## 

	<u>Autumn I</u>	Autumn 2	<u>Spring I</u>	Spring 2	Summer 1	Summer 2
Nursery	Marvellous Me  My unique identity  People who help us  Exploring Autumn	Let's Celebrate! Light and Dark	Winter Wonderland What is winter? Arctic animals	Let's explore  My house and my school  Transport	Smile it's Spring Down on the farm	Healthy Hearts Big blue sea
Driver	COLOR SWEET STATES OF THE STAT	PARTYTHE COUNTY OF THE PARTY OF	ARCIC ARIMASSI  ARCIC ARIMASSI	The Train Rid	Life Cycles  OGOrden  Maisy's Morning  Form  For	Lulus Luftch  NTCHEN  DUSCO  Bright:  Stanley:  BARN  BARN
Content						
Skills  Orange = birth – three years Green = 3 – 4 years	Make simple models which express their ideas.  Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.	Make simple models which express their ideas.  Use their imagination as they consider what they can do with different materials.  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 express them.  Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.  Join different materials and explore different textures.	Develop their own ideas and then decide which materials to use to express them.  Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.  Join different materials and explore different textures.	Develop their own ideas and then decide which materials to use to express them.  Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.  Join different materials and explore different textures.	Develop their own ideas and then decide which materials to use to express them.  Explore different materials using all their senses to investigate them. Manipulate and play with different materials.  Join different materials and explore different textures.
	Selecting appropriate re-		Selecting appropriate re-			Selecting appropriate re-
	using gestures, talking and arrangements of materials and components to show design.		Using gestures, talking and arrangements of materials and components to show design.			using gestures, talking and arrangements of materials and components to show design.
	Use contexts set by the teacher and myself.		Use contexts set by the teacher and myself.			Use contexts set by the teacher and myself.
Knowledge	Use language of design and making (join, stick, paste, build, longer, shorter		Use language of design and making (join, stick, paste, build, longer, shorter			Use language of design and making (cut, chop, slice, peel
	etc)  Construct with a purpose using a variety of resources.		etc)  Construct with a purpose using a variety of resources.			etc) Use simple tools and techniques.
	Use simple tools and tech- niques.		Use simple tools and techniques.  Build and construct with a			Discuss how to make an activity safe and hygienic.
	Build and construct with a wide range of objects.		wide range of objects.  Select tools to assemble			Adapt work if necessary.  Consider and manage risks
	Select tools to assemble and join.		and join.  Understand different media			Look at similarities and differences between existing objects
	Understand different media can be combined for a purpose.		can be combined for a purpose.  Adapt work if necessary.			isting objects.
	Adapt work if necessary.		Consider and manage risks.			
	Consider and manage risks.  Talk about how things  work.		Talk about how things work.  Look at similarities and			
	Look at similarities and differences between existing objects.		differences between existing objects.			









## D&T Curriculum Progression - Nursery to Year 2 — 2021/2022

	<u>Autumn 1</u>	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Marvellous Me!	Starry Night	Snowflakes & Sparkle!	Let's explore!	Smile it's Spring!	Feeling Hot, Hot, Hot!
Driver	The Great Book of Cale Robots of Cal	BINNY'S DRWALL  BINNY'S DRWALL  Whatever Next  Day  Might  Hone  Wiy Rack  Hone  Goldlings  Bears  Bears	CHINGS HEYTAR  STREET TO S	The Train Ride  EVERYWHERE  BECT  COLUMN  STREET  Little Red  Diding Flood  The Train Ride  ARTHA  MEST  Little Red  Diding Flood  The Train Ride  The Train R	Rosas las Sunflower Experiment  OMAR  ma BEES  au MESTA MARINER  pat HANDER  p	WILE PROJESS  WE All twee Annual Weep Stephen  All the Annual Weep Stephen  WHAT TELEPHANT HEARD
Content						
Skills	Make simple models which express their ideas.  Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.	Make simple models which express their ideas.  Use their imagination as they consider what they can do with different materials.  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 express them.  Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.  Join different materials and explore different textures.	Develop their own ideas and then decide which materials to use to express them.  Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.  Join different materials and explore different textures.	Develop their own ideas and then decide which materials to use to express them.  Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.  Join different materials and explore different textures.	Develop their own ideas and then decide which materials to use to express them.  Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.  Join different materials and explore different textures.
Knowledge	Selecting appropriate resources  Using gestures, talking and arrangements of materials and components to show design.  Use contexts set by the teacher and myself.  Use language of design and making (join, stick, paste, build, longer, shorter etc)  Construct with a purpose using a variety of resources.  Use simple tools and techniques.  Build and construct with a wide range of objects.  Select tools to assemble and join.  Understand different media can be combined for a purpose.  Adapt work if necessary.  Consider and manage risks.  Talk about how things work.  Look at similarities and differences between existing objects.		Selecting appropriate resources Using gestures, talking and arrangements of materials and components to show design. Use contexts set by the teacher and myself. Use language of design and making (join, stick, paste, build, longer, shorter etc) Construct with a purpose using a variety of resources. Use simple tools and techniques. Build and construct with a wide range of objects. Select tools to assemble and join. Understand different media can be combined for a purpose. Adapt work if necessary. Consider and manage risks. Talk about how things work. Look at similarities and differences between existing objects.			

