

# DT Progression Map

# Nursery

<p><b>Expressive Art and Design</b></p> <p><b>Creating with Materials</b></p> <p>DT will be taught holistically in the curriculum but also through the focus Artists.</p>	<ul style="list-style-type: none"> <li>• Pattern</li> <li>• Shape</li> <li>• Sculpture – sand – playdough – fimo.</li> </ul>	<p><b>Printing</b></p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	<p>Join different materials and explore different textures.</p>	<p>Shape and colour</p>	<ul style="list-style-type: none"> <li>• Sculpting – fimo- clay</li> <li>• Layering</li> </ul> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>Textile</p>
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**End Goal for End of Nursery:**

We understand all children have different starting points, experiences and needs, we will always cater for and focus on the individual child and their individual progress however we aim for the children leaving Nursery to explore different materials and develop their ideas about how to use them, what to make and which joining materials to use.

## Reception

<p>Expressive Art and Design</p>	<ul style="list-style-type: none"> <li>· Pattern</li> <li>· Shape</li> <li>· Sculpture – sand – playdough</li> <li>· Cutting leaves</li> <li>· Create collaboratively sharing ideas, resources and skills.</li> </ul>	<ul style="list-style-type: none"> <li>· Line and shape</li> <li>· Printing</li> <li>· Pattern</li> </ul>	<ul style="list-style-type: none"> <li>· Drawing</li> <li>· Painting</li> <li>· colour</li> <li>· Oils</li> </ul>	<ul style="list-style-type: none"> <li>· Collages</li> <li>· Shape and colour</li> </ul>	<ul style="list-style-type: none"> <li>·Sculpting – fimo</li> <li>· Layering</li> </ul>	
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**End Goal for End of Reception:**

We understand all children have different starting points, experiences and needs, we will always cater for and focus on the individual child and their individual progress however we aim for the children leaving Reception children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used.

We understand there are other aspects of the curriculum such as Communication and Language and Physical Development that link with DT but these are the specific DT links.



## DT Progression Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Developing, planning and communicating ideas</b>	<p>Draw on their own experience to help generate ideas.</p> <p>Suggest ideas and explain what they are going to do.</p> <p>Identify a target group for what they intend to design and make.</p> <p>Model their ideas in card and paper.</p> <p>Develop their design ideas and applying findings from their earlier research.</p>	<p>Generate ideas by drawing on their own and other people's experiences.</p> <p>Develop their design ideas through discussion, observation, drawing and modelling</p> <p>Identify a purpose for what they intend to design and make</p> <p>Identify simple design criteria</p> <p>Make simple drawings and label parts</p>	<p>Generate ideas for an item, considering its purpose and the user/s</p> <p>Identify a purpose and establish criteria for a successful product.</p> <p>Plan the order of their work before starting</p> <p>Explore, develop and communicate design proposals by modelling ideas</p> <p>Make drawings with labels when designing</p>	<p>Generate ideas, considering the purposes for which they are designing</p> <p>Make labelled drawings from different views showing specific features</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail</p> <p>Evaluate products and identify criteria that can be used for their own designs</p>	<p>Generate ideas through brainstorming and identify a purpose for their product</p> <p>Draw up a specification for their design</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail</p> <p>Use results of investigations, information sources, including ICT when developing design ideas</p>	<p>Communicate their ideas through detailed labelled drawings</p> <p>Develop a design specification</p> <p>Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques</p>

<p>Working with tools, equipment, materials and components to make quality products (inc-food)</p>	<p>Make their design using appropriate techniques</p>	<p>Begin to select tools and materials; use vocab' to name and describe them</p>	<p>Select tools and techniques for making their product</p>	<p>Select appropriate tools and techniques for making their product</p>	<p>Select appropriate materials, tools and techniques</p>	<p>Select appropriate tools, materials, components and techniques</p>
	<p>With help measure, mark out, cut and shape a range of materials</p>	<p>Assemble, join and combine materials in order to make a product</p>	<p>Measure, mark out, cut, score and assemble components with more accuracy</p>	<p>Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</p>	<p>Measure and mark out accurately</p>	<p>Assemble components make working models</p>
	<p>Use tools eg scissors and a hole punch safely</p>	<p>Cut, shape and join fabric to make a simple garment.</p>	<p>Work safely and accurately with a range of simple tools</p>	<p>Join and combine materials and components accurately in temporary and permanent ways</p>	<p>Use skills in using different tools and equipment safely and accurately</p>	<p>Use tools safely and accurately</p>
	<p>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</p>	<p>Use basic sewing techniques</p>	<p>Think about their ideas as they make progress and be willing change things if this helps them improve their work</p>	<p>Use simple graphical communication techniques</p>	<p>Pin, sew and stitch materials together create a product</p>	<p>Construct products using permanent joining techniques</p>
	<p>Select and use appropriate fruit and vegetables, processes and tools</p>	<p>Follow safe procedures for food safety and hygiene</p>	<p>Measure, tape or pin, cut and join fabric with some accuracy</p>	<p>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT.</p>	<p>Achieve a quality product</p>	<p>Make modifications as they go along</p>
	<p>Use basic food handling, hygienic practices and personal hygiene</p>	<p>Choose and use appropriate finishing techniques</p>	<p>Demonstrate hygienic food preparation and storage</p>		<p>Cut and join with accuracy to ensure a good-quality finish to the product</p>	<p>Weigh and measure accurately (time, dry ingredients, liquids)</p>
	<p>Use simple finishing techniques to improve the appearance of their product</p>		<p>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment.</p>			<p>Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens</p>



