Halfway Nursery Infant School

Whole School Progression Map

Subject: Design and Technology **Term: Autumn Term 1**

Concepts: *Safety and Wellbeing - 'The best me I can be!'*

Subject Drivers: *PE, PSHE and Science*.

Aspect	EYFS (30 - 50mths to ELGs)			KS1 **Statutory Curriculum Guidance** *Non-Statutory Curriculum Guidance* Teacher Assessment Framework		KS2
	F1- 3 to 4 years	**F2- Reception**	**Early Learning Goals**	**Y1**	**Y2**	**Y3**
Design Contexts, Uses and Purposes	***Continuous provision*** Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide					Pupils should be taught to: • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
Design Ideas						
Make Planning						Pupils should be taught to:
Make						• select from and use a range of tools and

Practical Skills and Techniques	which materials to use to express them. Join different materials and explore different texture s.					
Evaluate Own Ideas						Pupils should be taught to: • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products
Evaluate Existing Products						
Evaluate Key events/individuals						
Technical Knowledge Making Products Work						Pupils should be taught to: • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [e.g. series

						circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products
Cooking and Nutrition Where Food Comes From				• use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from	• use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from	Pupils should be taught to: • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
Cooking and Nutrition Food Preparation					Name and sort foods into the five groups of the 'eat well' plate Know that everyone should eat at least five portions of fruit and vegetables every day	
Key Vocabulary				healthy, food, eating, diet, fruit, vegetables, daily.	healthy, food, eating, diet, varied, five, portions, groups, fruit, vegetables, daily.	

Halfway Nursery Infant School

Whole School Progression Map

Subject: Design and Technology **Term: Autumn Term 2**

Concepts: Community and Culture - 'Let's Celebrate!'

Subject Drivers: RE, Geography and History

Aspect	EYFS (30 - 50mths to ELGs)			KS1 **Statutory Curriculum Guidance** *Non-Statutory Curriculum Guidance* Teacher Assessment Framework		KS2
	F1- 3 to 4 years	**F2- Reception**	**Early Learning Goals**	**Y1**	**Y2**	**Y3**
Design Contexts, Uses and Purposes	***Continuous provision*** Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide				• design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	Pupils should be taught to: • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
Design Ideas						
Make Planning					• select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing]	Pupils should be taught to:
Make						• select from and use a range of tools and

Practical Skills and Techniques	which materials to use to express them. Join different materials and explore different texture s.				• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic	
Evaluate Own Ideas					• build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [e.g. levers, sliders, wheels and axles], in their products	Pupils should be taught to: • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products
Evaluate Existing Products						
Evaluate Key events/individuals						
Technical Knowledge Making Products Work						Pupils should be taught to: • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

						• understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products
Cooking and Nutrition Where Food Comes From				• use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from	• use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from	Pupils should be taught to: • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
Cooking and Nutrition Food Preparation				Name and sort foods into the five groups of the 'eat well' plate Know that everyone should eat at least five portions of fruit and vegetables every day	Name and sort foods into the five groups of the 'eat well' plate Know that everyone should eat at least five portions of fruit and vegetables every day	
Key Vocabulary				Food, diet, prepare, dishes, fruit, vegetables, healthy, world, five, daily.	Make, cut, piece, draw, stick, glue, attach, build, create, paint, colour, change, construct. design , plan, build, construct, improve, evaluate. Food, diet, prepare, dishes, fruit, vegetables, healthy, world, five, daily.	Make, cut, piece, draw, stick, glue, attach, build, create, paint, colour, change, construct. design , plan, build, construct, improve.