Summer I

Spring 1





Autumn 2





<u>/\druinii \&amp;</u>	<del>Spring i</del>	<u>Summer 1</u>
The Enchanted Woodland	Towers, Turrets and Tunnels	Rio de Vida
Tidy by Emily Gravett (4 weeks)  Three Billy Goats Gruff Little Witch Hazel (3 weeks)	Rapunzel by Bethan Woollvin	Grandad's Island  GRANDADS  ISLAND  IS
Design a healthy lunch box for the troll. Making a sandwich or salad to practise food prep skills.  Design, build and evaluate a woodland home for a fairy/troll. Using hinges, testing adhesives and following a plan.	Building bridges. Research, design and build a bridge. Penny challenge—different types of bridges made from paper.	Weaving  Making chocolate cakes as part of the carnival celebration.
Imaginary and story based contexts  Categorise healthy/unhealthy food and understand that food diversity is important.  Testing suitability of materials.  Food preparation, learning how to use a knife safely and looking at the different cutting skills such as chopping and slicing.	Building structures, exploring how they can be made stronger, stiffer and more stable.  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, mockups and, where appropriate, information and communication technology  Select from and use a range of tools and equipment to perform practical tasks [for example, 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 characteristics  Explore and evaluate a range of existing products.  Evaluate their ideas and products against design criteria	Prepare a simple dish hygienically and safely. Introduction of how to use an oven safely.  Food preparation introducing skills such as sifting, and whisking.  Understand where the ingredients used comes from e.g flour/eggs/milk/cocoa  Selecting from a wide range of materials such as textiles. Understanding which materials would be more suitable for weaving. Which materials would make an effective finished product.
I have my own ideas and can explain what I want to do.  I can use pictures and words to plan my design I can design a product for myself following a design criteria.  I can research similar existing products. I can explain what I am making and why. I can consider what I need next. I can select tools/equipment to cut, join, shape finish and explain my choices. I can measure, mark out and cut with support. I can choose suitable materials and explain my choices, I can work in a safe and hygienic manner. I can talk about my work, linking it to what I was asked to do. I can talk about existing products and say what is and isn't good about them. I can talk about things that other people have made, I can begin to talk about what could make a product better.	I have my own ideas and can explain what I want to do.  I can explain what my product is for and how it will work.  I can use pictures and words to plan my design I can design a product for myself following a design criteria.  I can research similar existing products.  I can explain what I am making and why. I can consider what I need next.  I can select tools/equipment to cut, join, shape finish and explain my choices.  I can measure, mark out and cut with support.  I can choose suitable materials and explain my choices,  I can talk about my work, linking it to what I was asked to do.  I can talk about existing products and say what is and isn't good about them.  I can talk about things that other people have made,  I can begin to talk about what could make a product better.	I have my own ideas and can explain what I want to do.  I can explain what my product is for and how it will work.  I can use pictures and words to plan my design I can design a product for myself following a design criteria.  I can research similar existing products.  I can explain what I am making and why. I can consider what I need next.  I can select tools/equipment to cut, join, shape finish and explain my choices.  I can measure, mark out and cut with support.  I can choose suitable materials and explain my choices,  I can talk about my work, linking it to what I was asked to do.  I can talk about existing products and say what is and isn't good about them.  I can talk about things that other people have made,  I can begin to talk about what could make a product better.
	Tidy by Emily Gravett (4 weeks)  Three Billy Goats Gruff Little Witch Hazel (3 weeks)  Design a healthy lunch box for the troll. Making a sandwich or salad to practise food prep skills.  Design, build and evaluate a woodland home for a fairy/troll. Using hinges, testing adhesives and following a plan.  Imaginary and story based contexts  Categorise healthy/unhealthy food and understand that food diversity is important.  Testing suitability of materials.  Food preparation, learning how to use a knife safely and looking at the different cutting skills such as chopping and slicing.  I can design a product for myself following a design criteria.  I can research similar existing products.  I can explain what I am making and why. I can consider what I need next.  I can select tools/equipment to cut, join, shape finish and explain my choices.  I can measure, mark out and cut with support.  I can choose suitable materials and explain my choices,  I can work in a safe and hygienic manner.  I can talk about my work, linking it to what I was asked to do.  I can talk about existing products and say what is and isn't good about them.  I can talk about things that other people have made,  I can begin to talk about what could make a prod-	Tidy by Emily Gravett (4 weeks)  Design a healthy lunch box for the troll. Making a sandwich or sailed to practise food prepsibils. Design, build and evaluate a woodland home for a fairy/troll. Using hinges, testing adhesives and following a plan.  Imaginary and story based contexts Categorise healthy/unhealthy food and understand that food diversity is important. Testing suitability of materials. Food preparation, learning how to use a knife safely and looking at the different cutting skills such as chopping and slicing.  Building structures, exploring how they can be made stronger, stiffer and more stable. Design purposeful, functional, appealing products of themselves and other users based on design criteria. Cenerate, develop, model and communicate their ideas through talking, drawing, templates, mockups and, where appropriate, information and communication technology.  Select from and use a range of tools and equipment to perform practical taking, drawing, templates, mockups and, where appropriate, information and communication technology.  Select from and use a range of existing products.  I can explain what I am making and why. I can design a product for myself following a design criteria.  I can research similar existing products. I can explain what I am making and why. I can consider what I need near on the consider what I