<p style="text-align: center;"><b>Evaluating processes and products</b></p>	<p>Evaluate their product by discussing how well it works in relation to the purpose</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make</p> <p>Evaluate their product by asking questions about what they have made and how they have gone about it</p>	<p>Evaluate against their design criteria</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make</p> <p>Talk about their ideas, saying what they like and dislike about them</p>	<p>Evaluate their product against original design criteria e.g. how well it meets it's intended purpose</p>	<p>Evaluate their work both during and at the end of the assignment</p> <p>Evaluate their products carrying out appropriate tests</p>	<p>Evaluate a product against the original design specification</p> <p>Evaluate it personally and seek evaluation from others</p>	<p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</p> <p>Record their evaluations using drawings with labels</p> <p>Evaluate against their original criteria and suggest ways that their product could be improved</p>
	<p><b>Vocabulary Progression</b></p>					

planning investigating design evaluate aeroplane axle wheels chassis make user purpose ideas product weak cut fold join fix attach strong float sink fold materials preparing washing fruit healthy diet cutting chopping slicing peeling squeezing ingredients	fabric material template pattern pieces running stitch needle threading stapling lacing gluing advantages disadvantages technique design practice mark out join decorate finish seed pip core slicing peeling cutting squeezing healthy diet choosing ingredients evaluate make prepare mechanism lever	function colour fabric size decoration joins visual appeal stitches overstitch material pattern pieces likes dislikes purpose user hinge texture taste sweet sour hot spicy appearance smell preference greasy moist cook fresh savoury hygienic edible healthy/varied diet	series circuit fault connection switch battery battery holder bulb bulb holder wire insulator conductor crocodile clip control structures purpose materials stability suitable investigate program system input device output device user purpose function prototype design criteria innovative appealing design brief label	design decisions user purpose design specification design brief research evaluate design criteria annotate evaluate label decorative functional product stitches surveys interviews questionnaires manufacture functionality innovation  name of products, names of equipment, utensils, techniques and ingredients  combine fold stir pour mix whisk beat roll out shape sprinkle	shelters materials structure join strong sturdy water resistant suitable adaptations improvements suitable design prototype mockup evaluation frame structure stiffen strengthen reinforce triangulation stability shape join temporary permanent design specification design brief user purpose research sensory evaluations appearance texture
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	choosing	sliders wheel mechanism moving picture split pin			crumble varied sweet	taste smell
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	<p>sensory vocabulary e.g. soft juicy crunchy sweet sticky smooth sharp crisp sour hard flesh skin seed pip core staple glue template material decorate</p> <p>materials, fruit and vegetable names</p> <p>names of equipments and utensils</p>	<p>sensory vocabulary e.g. soft juicy crunchy sweet sticky smooth sharp crisp sour hard flesh skin</p> <p>fruit and vegetable names</p> <p>names of equipment and utensils</p>	<p>diet evaluate design label savoury pneumatics lift hydraulic syringe measure support prism strong stiffen triangular attach tube input output force pressure push</p> <p>name of products</p> <p>names of equipment utensils, techniques and ingredients</p>	<p>diagram transparent glass plastic sunlight warm trap heat high overheat ventilate nets</p> <p>name of products, names of equipment, utensils, techniques and ingredients</p> <p>texture taste sweet sour hot spicy appearance smell preference greasy moist cook fresh savoury hygienic edible</p>	<p>shape beat roll out shape sprinkle crumble varied sweet ingredients taste texture appearance brand price packaging cams, mechanism rotate product innovative movement position component input output process system mount observe g-clamp mount observe drill measure</p>	<p>texture taste smell ingredients flour wholemeal savoury sprinkle crumble shape sweet utensils combine fold knead stir pour mix whisk beat roll out</p>
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				grown healthy/varied diet design toppings dough base	measure cut shape join construct frame dowel axle seam template pattern pieces name of textiles and fastenings used pins needles thread finishing technique	
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