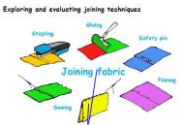
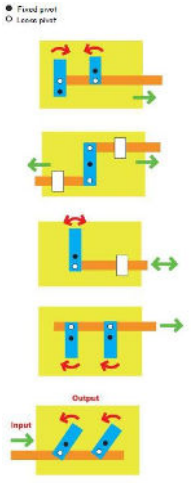
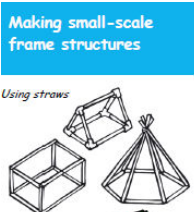
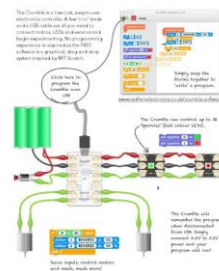


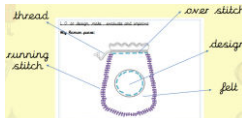
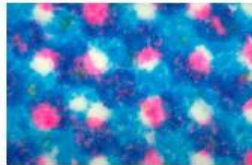
| Design, Make, Evaluate                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                   |
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| EYFS                                                                                                                                                                                                                                                                        | Year 1                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                          | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                          | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                        | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                         | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                              | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                   |
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|                                                                                                                                                                                                                                                                             | <b>Prior Learning:</b> Children will have experimented with materials and improving their creations.                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                          | <b>Prior Learning:</b> Children will have explored which tools are best to use for the task.                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                          | <b>Prior Learning:</b> Children will have designed their creations using simple methods before and commented on what went well.                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                        | <b>Prior Learning:</b> Children will have designed their creations using simple methods before and commented on what went well.                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                         | <b>Prior Learning:</b> Children will have created design criteria before but will now look at enhancing these by using exploded diagrams and sectional drawings.                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                              | <b>Prior Learning:</b> Children will have created design criteria before but will now look at enhancing these by using exploded diagrams and sectional drawings.                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                   |
| This should be read in conjunction with Technical Knowledge for YR below.                                                                                                                                                                                                   | This progression should be read in conjunction with Technical Knowledge for Y1 below.                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                          | This progression should be read in conjunction with the Technical knowledge progression for Y2 below.                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                          | This progression should be read in conjunction with the Technical knowledge progression and Cooking and Nutrition below.                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                        | This progression should be read in conjunction with the Technical knowledge progression and Cooking and Nutrition below.                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                         | This progression should be read in conjunction with the Technical knowledge progression and Cooking and Nutrition below.                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                              | This progression should be read in conjunction with the Technical knowledge progression and Cooking and Nutrition below.                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>In EYFS children will be given the opportunities to explore a variety of different materials and techniques experimenting with colour, design, texture, form and function.</p> <p>They will be encouraged to share creations and explain the process they have used.</p> | <p>Different tools are the best for different jobs e.g. they will explore the best equipment to join materials together and how to cut materials either by using scissors, a knife or by tearing. Explore different ways of sticking together.</p> <p>Children will be able to simply evaluate what they like about their creation.</p> | <p><i>Apply knowledge from Science, Art and DT to create a house structure for the 3 little pigs thinking about which tools are best to use for the task.</i></p> <p><b>Can you design a house for the 3 little pigs that will keep them safe from the wolf?</b></p>  | <p>Explore a range of different products that exist that contain a mechanism or moving parts.</p> <p>Explore how to create sliders -see technical knowledge progression below</p> <p>Design their own toy and communicate their ideas through talking.</p> <p>Select from a range of materials to construct their toy according to their properties - application of science knowledge</p> <p>Evaluate their idea against their design criteria</p> | <p><i>Research, design, make and evaluate their own toy using a slider mechanism.</i></p> <p><b>Can you design a moving rocket going off into space?</b></p>  <p><b>Design a pop up / moving card for Easter.</b></p> | <p>Researching can help them to develop a design criteria.</p> <p>Designing involves generating, developing and communicating ideas through drawing designs and communicating ideas.</p> <p>Computer aided design can help to communicate ideas.</p> <p>It is best to select tools to help them perform practical tasks accurately.</p> <p>Part of the creation process is to evaluate their work against their design criteria.</p> | <p><i>Apply knowledge to design, create a shelter and to bake different sausage rolls which they will then evaluate. (Using different BRITISH fillings – which one do they prefer? Why?)</i></p>  | <p>Researching can help them to develop a design criteria.</p> <p>Designing involves generating, developing and communicating ideas through drawing designs and communicating ideas.</p> <p>It is best to select tools to help them perform practical tasks accurately.</p> <p>Part of the creation process is to evaluate their work against their design criteria and listening to feedback from others to improve own creations.</p> | <p><i>Apply knowledge to design and create an Egyptian feast which they will then evaluate and compare to a modern day picnic.</i></p> <p><b>Can you design a pneumatic moving toy?</b></p>   | <p>Research can help them to develop a design criterion that can help to make products that are fit for purpose and are more appealing.</p> <p>Designs can be enhanced by using cross sectional drawings and exploded diagrams.</p> <p>It is important to select components according to their functional properties and aesthetic qualities.</p> <p>It is important to investigate existing products before creating their design and that designs and creations have helped to shape the world.