

Updated September 2021	<b>Design and Technology Essential Knowledge: Progression document (Year A)</b>										
<b>Embedding our learning culture</b>	<b>Curricular Goal: Know how to design, make and evaluate different products and understand how products have changed through time</b> <b>KS1: How can I plan, make and improve products and show I know how products have changed?</b> <b>KS2: How can I design, make and evaluate products and show that I understand how products have change through time?</b>										
<b>Safe</b> <ul style="list-style-type: none"> <li>online safety</li> <li>positive attitudes to learning</li> <li>visits</li> <li>British Values</li> </ul> <b>Achieving</b> <ul style="list-style-type: none"> <li>alteration in LTM</li> <li>building knowledge including recalls and low stakes quizzes</li> <li>personalised learning</li> </ul> <b>Nurtured</b> <ul style="list-style-type: none"> <li>dialogic approach</li> </ul>		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
	<b>Component 1: Know how to design a purposeful, functional and appealing product (design)</b>	Safe use of materials and tools:  scissors (hold, grip, cut)	The way to design a product <ul style="list-style-type: none"> <li>discussions</li> <li>use simple labelled drawings</li> </ul>			The way to design a product <ul style="list-style-type: none"> <li>use detailed annotated sketches</li> <li>use including pattern pieces</li> </ul>			The way to design a product showing key detail <ul style="list-style-type: none"> <li>use exploded diagrams</li> <li>use computer aided design</li> </ul>		
<b>Component 2: Know how to make a product by cutting, joining, finishing (make) using specific techniques (technical understanding)</b>	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	Healthy and varied snacks <ul style="list-style-type: none"> <li>identify</li> <li>design and make own</li> </ul>	Create stability within structures: <ul style="list-style-type: none"> <li>folding</li> <li>rolling</li> </ul>	Levers and sliders make things move	Healthy an varied diet <ul style="list-style-type: none"> <li>simple meal</li> </ul>	Fabric can be decorated in different ways: <ul style="list-style-type: none"> <li>natural dyes</li> <li>fabric paint/pens</li> </ul>	Create stability within structures <ul style="list-style-type: none"> <li>strengthened</li> <li>stiffed</li> <li>reinforced</li> </ul> Maths Y1Y2 shape	Seasonality affects the food we eat <ul style="list-style-type: none"> <li>create a healthy and balanced meal based on seasonality</li> </ul>	Fabric can be decorated in different ways <ul style="list-style-type: none"> <li>an awareness of the natural environment</li> </ul>	Cams are used to make objects move  Ismail Al-Jazari	
		Fruits and vegetables come from different places	Scissors used to cut to nearest cm	Bridge hold when cutting	Tape to join materials at joints	Food comes from different places  Journey of food to plate		Food is reared, caught and processed  Different knives used	Food is reared, caught and processed  Different knives used	Fabric can be decorated in different ways  an awareness of the natural environment can be shown through careful colour matching showing	

<ul style="list-style-type: none"> <li>learning from mistakes</li> </ul>		<ul style="list-style-type: none"> <li>table, pull roll for small amount, hold, cut)</li> </ul>				<p>Science Y1Y2 Animals including humans</p>			<p>for different purposes</p>	<p>understanding of seasonal colours</p>	
<ul style="list-style-type: none"> <li>development of cultural capital: enhancements</li> </ul> <p><b>Included</b></p> <ul style="list-style-type: none"> <li>pupils supported to meet endpoints</li> <li>British Values</li> </ul> <p><b>Responsible Respected</b></p> <ul style="list-style-type: none"> <li>development of interpersonal skills: the whole child</li> </ul>	<p><b>Component 3: Know how to evaluate a product (evaluation)</b></p>	<ul style="list-style-type: none"> <li>pencils (pencil grip, sharp end awareness, pencil control, pressure)</li> <li>sharpeners (blade/ no fingers, correct hold, pencil in, twist)</li> <li>pens, whiteboard pens (pull lid off, use with grip/ control, put lid on)</li> <li>paintbrushes (grip, strokes)</li> <li>paint and pots (lids up/off, bottle hold, pour, small</li> </ul>	<p>Evaluate existing products based on a given design criteria</p>	<p>Evaluate existing products based on a given design criteria</p>	<p>Analyse existing products, looking at specific component parts, based on a detailed design specification</p>						

		amount, lids on) stapler (safety, materials to use, material in flat, flat hand press)			
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