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| Updated September 2021 | **Design and Technology Essential Knowledge: Progression document (Year A)** | | | | | | | | | | |
| **Embedding our learning culture** | **Curricular Goal:** **Know how to design, make and evaluate different products and understand how products have changed through time**  **KS1**: How can I plan, make and improve products and show I know how products have changed?  **KS2**: How can I design, make and evaluate products and show that I understand how products have change through time? | | | | | | | | | | |
| **Safe**   * online safety * positive attitudes to learning * visits * British Values   **Achieving**   * alteration in LTM * building knowledge including recalls and low stakes quizzes * personalised learning   **Nurtured**   * dialogic approach * learning from mistakes * development of cultural capital: enhancements   **Included**   * pupils supported to meet endpoints * British Values   **Responsible**  **Respected**   * development of interpersonal skills: the whole child |  | Reception Units of Essential Knowledge | Year 1 & 2 Units of  Essential Knowledge | | | Year 3 & 4 Units of Essential Knowledge | | | Year 5 & 6 Units of Essential Knowledge | | |
|  |  | Cooking and nutrition | **Structures** | **Construction: levers and sliders** | Cooking and nutrition | Textiles | **Construction: stable structures** | Cooking and nutrition | Textiles | Construction: CAMS |
| **Component 1: Know how to design a purposeful, functional and appealing product (design)** | Safe use of materials and tools:  scissors (hold, grip, cut)  PVA (dip, small amount of glue, spread)  glue stick (pull lid off, twist, spread, twist down, push lid on)  tape (find end, peel up, stick roll to table, pull roll for small amount, hold, cut)  pencils (pencil grip, sharp end awareness, pencil control, pressure)  sharpeners (blade/ no fingers, correct hold, pencil in, twist)  pens, whiteboard pens (pull lid off, use with grip/ control, put lid on)  paintbrushes (grip, strokes)  paint and pots (lids up/off, bottle hold, pour, small amount, lids on)  stapler (safety, materials to use, material in flat, flat hand press) | Know how to design a product through:   * discussions * use simple labelled drawings | | | Know how to design a product through:   * detailed annotated sketches * pattern pieces | | | Know how to design a product, using key detail, through:   * exploded diagrams * computer aided design | | |
| **Component 2: Know how to make a product by cutting, joining, finishing (make) using specific techniques (technical understanding)** | Fruits and vegetables are used to create healthy snacks  Fruits and vegetables come from different places  Know bridge hold | Stability is created in structures through:   * folding * rolling   Know how to cut to the nearest cm using scissors  Tape is used at joints to combine 2 materials | Levers and sliders make things move | Fruits and vegetables are used to create simple meals  Food comes from different places  Journey of food to plate  Claw grip when cutting  Science Y1Y2 Animals including humans | Fabric can be decorated in different ways using:   * natural dyes * fabric paint/pens | Stability is created with structures through:   * strengthening * stiffening * reinforcement   Maths Y1Y2 shape | Seasonality affects the food we eat:   * create a healthy and balanced meal based on seasonality   Different knives used for different purposes | Fabric can be decorated in different ways:   * natural dyes | Cams are used to make objects move  **Ismail Al-Jazari** |
| **Component 3: Know how to evaluate a product (evaluation)** | Evaluate existing products based on a given design criteria | | | Evaluate existing products based on a given design criteria | | | Analyse existing products, looking at specific component parts, based on a detailed design specification | | |