</p> <p>Understand how key individuals and events have helped shape the world.</p> | <p><i>Apply their knowledge to design and create and compare different ratatouilles which they will then evaluate (Vegan, gluten free, different veg, etc). Which one did they prefer? Why?</i></p> <p><i>Create, programme and evaluate moving toy.</i></p> | <p>Research can help them to develop a design criteria that can help to make products that are fit for purpose and are more appealing.</p> <p>Designs can be enhanced by using cross sectional drawings and exploded diagrams.</p> <p>It is important to select components according to their functional properties and aesthetic qualities.</p> <p>It is important to investigate existing products before creating their design and that designs and creations have helped to shape the world.</p> | <p><i>Apply their knowledge of electrical circuits to design and create a moving fairground ride.</i></p> <p><b>Can you create a moving fairground ride?</b></p> <p><i>Use a WW2 ration book recipe to re-create and evaluate a meal with a focus on seasonal produce.</i></p> <p><b>Can you recreate a WW2 ration meal using seasonal produce and compare to a modern day season recipe?</b></p> |
| <b>Future Learning:</b> Use knowledge of materials they have explored to help them create new designs.                                                                                                                                                                      | <b>Future Learning:</b> Use knowledge of best materials to use and evaluating this to create a new design.                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                          | <b>Future Learning:</b> Use knowledge of creating a simple design to create design criteria                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                          | <b>Future Learning:</b> Use design criteria to create detailed diagrams and enhanced plans                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                        | <b>Future Learning:</b> Use design criteria to create detailed diagrams and enhanced plans                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                         | <b>Future Learning:</b> Use design criteria to create detailed diagrams and enhanced plans                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                              | <b>Future Learning:</b> Apply knowledge into DT at KS3                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                   |

Design and Technology Progression of Knowledge and Skills 2025 - 26

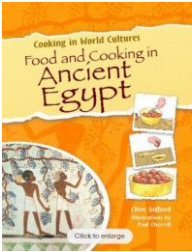
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| <b>Key vocabulary:</b> explore, create                                                                                                                                                                                                                                  | <b>Key vocabulary:</b> evaluate, construct, materials                                                                                                                                                                                        |                                                                                                    | <b>Key vocabulary:</b> evaluate, construct                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                             | <b>Key vocabulary:</b> Design criteria, evaluate                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                               | <b>Key vocabulary:</b> Design criteria, evaluate                                                                                                                                                                                                                      |                                                                                                | <b>Key vocabulary:</b> exploded diagrams, functionality, aesthetic.                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                      | <b>Key vocabulary:</b> exploded diagrams, functionality, aesthetic.                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                          |
| Technological Knowledge – Structures                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                              |                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                       |                                                                                                |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                          |
| Year R                                                                                                                                                                                                                                                                  | Year 1                                                                                                                                                                                                                                       |                                                                                                    | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                             | Year 3                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                               | Year 4                                                                                                                                                                                                                                                                |                                                                                                | Year 5                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                      | Year 6                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                          |
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|                                                                                                                                                                                                                                                                         | <b>Prior Learning:</b> In EYFS children will have explored different materials and joining them together in different ways.                                                                                                                  |                                                                                                    | <b>Prior Learning:</b> In EYFS they will have explored toys that have moving parts. They will know how to make their structures strong.                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                             | <b>Prior Learning:</b> In KS1 children will have explored some simple ways to make structures stronger.                                                                                                                                                                                                |                                                                                                                                                                                                                                                                               | <b>Prior Learning:</b> Children will have knowledge of creating a moving mechanism in Y2.                                                                                                                                                                             |                                                                                                | <b>Prior Learning:</b> Children will have learnt that moving mechanisms can be made using manual strategies.                                                                                                                                                                                                                                      |                                                                                                                                                                                                                      | <b>Prior Learning:</b> Children will have used mechanisms in the past to create a moving toy.                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                          |
| <b>Big Question:</b> How can I join materials?                                                                                                                                                                                                                          | <b>Big Question:</b> How can I make my structure stronger?                                                                                                                                                                                   |                                                                                                    | <b>Big Question:</b> How can a mechanism improve a toy?                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                             | <b>Big Question:</b> What are the important things to remember if you want to build a strong structure?                                                                                                                                                                                                |                                                                                                                                                                                                                                                                               | <b>Big Question:</b> How are pneumatics and pulleys be used in everyday life?                                                                                                                                                                                         |                                                                                                | <b>Big Question:</b> How can computer programmes be used to make a toy?                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                      | <b>Big Question:</b> How did electricity impact the mechanisms and toys?                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                          |
| This year is about <b>exploring materials</b> and <b>trying different ways of joining</b> .                                                                                                                                                                             | This year is about taking a <b>structured approach</b> to <b>testing the different ways to join materials</b> together.                                                                                                                      |                                                                                                    | This year is about using <b>mechanisms and sliders</b> to create their own rocket going into space..                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                             | This year is about <b>developing techniques</b> further to make strong structures.                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                               | This year is about developing their mechanisms using <b>pneumatics</b>                                                                                                                                                                                                |                                                                                                | This year is about starting to look at the <b>role of computer programming</b> in the <b>creation of toys and mechanisms</b> .                                                                                                                                                                                                                    |                                                                                                                                                                                                                      | This year is about using <b>electrical circuits</b> to <b>improve their mechanisms</b> .                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                          |
|                                                                                                                                                                                                                                                                         | <b>User:</b> Three Little Pigs<br><b>Product:</b> House (Junk model)<br><b>Purpose:</b> <i>Can you build a strong house for the 3 little pigs that will keep them safe from the wolf?</i><br><b>Design brief:</b> Must be rigid and stand up |                                                                                                    | <b>User:</b> Y1 children<br><b>Product:</b> Rocket with a slider or lever.<br><b>Purpose:</b> To entertain children, <i>Can you make a moving rocket going off into space?</i><br><br><b>Design brief:</b> Must have a slider or lever which moves and doesn't break.<br><br><i>Design a pop up / moving card for Easter.</i>                                                                                              |                                                                                                                                                                                                                                                                                                                                                                             | <b>User:</b> Settlers<br><b>Product:</b> Complex Shelter<br><b>Purpose:</b> <b>Can you create a prototype shelter</b> for Outdoor Learning?<br>Design brief: Must be shaped and use a variety of techniques to reinforce the structure.<br><br><i>Design a prototype shelter for Outdoor Learning.</i> |                                                                                                                                                                                                                                                                               | <b>User:</b> Children<br><b>Product:</b> A pneumatic moving toy<br><b>Purpose:</b> <b>Can you create a pneumatic ‘queen themed’ moving toy for children?</b><br><b>Design brief:</b> Must use a pneumatic mechanism.