Whole School Progression Map

Subject: Design and Technology **Term: Spring Term 1**

Concepts: *Innovation & Imagination*

Subject Drivers: *DT, Art, ICT.*

Aspect	EYFS (30 - 50mths to ELGs)			KS1 **Statutory Curriculum Guidance** *Non-Statutory Curriculum Guidance* Teacher Assessment Framework		KS2
	F1- 3 to 4 years	**F2- Reception**	**Early Learning Goals**	**Y1**	**Y2**	**Y3**
Design Contexts, Uses and Purposes	***Continuous provision*** Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to			design purposeful, functional, appealing products for themselves and other users based on design criteria	• design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	Pupils should be taught to: • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
Design Ideas				Generate own ideas for design by drawing on own experiences or from reading		
Make Planning				select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing]	• select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing] • select from and use a wide range of materials and	Pupils should be taught to:

	express them. Join different materials and explore different texture s.			• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic	components, including construction materials, textiles and ingredients, according to their characteristic	
Make Practical Skills and Techniques				Follow procedures for safety Use and make own templates Measure, mark out, cut out and shape materials and components Assemble, join and combine materials and components Use simple fixing materials e.g. temporary – paper clips tape and permanent – glue, staples Use finishing techniques, including those from art and design	Follow procedures for safety Use and make own templates Measure, mark out, cut out and shape materials and components Assemble, join and combine materials and components Use simple fixing materials e.g. temporary – paper clips tape and permanent – glue, staples Use finishing techniques, including those from art and design	• select from and use a range of tools and
Evaluate Own Ideas				Talk about their design ideas and what they are making Make simple judgements about their products and ideas against design criteria Suggest how their products could be improved	• build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [e.g. levers, sliders, wheels and axles], in their products	Pupils should be taught to: • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in

				Evaluating products and components used		their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products
Evaluate Existing Products				Investigate - what products are, who they are for, how they are made and what materials are used		
Evaluate Key events/individuals						
Technical Knowledge Making Products Work						Pupils should be taught to: • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products
Cooking and Nutrition Where Food Comes From					• use the basic principles of a healthy and	Pupils should be taught to:

Cooking and Nutrition Food Preparation					varied diet to prepare dishes • understand where food comes from	• understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
Key Vocabulary	Make, cut, piece, draw, stick, glue, attach, build, create, paint, colour, change, construct.	cut, draw, design , stick, glue, paint, attach, build, construct, create, improve		Make, cut, piece, draw, stick, glue, attach, build, create, paint, colour, change, construct, design, plan, build, construct, improve	Make, cut, piece, draw, stick, glue, attach, build, create, paint, colour, change, construct, design, plan, build, construct, improve	

Halfway Nursery Infant School

Whole School Progression Map

Subject: Design and Technology **Term: Spring Term 2**

Concepts: Time & Change – 'Back to the Future'

Subject Drivers: History, Science

Aspect	EYFS (30 - 50mths to ELGs)			KS1 **Statutory Curriculum Guidance** *Non-Statutory Curriculum Guidance* Teacher Assessment Framework		KS2
	F1- 3 to 4 years	**F2- Reception**	**Early Learning Goals**	**Y1**	**Y2**	**Y3**
Design Contexts, Uses and Purposes	***Continuous provision*** Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their				• design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	Pupils should be taught to: • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
Design Ideas				design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology		
Make Planning				select from and use a wider range of tools and	• select from and use a range of tools and	Pupils should be taught to:

	own ideas and then decide which materials to use to express them. Join different materials and explore different textures.			equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic	
Make Practical Skills and Techniques						• select from and use a range of tools and
Evaluate Own Ideas				• build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [e.g. levers, sliders, wheels and axles], in their products	• build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [e.g. levers, sliders, wheels and axles], in their products	Pupils should be taught to: • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products
Evaluate Existing Products				investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world		
Evaluate Key events/individuals						
Technical Knowledge Making Products Work				build structures, exploring how they can be made		Pupils should be taught to:

				stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.		• apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products
Cooking and Nutrition Where Food Comes From				• use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from	• use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from	Pupils should be taught to: • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
Cooking and Nutrition Food Preparation						
Key Vocabulary	Make, cut, piece, draw, stick, glue, attach, build, create, paint,	cut, draw, design , stick, glue, paint, attach, build, construct, create, improve		Make, cut, piece, draw, stick, glue, attach, build, create, paint, colour, change, construct. design , plan, build, construct, improve.	Make, cut, piece, draw, stick, glue, attach, build, create, paint, colour, change, construct. design , plan, build, construct, improve.	

	colour, change, construct.					

