

# South Ossett Infants' Academy Design and Technology Progression

## Our Vision

To engage children in the challenges of life with a positive attitude of confidence, self-respect and respect for others and to forge ahead regardless of difficulties experienced.

## Our Values

independence  
courage  
nurturing  
happiness  
**respect**  
learning  
excellence  
integrity  
safety



Year Group	Topics	Vocabulary	Coverage	Teaching / Provision	Knowledge
FS	<p><b>Topics Include:</b></p> <p>All about me</p> <p>Autumn</p> <p>Dinosaurs</p> <p>Journeys</p> <p>Winter festivals</p> <p>Pirates</p> <p>Grow and change</p> <p>Traditional tales</p> <p>People who help us</p>	<p><b>Construction/ Junk Modelling</b></p> <p>Build</p> <p>Balance</p> <p>Join</p> <p>scissors</p> <p>Paper</p> <p>Card</p> <p>fabric</p> <p>red</p> <p>blue</p> <p>yellow</p> <p>green</p> <p>orange</p> <p>purple</p> <p>black</p> <p>white</p> <p>brown</p> <p>Glue</p> <p>Paint</p> <p>Masking tape,</p> <p>Sellotape</p> <p>Smooth</p> <p>Rough</p> <p>Bumpy</p> <p>Hard</p> <p>soft</p> <p><b>Links to maths vocabulary</b></p> <p>Tall</p> <p>Short</p> <p>Long</p> <p>Small</p> <p>Big</p> <p>Large</p> <p>Square</p> <p>Circle</p> <p>Triangle</p> <p>Rectangle</p> <p><b>Cooking / food</b></p> <p>Roll</p>	<p><b>ELG: Physical Development : Fine Motor Skills</b></p> <p>Use a range of small tools, including scissors, paint brushes, and cutlery.</p> <p><b>ELG: PSED: Managing Self</b></p> <p>Understand the importance of healthy food choices.</p> <p><b>ELG: Expressive Arts and Design: Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul> <p><b>Development Matters</b></p> <p><b>Physical Development:</b></p> <p><b>LFS</b></p> <ul style="list-style-type: none"> <li>Choose their own resources to carry out their own plan.</li> <li>Collaborate with others to manage large items, such as moving large blocks.</li> <li>Use one handed tools and equipment, e.g. to make snips in paper.</li> </ul> <p><b>UFS</b></p> <ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> </ul>	<p>Resources and opportunities are always available in continuous basic provision through the different areas of learning in the classroom, and in the Outdoor Learning Environment.</p> <p>A range of materials are provided to meet the needs of the children and provide appropriate challenge. Enhancements are made based on the topic being taught, and the needs of the children.</p> <p>Adult led activities focus on a particular skill when needed, or on the topic being taught.</p> <p>Adults observe, support, and discuss a child's learning with them as they work. Adults help children to take their learning forward, help provide appropriate challenge and develop vocabulary.</p> <p>Children are taught the knowledge and skills to achieve a particular outcome, such as how to make a Christmas decoration. Space is provided to keep models so children can go back to, improve, and adapt their work.</p> <p>Photographs are taken of children working in the areas, work is displayed and shared with the class. Children are asked to write a label for their displayed work when they are able.</p> <p>Children are encouraged to share their ideas, think about what they want to create before they begin, and talk about what they like best, or could improve about their work when this is developmentally appropriate.</p> <p>Children are taught how to handle tools correctly and safely, e.g. glue, scissors, pencils.</p> <p><b>A variety of materials are available in the Areas of Learning, these include:</b></p> <p><b>In the Classroom</b></p> <p>Lego, Duplo, small wooden blocks, Stickle Bricks, Kidditech, Polydron.</p> <p>Junk modelling materials and tools.</p> <p><b>Outdoor Learning Environment</b></p> <p>Large Construction collection</p> <p>Den Building collection</p> <p>Loose parts Collection</p> <p><b>Cooking</b></p> <p>Children take part in cooking, food based, and tasting activities on a regular basis. Children share the food they make e.g. Gingerbread men, sandwiches, with the</p>	<p>I can hold and use scissors correctly.</p> <p>I know how to use glue to stick.</p> <p>I know how to use Sellotape.</p> <p>I can choose the tools and resources I need.</p> <p>I can work safely.</p> <p>I can use a paint brush.</p> <p>I can use cutlery.</p> <p>I can say what I have made.</p> <p>I can say what I am going to make.</p> <p>I can say what I could improve about my model.</p> <p>I can adapt my work when needed.</p> <p>I can build, balance, and fix different construction materials together.</p> <p>I will try new foods.</p> <p>I know that some foods are healthy and some are unhealthy.</p> <p>I can talk about how to keep healthy and safe.</p>