<br><br><b>Design a pneumatic toy that moves?</b> |                                                                                                | <b>User:</b> Child<br><b>Product:</b> <del>toy with a computer-controlled mechanism</del><br><b>Purpose:</b> <del>Can you make a toy move?</del><br><b>Design brief:</b> <del>Must have a simple mechanism that moves and is controlled by a computer.</del><br><br><i>Use computer aided programming to design a logo for your car.</i>          |                                                                                                                                                                                                                      | <b>User:</b> Children<br><b>Product:</b> A fairground ride model<br><b>Purpose:</b> <b>Can you create a moving fairground ride?</b><br><b>Design brief:</b> Must be robust, must move using crumble technology, must include a light up feature or buzzer using an electrical circuit. |                                                                                                                                                                                                                                                                                                                                                          |
| In EYFS Children will be given the opportunity to explore joining materials together and working out which is the best to use for specific purposes.<br><br>They will be encouraged to discuss what they have created and how they have chosen to join their creations. | Joining materials in different ways can make them stronger.<br><br>Using different materials or layering them can make them stiffer and more stable.<br><br><i>Above has links to art. See art progression.</i>                              | <i>Apply their knowledge of joins and layering to build a structure for the three little pigs.</i> | Mechanisms can create moving parts.<br><br>Explore the use of sliders and leavers.<br><br>Design and create a rocket that moves using a slider or lever. <i>See link below.</i><br><br><a href="https://classroom.thenational.academy/units/mechanisms-sliders-and-levers-8ef2">https://classroom.thenational.academy/units/mechanisms-sliders-and-levers-8ef2</a><br><br><i>Design a pop up / moving card for Easter.</i> | <i>Apply their knowledge to create their own sliding rocket picture.</i><br><br><a href="https://www.newportinfants.co.uk/wp-content/uploads/2020/08/DT-Year-1-Moving-picture.pdf">https://www.newportinfants.co.uk/wp-content/uploads/2020/08/DT-Year-1-Moving-picture.pdf</a><br><br> | Different techniques can be used to strengthen and reinforce complex structures e.g. weaving, layering, choice of material etc. Building on skills learnt in Y1.<br><br>Shape can impact the rigidity of a structure – investigate which is the strongest.                                             | Apply their knowledge by creating their own prototype shelter for Outdoor Learning.<br><br><br><br> | Syringes and balloons can be used to make the toys move.<br><br>Explore how they can use and create pneumatics to create a moving toy. What real life else can you think of that uses pneumatics to move?<br><br>Create and evaluate their design.                    | Create a moving toy linking to knowledge of forces and applying their knowledge of pneumatics. | <del>A computer can be used to programme external devices.</del><br><br><del>Programmes run on commands and the design process must think about how the car will move.</del><br><br><del>Draw out racing circuit on the playground with chalk.</del><br><br> | <del>Programme a crumble device using a computer to make an object move in a simple way.</del><br><br><del>Getting started with a Crumble – teachictnt.org.uk</del><br><br><b>MICROBIT UNIT – DIGITAL FLASHCARDS</b> | Look at how electrical systems are used in toys and discuss if these improve the toys or not.<br><br>Design a vehicle that can use an electrical circuit to make it move using crumble technology.<br><br>Create and evaluate their toy.                                               | Use knowledge from electrical circuits in science to create a vehicle that uses an electrical circuit.<br><br>Fairground ride linked to fun at the fair topic.<br><br><br><br> |
| <b>Future Learning:</b> Use knowledge of different ways to join to strategically test the                                                                                                                                                                               | <b>Future Learning:</b> Developing more complex structures when they are in Y3.                                                                                                                                                              |                                                                                                    | <b>Future Learning:</b> Create a moving lever and pulley system in Y4.                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                             | <b>Future Learning:</b> Apply knowledge in Y6 to create a vehicle which will need to be strong enough to move.                                                                                                                                                                                         |                                                                                                                                                                                                                                                                               | <b>Future Learning:</b> Apply knowledge to create a car which is controlled by a computer programme.                                                                                                                                                                  |                                                                                                | <b>Future Learning:</b> Apply their knowledge of using a crumble to create a more complex mechanical toy which will be controlled via a computer.                                                                                                                                                                                                 |                                                                                                                                                                                                                      | <b>Future Learning:</b> Electric circuits will be used in further detail in KS3.                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                          |

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| most effective join for a set purpose.    |                                                           |                                             |                                                               |                                                        |                                                                                          |                                               |
| <b>Key vocabulary:</b><br>materials, join | <b>Key vocabulary:</b><br>Structure, materials, stronger. | <b>Key vocabulary:</b><br>slider, mechanism | <b>Key vocabulary:</b><br>rigidity, weaving, rigid, reinforce | <b>Key vocabulary:</b><br>Leavers, pulleys, mechanisms | <b>Key vocabulary:</b><br>programme, command, device, algorithm, execute, output, debug. | <b>Key vocabulary:</b><br>circuit, electrical |

