

D&T Progression Map – Year 1

	Autumn 1	Summer 2	Autumn 2
Topic	Beegu	Queen's Hat	Pipkin of Pepper
Aspect of D&T	Mechanisms	Textiles	Food
Focus	Sliders and Levers	Templates and Joining Techniques	Preparing Fruit and Vegetables
Product, user and purpose	Jack in a box moving picture for their own museum	Make a hat for the Queen	Healthy Soup for themselves at Windmill Gardens
Learning Objective (from DC Pro)	<p>I can describe how something works.</p> <p>I can make simple plans before making objects.</p> <p>I can generate and develop my ideas by talking and drawing.</p> <p>I can make a product that moves.</p> <p>I can select from, and use, a range of materials and components (construction materials).</p> <p>I can use my tools safely, including cutting tools.</p> <p>I can look at current products and recognise what they are for, how they work and why.</p> <p>I can talk about what I am making and why.</p>	<p>I can describe how something works.</p> <p>I can make simple plans before making objects.</p> <p>I can generate and develop my ideas by talking and drawing.</p> <p>I can select from, and use, a range of materials and components (textiles).</p> <p>I can use my tools safely, including cutting tools.</p> <p>I can look at current products and recognise what they are for, how they work and why.</p> <p>I can talk about what I am making and why.</p> <p>I can explain why I have chosen a certain textile.</p>	<p>I can recognise foods that are good for me.</p> <p>I know which foods are bad for me.</p> <p>I am beginning to understand that all food comes from plants or animals</p> <p>I can make simple plans before making objects.</p> <p>I can select from, and use, a range of materials and components (ingredients).</p> <p>I can use my tools safely, including cutting tools.</p> <p>I can talk about what I am making and why.</p>
Skills	<p>Designing</p> <ul style="list-style-type: none"> • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through drawings and mock-ups with card and paper. <p>Making</p> <ul style="list-style-type: none"> • Plan by suggesting what to do next. • Select and use tools, explaining their choices, to cut, shape and join paper and card. • Use simple finishing techniques suitable for the product they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> • Explore a range of existing books and everyday products that use simple sliders and levers. • Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. 	<p>Designing</p> <ul style="list-style-type: none"> • Design a functional and appealing product for a chosen user and purpose based on simple design criteria. • Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. <p>Making</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. • Select from and use textiles according to their characteristics. <p>Evaluating</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing textile products relevant to the project being undertaken. • Evaluate their ideas throughout and their final products against original design criteria. 	<p>Designing</p> <ul style="list-style-type: none"> • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. <p>Making</p> <ul style="list-style-type: none"> • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. <p>Evaluating</p> <ul style="list-style-type: none"> • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose.

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Key Learning/ Technical Knowledge	<p>Prior learning</p> <ul style="list-style-type: none"> • Early experiences of working with paper and card to make simple flaps and hinges. • Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Explore and use sliders and levers. • Understand that different mechanisms produce different types of movement. • Know and use technical vocabulary relevant to the project. 	<p>Prior learning</p> <ul style="list-style-type: none"> • Explored and used different fabrics. • Cut and joined fabrics with simple techniques. • Thought about the user and purpose of products. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand how simple 3-D textile products are made, using a template to create two identical shapes. • Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. • Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. • Know and use technical vocabulary relevant to the project. 	<p>Prior learning</p> <ul style="list-style-type: none"> • Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. • Experience of cutting soft fruit and vegetables using appropriate utensils. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of <i>The eatwell plate</i>. • Know and use technical and sensory vocabulary relevant to the project.
Vocabulary	<p>Slider, lever, pivot, slot, bridge/guide Card, masking tape, paper fastener, join Push, pull, up, down, straight, curve, forwards, backwards Design, make, evaluate, user, purpose, ideas, design criteria, product, function.</p>	<p>Names of existing products, joining and finishing techniques, tools, fabrics and components. Template, pattern pieces, mark out, join, decorate, finish. Features, suitable, quality, mock-up, design brief, design criteria, make, evaluate, user, purpose, function.</p>	<p>Fruit and vegetable names, names of equipment and utensils. Sensory vocabulary e.g. soft, juicy, crunchy, hard, sweet, sticky, smooth, sharp, crisp, sour. Flesh, skin, pip, seed, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating, tasting, arranging, popular, design, evaluate, criteria.</p>
Tools	<p>Books and every-day products with lever and slider mechanisms. Slider and lever teaching aids. Card strips, card rectangles, paper, masking tape, paper fasteners, glue sticks, PVA, scissors, hole punch, finishing materials and media.</p>	<p>Range of existing bags. Variety of textiles e.g. dipryl, felt, reclaimed fabric Thread, pins, needles, magnet, staplers, staples, fabric glue, scissors. Items for finishing e.g. buttons, wool, fabric paints, sequins.</p>	<p>Range of fresh fruit and vegetables, chopping boards, knives, peelers, graters, juicers, spoons, jugs, blenders.</p>