		<p>Mix weigh Stir Spread Cook Chop Bake Taste Smell apple Banana Orange Pear Cucumber Tomato strawberry crunchy soft juicy sweet delicious</p>	<ul style="list-style-type: none"> <li>- Know and talk about the different factors that support their overall health and wellbeing: regular exercise, healthy eating, etc.</li> </ul> <p><b><u>Expressive Arts and Design:</u></b> <b><u>Creating with Materials</u></b></p> <p><b><u>LFS</u></b></p> <ul style="list-style-type: none"> <li>- Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</li> <li>- Use their imagination as they consider what they can do with different materials.</li> <li>- Make simple models which express their ideas.</li> <li>- Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>- Develop their own ideas and then decide which materials to use to express them.</li> <li>- Join different materials and explore different textures.</li> </ul> <p><b><u>UFS</u></b></p> <ul style="list-style-type: none"> <li>- Return to and build on previous learning, refining ideas and developing their ability to represent them.</li> </ul>	<p>class. Children are encouraged to speak about what they have made, and talk about the taste, the names of different foods and their likes and dislikes. Children are encouraged to taste new foods and are taught about foods that are healthy or unhealthy, and where they come from through everyday discussions. A snack table is provided, and fruit and vegetables are grown in the OLE.</p> <p><b><u>Visitors</u></b></p> <ul style="list-style-type: none"> <li>- Kidz fit</li> <li>- Discovery kitchen.</li> </ul>	
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KS1	<p><b>Year A</b></p> <p><b>Term 1A</b> We are Britain</p> <p><b>Term 1B</b> Space</p> <p><b>Term 2</b> Pirates and Explorers</p> <p><b>Term 3A</b> Knights and Castles</p> <p><b>Term 3B</b> On The Farm</p> <p><b>Year B</b></p> <p><b>Term 1A</b> Ossett</p> <p><b>Term 1B</b> Significant people</p> <p><b>Term 2</b></p>	<p><b>Design Y1</b> Design A greater range of colour names Explore Idea Product Purpose Imagine</p> <p><b>Links to math vocabulary</b> Shape names (2D and 3D) Measures vocab Position vocab</p> <p><b>Design Y2</b> (As year 1 plus) Research Design criteria,</p>	<p><b>Design</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>Focused activities are planned based on the current topic being taught, for example space buggies during a space topic, where children plan, design, make, and evaluate the models they produce.</p> <p>Children also have access to areas of learning both inside and outdoors in order to practise and develop their knowledge and skills independently, e.g. large wooden construction materials outdoors, small construction materials such as Lego indoors, modelling tools and materials.</p> <p>Planning sheets are provided to enable children to plan and design their work independently. Class 1 has a construction and a DT area for children to access independently, with a variety of resources available.</p> <p>Activities, resources, and expectations are differentiated according to the needs of the children to ensure they make progress, and they are challenged appropriately.</p> <p>Opportunities for cooking, baking and producing different foods are provided e.g. making a healthy snack.</p> <p>Adults support children to take their learning forward and to learn and use new vocabulary.</p> <p><b>Visitors</b></p> <ul style="list-style-type: none"> <li>– Kidz fit</li> <li>– Discovery kitchen.</li> </ul>	<p><b>Design</b></p> <p><b>Year 1</b> I can design a simple plan for my model.  I can design a simple plan for a lidded box.  Design an appealing sandwich using their own ideas.  Design a healthy snack using my knowledge of a healthy diet.</p> <p><b>Year 2</b>  I can identify a simple design criteria for my model.  Identify simple design criteria for an appealing sandwich  Identify simple design criteria for a healthy snack using my knowledge of a healthy and varied diet.  Use research of vehicles, wheels, and axles to develop ideas.  Research how boxes with lids operate, for example hinges, sliders and mechanisms, and remain strong, stiff and stable through use.  Research healthy ingredients</p>