| Technological Knowledge – Textiles                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                            |                                                                                                                              |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                |  |
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| Year R                                                                                                                                                                                                                                                                                                       | Year 1                                                                                                                                                                                                     |                                                                                                                              | Year 3                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                            | Year 5                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                |  |
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| <b>Prior Learning:</b>                                                                                                                                                                                                                                                                                       | <b>Prior Learning:</b> Children will have explored with textiles and created their own costumes by using fabric pens and pegs.                                                                             |                                                                                                                              | <b>Prior Learning:</b> Children will have explored how to use glue to join textiles together.                                                                                                                                                                                           |                                                                                                                                                                                                                                                                            | <b>Prior Learning:</b> Children will have explored joining materials together using both glue and a running stitch.                                                                                                                             |                                                                                                                                                                                                                                |  |
| <p>In EYFS Children will be given the opportunity to explore different textiles experimenting joining them and creating with them. They will create their own costumes for role play.</p> <p>They will be encouraged to discuss what they have created and how they have chosen to join their creations.</p> | <b>Big Question:</b><br>What was easy and what was hard when creating your puppet?                                                                                                                         |                                             | <b>Big Question:</b> What factors do we need to think about when designing a bag?                                                                                                                                                                                                       |                                                                                                                                                                                        | <b>Big Question:</b> What type of clothes did the Mayans wear? How do they differ from today's fashion?                                                                                                                                         |                                                                                                                                             |  |
|                                                                                                                                                                                                                                                                                                              | This year is about <b>joining textiles together</b> in an effective manner without sewing.                                                                                                                 |                                                                                                                              | This year is about learning <b>how to use a running stitch to join materials</b> .                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                            | This year is learning about how <b>to create an opening and closing</b> on a textile product.                                                                                                                                                   |                                                                                                                                                                                                                                |  |
|                                                                                                                                                                                                                                                                                                              | <b>User:</b> Children<br><b>Product:</b> Felt stick puppet<br><b>Purpose:</b> To make puppets for a mini-show about valuing differences (PD).<br><b>Design brief:</b> Must be joined together effectively. |                                                                                                                              | <b>User:</b> Visitor to Butser Hill<br><b>Product:</b> Bag<br><b>Purpose:</b> To make a bag, with a Roman pattern, for Butser Hill Gift Shop.<br><b>Design brief:</b> Must include a running stitch and a flap to close over the top, <b>use computer aided design to add pattern</b> . |                                                                                                                                                                                                                                                                            | <b>User:</b> You – Y5 fashion show<br><b>Product:</b> Fashion top<br><b>Purpose:</b> Create a fashion top in the style of a particular era e.g. 80s, 70s, 60s, punk.<br><b>Design brief:</b> Must include a side that can be opened and closed. |                                                                                                                                                                                                                                |  |
