacher and peers. *(Answering the key questions below)*

Return to and build on their previous learning, refining ideas and developing their ability to represent them. *(having another go in a more independent / optional manner)*

Skills:

Develop fine motor skills so that they can use a range of tools competently, safely and confidently.

Use a range of small tools; including scissors, paintbrushes and cutlery.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Vocab:

hand tools
material
cut
join
drawing
safety

Key

Questions:

What will you make?
How will it look?
How will it work?
What tools will you use?
What material will you use?
Do you like or dislike your ..., why?
What can we change?

	Autumn	Spring	Summer	Cooking
EYFS	A) Materials and Textiles: Keep Teddy dry.	C) Structures: Buildings and structures.	B) Mechanisms and control: Playing with pulleys	Healthy plate Chinese new year food tasting

Literacy links

After the storm; Nick Butterwok
What can you see in Autumn; Sian

Dragons in the city;
The magic paintbrush; Julia

The lighthouse keepers lunch;
series, David and Rhonda Armitage

Pumpkin Soup; Helen Cooper
The runaway wok; Julia Donaldson

PROGRESSIONS OF SKILLS AND KNOWLEDGE

Design and Technology

	Smith Seasons come, seasons go; Patricia Heggarty	Donaldson We are Britain; Benjamin Zephania Rosie Revere; Engineer, Iggy Peck; Architect, Ada Twist; Scientist; Andrea Beaty		Supertato; Sue Hendra Carrot Club; Twinkl
<u>Grammar links</u>	Initials sounds Talking sentences Vocabulary	Labels	Sentence writing; This is...	List of ingredients