<p>Around the world in a term.</p> <p><b>Term 3A</b> Great Fire of London</p> <p><b>Term 3B</b> Rainforest</p>	<p><b>Make Y1</b> Names of resources and materials needed Tool names Choose Slice Construct Connect Create</p> <p><b>Links to math vocabulary</b> Shape names (2D and 3D) Measures vocab Position vocab</p>	<p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul>		<p><b>Make</b></p> <p><b>Year 1</b></p> <p>I can choose and use appropriate tools and materials to create my model.</p> <p>Use simple utensils and equipment to, for example, slice and cut safely to make their sandwich.</p> <p>Use simple utensils and equipment to, for example, slice and cut safely to make their healthy snack.</p>
	<p><b>Make Y2</b> (As year 1 plus) Material Component characteristic Structure Textile, Cutting Shaping Joining Finishing Function Template Equipment Decorate Attach Peel grate</p>			<p><b>Year 2</b></p> <p>Choose and use a range of materials and components according to their characteristics.</p> <p>Use simple utensils and equipment to, for example peel, cut, slice, grate, and chop safely to create their sandwich.</p> <p>Use simple utensils and equipment to, for example peel, cut, slice, grate, and chop safely to create their healthy snack.</p>
	<p><b>Evaluate Y1</b> Evaluate Explore Improve</p>	<p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products</li> <li>Evaluate their ideas and products against design criteria</li> </ul>		<p><b>Evaluate</b></p> <p><b>Year 1</b></p> <p>Explore how lids and boxes operate.</p> <p>Taste and evaluate a range of fillings to determine preferences.</p> <p>I can explain what works well and not so well in my finished model.</p>

					<p>I can explain what works well and not so well in my finished sandwich.</p> <p>I can explain what works well and not so well in my finished healthy snack.</p>
		<p><b>Evaluate Y2</b> (As year 1 plus) Modify Adapt</p>			<p><b>Year 2</b></p> <p>I can evaluate my finished model against my design criteria.</p> <p>I can evaluate my finished product against my design criteria.</p> <p>Explore and use mechanisms, for example, sliders, hinges and levers to operate the lid.</p> <p>Explore and use wheels, axels, and axel holders.</p>
		<p><b>Tech Know Y1</b> This is taught in year 2,</p>	<p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>– Build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>– Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>		<p><b>Technical Knowledge</b></p> <p><b>Year 1</b> Explore how lids and boxes operate.</p>
		<p><b>Tech Know Y2</b> levers Sliders Wheels Axles Mechanisms Stronger Stiffer Stable</p>			<p><b>Year 2</b></p> <p>Use research of vehicles, wheels, and axles to develop ideas.</p> <p>Research how boxes with lids operate, for example hinges, sliders and mechanisms, and remain strong, stiff and stable through use.</p> <p>Explore and use mechanisms, for example, sliders, hinges and levers to operate the lid.</p> <p>Explore and use wheels, axles, and axel holders.</p>
		<p><b>Cooking Y1</b> Savoury Healthy Prepare Ingredient,</p>	<p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>– Use the basic principles of a healthy and varied diet to prepare dishes</li> </ul>		<p><b>Cooking and Nutrition</b></p> <p><b>Year 1</b> Know about basic food hygiene rules.</p> <p>Use simple utensils and equipment to, for example, slice and cut safely to make their sandwich.</p>

		Names of tools, equipment and ingredients, Recipe	– Understand where food comes from.		Use simple utensils and equipment to, for example, slice and cut safely to make their healthy snack.  Explain why they have chosen certain ingredients
		<u>Cooking Y2</u> (As year 1 plus) Varied diet Technique Flavour Farmed Home grown imported			<b>Year 2</b> Research healthy ingredients  Use simple utensils and equipment to, for example peel, cut, slice, grate, and chop safely to create their sandwich.  Research to understand where ingredients come from, e.g. farmed, grown at home, imported.  Use simple utensils and equipment to, for example peel, cut, slice, grate, and chop safely to create their healthy snack.