|                                                                                                                                                                                                                                                                                                              | <p>Felt is a textile that can be changed to create something.</p> <p>Felt can be joined together by gluing, stapling or using Sellotape.</p> <p>Creations need to be designed and planned for.</p>         | <p>Create a felt puppet using gluing as a joining technique.</p> <p>Create a stick puppet by joining materials together.</p> | <p>Recap on learning from Y1 and how they used glue to join felt.</p> <p>A running stitch can be used to join two pieces of material.</p> <p>The length of the stitch can impact the rigidity and also the presentation of the piece.</p>                                               | <p>Create a bag with a flap to close the top using a running stitch to secure the edges.</p> <p>Use computer aided design to add a Roman print design (ironed on transfer)</p> <p><i>NB – No buttons or zips should be used at this stage as this is taught in Y5.</i></p> | <p>Garments can be opened and closed using things such as Velcro, buttons and zips, <b>safety pins - punk</b>).</p> <p>Different openings can be used for different purposes.</p>                                                               | <p>Create a simple top by joining the shoulders and one side join. The other side should be able to be opened and closed.</p> <p><b>Children will be able to decorate using either stitching or computer aided design.</b></p> |  |

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|                                                                               |                                                                                                                                |  | <div></div> <div></div> <div></div> |  | <div><p><b>Possible fasteners</b><br/>Children may want to use a fastener which should be appropriate for the purpose for the product.</p><div></div><div></div></div> <p>Templates need to be carefully drawn and measured to ensure that they fit.</p> <p>Different stitches can be used to close the seams. Some are quicker than others.</p> <div><p><b>Tie dye</b><br/>Children could decorate their fabric before they make up their product by tie dyeing.</p><p>The key to success is to tie the fabric very tightly with e.g. rubber bands or string so that the dye is prevented from reaching that part of the fabric.</p></div> <div></div> <div></div> <div></div> <div></div> |  |
| <b>Future Learning:</b>                                                       | <b>Future Learning:</b><br>Children will use their knowledge of joining materials to explore sewing as a way to join textiles. |  | <b>Future Learning:</b><br>Children will learn how to create an opening/closing on a textile product.                                                                                                                                                                                        |  | <b>Future Learning:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Key vocabulary:</b><br>Create a felt puppet by joining materials together. | <b>Key vocabulary:</b><br>textile, join, felt                                                                                  |  | <b>Key vocabulary:</b><br>running stitch, equal                                                                                                                                                                                                                                              |  | <b>Key vocabulary:</b><br>Seams, running stitch, cross stitch, raw edge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |



| Cooking and Nutrition                                                                                                                                                                                                  |                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                     |
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| Year R                                                                                                                                                                                                                 | Year 1                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                         | Year 2                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                      | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                            | Year 4                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                       | Year 5                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                               | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                                                                                                                                                        | Children will learn that:                                                                                                                                                                      | Children will learn how to:                                                                                                                                                                                                                                                             | Children will learn that:                                                                                                                                                                                                                                                                                                                                                                     | Children will learn how to:                                                                                                                                                                                                                                                                                                                                                                          | Children will learn that:                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Children will learn how to:                                                                                                                                                                                                                                                                                | Children will learn that:                                                                                                                                                                                                                                                                                                            | Children will learn how to:                                                                                                                                                                                                                                                                                                                                           | Children will learn