## D&T Curriculum Progression - Nursery to Year 2 – 2023/2024

	Autumn 2	Spring 1	Summer 1	Summer 2
Year 2	The Street Detectives	The Scented Garden	Animal Survival	Let's Explore the Wold
Driver	Hansel and Gretel	The Lonley Beast by Chris Judge	Ratatouille	The Secret of Black Rock by Joe Todd Stanton
Content	Designing Gingerbread houses	Grow herbs and use them to make a pizza.	Designing and making ratatouille	Designing a moving paper dinosaur puppet.
Skills	Context inspired by wider environment and industry.  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  Select from and use a range of tools and equipment to perform practical tasks  [for example, 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 characteristics  Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria	Prepare a simple dish hygienically and safely. Using an oven safely. Food preparation skills., Including chopping, slicing then developing year 1 knife skills to dicing and crushing. Developing rolling pin skills enabling dough to be even and a desired shape. Grating or tearing cheese. Use the basic principles of a healthy and varied diet to prepare dishes Understand that some people in communities grow their own fruits and vegetables.	Prepare a simple dish hygienically and safely. Using a hob safely. Food preparation skills including, sifting flour, whisking eggs, mixing batter. Year 1 knife skills plus developed to refined Chopping, slicing and dicing fruit. Use the basic principles of a healthy and varied diet to prepare dishes Understand where the ingredients used come from.	Context inspired by wider environm and industry.  Design purposeful, functional, appear products for themselves and other ers based on design criteria. Generate, develop, model and communicate their ideas through talking drawing, templates, mock-ups and where appropriate, information and communication technology.  Select from and use a range of tools equipment to perform practical tallets [for example, cutting, shaping, join and finishing].  Select from and use a wide range materials and components, includit construction materials, textiles and gredients, according to their charactistics.  Explore and evaluate a range of exist products Evaluate their ideas and pucts against design criteria.
Knowledge	I can have my own ideas and plan and develop these ideas into a design I can explain what I want to do and describe how I may do it. I can explain the purpose of a product, how it will work and how suitable it will be for the user. I can design using pictures, words, models, diagrams and begin to use ICT in my designs. I can design products for myself and others following a design criteria. I can choose the best tools and materials and explain my choices. I can use knowledge of existing products to help produce ideas. I can explain what I am making and how it fits the purpose I can make suggestions as to what I need to do next. I can join components and materials together in different ways. I can measure, mark out, cut and shape materials and components with support. I can describe which tools I am using and why, I can choose suitable materials and explain my choices depending on characteristics I can use finishing techniques to make products look good. I can work safely and hygienically and explain why this is important.	I can have my own ideas and plan and develop these ideas into a design. I can explain what I want to do and describe how I may do it. I can explain the purpose of a product, how it will work and how suitable it will be for the user. I can design using pictures, words, models, diagrams and begin to use ICT in my designs. I can design products for myself and others following a design criteria. I can choose the best tools and materials and explain my choices. I can use knowledge of existing products to help produce ideas. I can explain what I am making and how it fits the purpose I can make suggestions as to what I need to do next. I can join components and materials together in different ways. I can measure, mark out, cut and shape materials and components with support. I can describe which tools I am using and why, I can choose suitable materials and explain my choices depending on characteristics I can use finishing techniques to make products look good. I can work safely and hygienically and explain why this is important.	I can have my own ideas and plan and develop these ideas into a design. I can explain what I want to do and describe how I may do it. I can explain the purpose of a product, how it will work and how suitable it will be for the user. I can design using pictures, words, models, diagrams and begin to use ICT in my designs. I can design products for myself and others following a design criteria. I can choose the best tools and materials and explain my choices. I can use knowledge of existing products to help produce ideas. I can explain what I am making and how it fits the purpose I can make suggestions as to what I need to do next. I can join components and materials together in different ways. I can measure, mark out, cut and shape materials and components with support. I can describe which tools I am using and why, I can choose suitable materials and explain my choices depending on characteristics I can use finishing techniques to make products look good.	I can have my own ideas and plantal develop these ideas into a design I can explain what I want to do and scribe how I may do it.  I can explain the purpose of a prod how it will work and how suitable it be for the user.  I can design using pictures, words, nels, diagrams and begin to use ICT in designs.  I can design products for myself a others following a design criteria I can choose the best tools and matals and explain my choices.  I can use knowledge of existing products to help produce id I can explain what I am making and it fits the purpose I can make suggestions as to whan need to do next. I can join components and materiated together in different ways. I can measure, mark out, cut and shout materials and components with suport. I can describe which tools I am using and why, I can choose suitable materials and plain my choices depending on chateristics I can use finishing techniques to me products look good.