Halfway Nursery Infant School

Whole School Progression Map

Subject: Design and Technology **Term: Summer Term 1**

Concepts: *Conservation 'Our Wonderful World'*

Subject Drivers: *Geography, Science and PSHE.*

Aspect	EYFS (30 - 50mths to ELGs)			KS1 **Statutory Curriculum Guidance** *Non-Statutory Curriculum Guidance* Teacher Assessment Framework		KS2
	F1- 3 to 4 years	**F2- Reception**	**Early Learning Goals**	**End points Y1**	**End points Y2**	**End points Y3**
Design Contexts, Uses and Purposes	***Continuous provision*** Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their				• design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	Pupils should be taught to: • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
Design Ideas				design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology		
Make Planning				select from and use a wider range of tools and	Pupils should be taught to:	Pupils should be taught to:

	own ideas and then decide which materials to use to express them. Join different materials and explore different textures.			equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	• select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic	
Make Practical Skills and Techniques						• select from and use a range of tools and
Evaluate Own Ideas				• build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [e.g. levers, sliders, wheels and axles], in their products	• build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [e.g. levers, sliders, wheels and axles], in their products	Pupils should be taught to: • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products
Evaluate Existing Products				investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world	investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world	
Evaluate Key events/individuals						
Technical Knowledge Making Products Work				build structures, exploring how they can be made	build structures, exploring how they can be made	Pupils should be taught to:

				stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	• apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products
Cooking and Nutrition Where Food Comes From				• use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from	• use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from	Pupils should be taught to: • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
Cooking and Nutrition Food Preparation						
Key Vocabulary	Make, cut, piece, draw, stick, glue, attach, build, create, paint,	cut, draw, design , stick, glue, paint, attach, build, construct, create, improve		Make, cut, piece, draw, stick, glue, attach, build, create, paint, colour, change, construct. design , plan, build, construct, improve.		

	colour, change, construct.					

Halfway Nursery Infant School

Whole School Progression Map

Subject: Design and Technology **Term: Summer Term 2**

Concepts: Enterprise, Inspiration and Aspiration – 'When I grow up…'

Subject Drivers: Art, DT, ICT.

Aspect	EYFS (30 - 50mths to ELGs)			KS1 **Statutory Curriculum Guidance** *Non-Statutory Curriculum Guidance* Teacher Assessment Framework		KS2
	F1- 3 to 4 years	**F2- Reception**	**Early Learning Goals**	**End points Y1**	**End points Y2**	**End points Y3**
Design Contexts, Uses and Purposes	***Continuous provision*** Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide				• design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	Pupils should be taught to: • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
Design Ideas				design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology		
Make Planning				select from and use a wider range of tools and equipment to perform practical tasks [for	• select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing]	Pupils should be taught to:

	which materials to use to express them. Join different materials and explore different texture s.			example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic	
Make Practical Skills and Techniques						• select from and use a range of tools and
Evaluate Own Ideas				• build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [e.g. levers, sliders, wheels and axles], in their products	Pupils should be taught to: • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [e.g. levers, sliders, wheels and axles], in their products	Pupils should be taught to: • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products
Evaluate Existing Products				Pupils should be taught to: investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world	Pupils should be taught to: investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world	
Evaluate Key events/individuals						
Technical Knowledge Making Products Work				build structures, exploring how they can be made stronger, stiffer and more		Pupils should be taught to: • apply their understanding of how to

				stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.		strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products
Cooking and Nutrition Where Food Comes From					Pupils should be taught to: • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from	Pupils should be taught to: • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
Cooking and Nutrition Food Preparation						
Key Vocabulary	Make, cut, piece, draw, stick, glue, attach, build, create, paint, colour, change, construct.	cut, draw, design , stick, glue, paint, attach, build, construct, create, improve		Make, cut, piece, draw, stick, glue, attach, build, create, paint, colour, change, construct. design , plan, build, construct, improve.	Make, cut, piece, draw, stick, glue, attach, build, create, paint, colour, change, construct. design , plan, build, construct, improve.	