that:                                                                                                                                                                                                                                                                                                                    | Children will learn how to:                                                                                                                                                                                                                                                                                                                                                   | Children will learn that:                                                                                                                                                                                                                                                                                                                                                                                                                                         | Children will learn how to:                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                                                                                                                                        | <b>Prior Learning:</b> In EYFS children will have tried various types of food and explored taste during snack time. They will have explored what happens when you heat chocolate.              |                                                                                                                                                                                                                                                                                         | <b>Prior Learning:</b> Children will understand where food comes from.                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Prior Learning:</b> Understanding of what food is needed for a healthy diet.                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                            | <b>Prior Learning:</b> Children will have made sausage rolls and have some experience of baking.                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                       | <b>Prior Learning:</b> Children will understand the importance of a varied diet.                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                               | <b>Prior Learning:</b> Children will have looked at nutrition, healthy choices and precision cutting. They will also understand seasonality.                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                     |
| Children will explore different types of fruits from around the world and will be introduced to vocabulary to describe them.<br><br>Children will look at what happens when you heat chocolate to create Easter nests. | <b>Big Question:</b> Where could we get our food from if there weren't any supermarkets or shops?                                                                                              |                                                                                                                                                                                                                                                                                         | <b>Big Question:</b> How can food keep us healthy? Why do we need to eat vegetables?                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Big Question:</b> Are all sausage rolls healthy?                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                            | <b>Big Question:</b> What did the ancient Egyptians eat?                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                       | <b>Big Question:</b> Why might the vegetables used in ratatouille change throughout the year and throughout history?                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                               | <b>Big Question:</b> What changes can you make to create a usually unhealthy meal healthy?                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                                                                                                                                                        | This year is about <u>understanding where food comes from.</u>                                                                                                                                 |                                                                                                                                                                                                                                                                                         | This year is about understanding that people need to <u>eat different types</u> of food to <u>remain healthy.</u>                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                      | This year is about understanding that <u>not all food is made equally</u> and learning how to use the <u>techniques of rolling, cutting and folding.</u>                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                            | This year is about understanding <u>of Egyptian food</u> and <u>how healthy</u> it is.                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                       | This year is about practising <u>precise cutting skills</u> and thinking about <u>seasonality of food.</u>                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                               | This year is about <u>applying all of their knowledge</u> using precise cutting skills, knowledge of healthy food to <u>create a seasonal WW2 ration recipe and compare with a typical modern day family recipe.</u>                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                                                                                                                                                        |                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                         | <b>User:</b> Soldier<br><b>Product:</b> Healthy Sandwich<br><b>Purpose:</b> <i>Create and prepare a healthy sandwich for a soldier.</i><br><b>Design brief:</b> Must include healthy elements.                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                      | <b>User:</b> Children<br><b>Product:</b> Different Sausage roll fillings – Best of British Produce eg. Farming – what could go in the sausage roll. Eg. Home grown veg vs lamb mince.<br><b>Purpose:</b> Create and compare different sausage roll fillings using British produce.<br><b>Design brief:</b> Must use rolling, cutting and folding skills.                                                                                                                            |                                                                                                                                                                                                                                                                                                            | <b>User:</b> Children<br><b>Product:</b> Egyptian feast<br><b>Purpose:</b> To prepare and evaluate an ancient Egyptian feast and compare to a modern day picnic<br><b>Design brief:</b> Must make healthy choices.                