

## KS1 – Design & Technology Progression Curriculum Documents

Prior Learning	In KS1	Future learning:	Key Vocabulary
<p><b>In EYFS:</b></p> <ul style="list-style-type: none"> <li>Children can develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>Children can explore, use and refine a variety of effects to express their ideas and feelings.</li> <li>Children can return to and build on previous learning, refining ideas and developing their ability to represent them.</li> <li>Children can create collaboratively, sharing ideas, resources and skills.</li> </ul>	<p style="text-align: center;"><b>Designing</b></p> <ul style="list-style-type: none"> <li>Children can make evaluative comments about existing products.</li> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>Children can use pictures and words to show what I want to do.</li> </ul> <p style="text-align: center;"><b>Making:</b></p> <ul style="list-style-type: none"> <li>Children can name, choose and use tools appropriately.</li> <li>Children can assemble and join materials and parts to make a model that reflects my ideas.</li> <li>Children can use scissors to cut along a straight or curved line accurately.</li> <li>Children can, with some support, join fabrics using simple running stitch. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul> <p style="text-align: center;"><b>Evaluating:</b></p> <ul style="list-style-type: none"> <li>Children can evaluate own product against design criteria.</li> </ul>	<p><b>Designing:</b></p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul> <p><b>Making:</b></p> <ul style="list-style-type: none"> <li>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> <li>Children can select appropriate tools and techniques for making my product.</li> <li>Children can measure, cut, shape and join materials with some accuracy using a range of techniques.</li> <li>Children understand how to strengthen, stiffen and reinforce to create a stable structure.</li> <li>Children can use decorative techniques to enhance my product's appearance.</li> <li></li> </ul> <p><b>Evaluating:</b></p> <ul style="list-style-type: none"> <li>Identify what they could have done differently or how they could improve their work in future</li> <li>Suggest improvements for future projects.</li> </ul>	<p><b>Mechanisms:</b> Sliders, mechanism, design, template, construct, evaluate, assemble, cut, wheels, axles, shape</p> <p><b>Construction:</b> Structure, stable, shape, design, evaluate, model, materials, join, fasten, challenges</p> <p><b>Textiles:</b> Materials, textures, design, fabric, explore, felt, thread, needle, sew, running stitch, attach, puppet, evaluate, join</p> <p><b>Cooking and nutrition:</b> Fruit, vegetables, soft, juicy, crunchy, sticky, smooth, sharp, crisp, sour hard, flesh, skin, seed pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, tasting, arranging.</p>

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<b>Common Misconceptions:</b> Doesn't understand terminology Lack of skills to complete a task Lack of understanding of how to use specific tools		<b>Famous Designers:</b>  William Caxton		
Pedological Knowledge				
Cooking	Mechanisms	Construction	Textiles	Evaluating processes and products
Develop a food vocabulary using taste, smell, texture and feel. Group familiar food products e.g. fruit and vegetables. Follow safe procedures for food safety and hygiene.  Cut, peel, grate, chop a range of ingredients. Work safely and hygienically. Measure and weigh food items, non-statutory measures e.g. spoons, cups.	Fold, tear and cut paper and card. Know about simple mechanisms. Insert paper fasteners for card linkages. Create simple pop ups. Investigate strengthening sheet materials.	Continue to develop skills learnt in the Foundation stage to match, mark out, cut and shape. Continue to develop skills learnt in the Foundation stage to assemble, join and combine materials. Handle tools, objects, construction and malleable materials safely. Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels.	Cut out shapes which have been created by drawing round a template onto the Fabric. Fasten two pieces of fabric together using running stitch or blanket stitch. Decorate fabrics with buttons, beads, sequins, braids, ribbons.	Talk about their ideas. Say what they like and do not like about what they have done. Start to identify what they could have differently and how they could improve their work.
<b>Key Questions</b> Have you followed the design brief? What different joins have you learnt about? Can you explain what a pivot is? What design is the most stable? Which type of join secures the fabric? Have you included a balanced diet?		<b>End of Unit Assessment:</b> <ul style="list-style-type: none"> <li>• Fire Engine - Mechanisms</li> <li>• Bridge- Pivots, levers &amp; Linkages</li> <li>• Sliding story book- Mechanisms</li> <li>• Castle with moving drawbridge- Construction</li> <li>• Puppets- Textiles</li> <li>• Afternoon Tea- Food</li> </ul>		