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                       | <b>User:</b> Children<br><b>Product:</b> Create and compare an original, historic ratatouille with a modern day one, using different ingredients.<br><b>Purpose:</b> Think about seasonality<br><b>Design brief:</b> What is the same/different? Which do you prefer? Why?                                                                   |                                                                                                                                                                                                                                                                                                                                                                               | <b>User:</b> Y6<br><b>Product:</b> WW2 ration meal v modern day family meal.<br><b>Purpose:</b> Compare a Ration inspired meal with a modern day typical family meal.<br><b>Design brief:</b> Must be seasonal and include only items available via rationing.                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                                                                                                                                                        | There are different types of food.<br><br>That food can be grown from seeds. They can grow underground or on trees.<br><br>Animals can be used as food.<br><br>Plant tomato seeds and carrots. | <i>Apply their knowledge from science to plant their own seeds.</i><br><br><i>Understand where food comes from.</i><br><br><i>Fruit and vegetables – where they come from? (Farming / gardening). What they look like? Taste like? Texture? Which ones did they like/not like? Why?</i> | Different foods provide us with nutrients and vitamins.<br><br>It is important to eat the right types of food so that we have a healthy diet. Look at different healthy and unhealthy fillings. Look at nutrient values.<br><br>I understand the importance of washing hands and being clean when cooking.<br><br>Design and prepare a healthy meal for a soldier in the hospital at Scutari. | <i>Create and prepare a healthy sandwich for a soldier.</i><br><br><i>How can food keep us healthy? Eat well plate.</i><br><br><i>Meal – sandwich</i><br><br><i>Focus on cutting skills – use the bridge and claw technique, or use a fork to keep hold of item.</i><br><br><i>Make three different sandwiches and compare – which one is healthiest? Nicest to eat? Will be best for a soldier?</i> | How to cook healthy sausage rolls in order to feed themselves and others a healthy and varied diet<br><br>Portion size is important as well as variety when it comes to eating healthy meals. Compare various sausage roll fillings looking at consumer packaging. What is the difference? Which is healthier? Why?<br><br>There are various cooking techniques that can be used and that they need to be competent with to help them cook. Focus skills: rolling, cutting, folding | Children will apply their knowledge to <b>make different sausage roll fillings and then will evaluate their creations.</b><br><br>Cook different fillings eg. Lamb mince, veg, sausage meat.<br><br>Children will use premade pastry.<br><br>Compare flavours and textures. Which was your favourite? Why? | Processing of food can impact how healthy it is. <b>They will compare an ancient Egyptian feast with today's food.</b><br><br>Understand how food is made impacts on the amount of nutrients it contains (white flour vs wholemeal flour for example).<br><br>Identify different ancient Egyptian food and put together for a feast. | Children will apply their knowledge of ancient Egyptian food to create a feast. <b>How does ancient Egyptian food differ to a picnic today?</b><br><br><a href="https://kirbiecravings.com/no-yeast-dinner-rolls/">https://kirbiecravings.com/no-yeast-dinner-rolls/</a><br><br> | Precise cutting is important in order to ensure that food is all cooked at the same time. Complete through an investigation.<br><br>Precise cutting skills can improve the appearance.<br><br>Seasonality of food impacts what food is available at different times of the year and periods in time how this links to cost and availability. | Use precise cutting and dicing skills to create a Ratatouille and evaluate skills.<br><br>Use the claw technique to cut food.<br><br><b>Where did ratatouille originate from and what did it consist off? Why was it popular? Compare to modern day ratatouille / stew. Make several – with different ingredients. What is the same/different ? Which do you prefer? Why?</b> | Precise cutting is important to make food look appealing to people.<br><br>Research ration inspired recipes.<br><br>Meal to be healthy as possible. How could they add ingredients to improve the quality of the meal -despite rationing?<br><br>Seasonality of food impacts what food is available at different times of the year and how this links to cost and availability.<br><br>Think about the presentation of the meal and the availability of products. | Children will apply their knowledge about <b>healthy eating, nutrition, seasonal produce and rationing to make their own healthy WW2 meal for a Land Girl and typical modern family meal.</b><br><br><br> |

Design and Technology Progression of Knowledge and Skills 2025 - 26

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|                                                               |                                                                                                    |  |                                                                                               |  |                                                                                                                  |  |                                                                                               |  |                                                                                             | Look at different cultures and their versions of this dish. |                                                                                       |  |
| <b>Future Learning:</b><br>Learn about where food comes from. | <b>Future Learning:</b><br>Children will look at the importance of eating different types of food. |  | <b>Future Learning:</b><br>Apply healthy eating knowledge to make a variety of savoury foods. |  | <b>Future Learning:</b><br>Apply knowledge of where our produce comes from to the type of food available in WW2. |  | <b>Future Learning:</b><br>Compare ancient Egyptian food to a traditional French Ratatouille. |  | <b>Future Learning:</b><br>Apply cutting skills to make WW2 ration meal in Year 6.          |                                                             | <b>Future Learning:</b><br>Cooking techniques will be used within KS3.                |  |
| <b>Key vocabulary:</b><br>melt, sour, sweet                   | <b>Key vocabulary:</b><br>originates, growing, farming, gardening.                                 |  | <b>Key vocabulary:</b><br>utensils, nutrition, vitamins, varied, balanced diet, healthy.      |  | <b>Key vocabulary:</b><br>pastry, fold, pinch                                                                    |  | <b>Key vocabulary:</b><br>Egyptian, recipe, feast.                                            |  | <b>Key vocabulary:</b><br>Precise, seasonality, dicing, cultural versions, interpretations. |                                                             | <b>Key vocabulary:</b><br>seasonal, rationing, availability, comparison, family food. |  |