

Cycle A		
	EYFS	Yr1/2
Autumn 1 Autumn 2	<p>All about me- the rest of topics will be based on the interests of the children.</p> <p>Develop a knowledge of tools and learn the skills to use them effectively.</p> <p>30 – 50m:</p> <ul style="list-style-type: none"> • Uses one-handed tools (PD). • Begins to be interested in and describe the texture of things (EAD). • Uses various construction materials (EAD). • Begins to construct, stacking blocks vertically and horizontally (EAD). • Joins construction pieces together to build and balance (EAD). • Realises tools can be used for a purpose (EAD). • Captures experiences and responses with a range of media (EAD). 	<p><i>Alien Adventure</i></p> <p>Design and make a rocket.</p> <p>NC Objectives:</p> <ol style="list-style-type: none"> 1. Design purposeful, functional, appealing products for themselves and other users based on design criteria. 2. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. 3. Select from and use a wide range of tools and equipment to perform practical tasks (for example, cutting, joining, shaping and finishing). 4. Select from and use a wide range of materials and components, including construction materials, according to their characteristics. 6. Evaluate their ideas and products against design criteria.
		<p>Christmas DT Project</p> <p>The Best Dressed Elf/ Fairy/ Reindeer</p> <p>NC Objectives:</p> <ol style="list-style-type: none"> 1. Design purposeful, functional, appealing products for themselves and other users based on design criteria. 2. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. 3. Select from and use a wide range of tools and equipment to perform practical tasks (for example, cutting, joining, shaping and finishing). 4. Select from and use a wide range of materials and components, including construction materials and textiles according to their characteristics. 6. Evaluate their ideas and products against design criteria.

<p>Spring 1 Spring 2</p>	<p>Learn to use and combine different textures and materials to create imaginative end products.</p> <p>40 – 60m:</p> <ul style="list-style-type: none"> • Uses simple tools to effect changes to materials (PD). • Handles tools, objects, construction and malleable materials safely and with increasing control (PD). • Eats a healthy range of foodstuffs and understands need for variety in food (PD). • Practises some appropriate safety measures without direct supervision (PD). • Experiments to create different textures (EAD). • Understands that different media can be combined to create new effects (EAD). • Manipulates materials to achieve a planned effect (EAD). • Constructs with a purpose in mind, using a variety of resources (EAD). • Uses simple tools and techniques competently and appropriately (EAD). • Selects appropriate resources and adapts work where necessary (EAD). • Selects tools and techniques needed to shape, assemble and join materials they are using (EAD). • Create simple representations of events, people and objects (EAD). • Chooses particular colours to use for a purpose (EAD). 	<p>Let's Go Exploring</p> <p>Design and make a book with mechanical moving parts.</p> <p>NC Objectives:</p> <ol style="list-style-type: none"> 1. Design purposeful, functional, appealing products for themselves and other users based on design criteria. 2. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. 3. Select from and use a wide range of tools and equipment to perform practical tasks (for example, cutting, joining, shaping and finishing). 4. Select from and use a wide range of materials and components, including construction materials, textiles according to their characteristics. 5. Explore and evaluate a range of existing products. 6. Evaluate their ideas and products against design criteria. 8. Explore and use mechanisms (for example, levers, pulleys, sliders and pop-ups) in their products. <hr/> <p>Let's go exploring</p> <p>Make your own compass</p> <p>NC Objectives</p> <ol style="list-style-type: none"> 1. Design purposeful, functional, appealing products for themselves and other users based on design criteria. 2. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. 3. Select from and use a wide range of tools and equipment to perform practical tasks (for example, cutting, joining, shaping and finishing). 4. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
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		<p>5. Explore and evaluate a range of existing products. 6. Evaluate their ideas and products against design criteria. 8. Explore and use mechanisms (for example, fulcrum, sliders and axles) in their products.</p>
<p>Summer 1 Summer 2</p>	<p>Represent their own ideas, thoughts and feelings through Design and Technology. ELG:</p> <ul style="list-style-type: none"> • Chooses the resources they need for their chosen activities (PSED). • Talks about their ideas (PSED). • Handles equipment and tools effectively, including pencils for writing (PD). • Knows the importance for good health of a healthy diet (PD). • Safely uses and explores a variety of materials, tools and techniques (EAD). • Experiments with colour, design, texture, form and function (EAD). • Uses what they have learnt about media and materials in original ways, thinking about uses and purposes (EAD). • Represents their own ideas, thoughts and feelings through design and technology (EAD). 	<p>The Seaside Look at where food comes from and make a healthy ice-lolly.</p> <p>NC Objectives:</p> <ol style="list-style-type: none"> 1. Design purposeful, functional, appealing products for themselves and other users based on design criteria. 2. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. 4. Select from and use a wide range of materials and components, including ingredients, according to their characteristics. 5. Explore and evaluate a range of existing products. 6. Evaluate their ideas and products against design criteria. 9. Use the basic principles of a healthy and varied diet to prepare dishes. 10. Understand where food comes from. <hr/> <p>Seaside Sensational Summer Salads</p> <p>NC Objectives:</p> <ol style="list-style-type: none"> 1. Design purposeful, functional, appealing products for themselves and other users based on design criteria. 2. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. 4. Select from and use a wide range of materials and components, including ingredients, according to their characteristics. 5. Explore and evaluate a range of existing products. 6. Evaluate their ideas and products against design criteria.

		<p>9. Use the basic principles of a healthy and varied diet to prepare dishes. 10. Understand where food comes from.</p>
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Cycle B		
	EYFS	Yr1/2
<p>Autumn 1 Autumn 2</p>	<p>All about me- the rest of topics will be based on the interests of the children. Develop a knowledge of tools and learn the skills to use them effectively. 30 – 50m:</p> <ul style="list-style-type: none"> • Uses one-handed tools (PD). • Begins to be interested in and describe the texture of things (EAD). • Uses various construction materials (EAD). • Begins to construct, stacking blocks vertically and horizontally (EAD). • Joins construction pieces together to build and balance (EAD). • Realises tools can be used for a purpose (EAD). • Captures experiences and responses with a range of media (EAD). 	<p>Great Fire Of London Design and make a house in 1660 style. NC Objectives:</p> <ol style="list-style-type: none"> 1. Design purposeful, functional, appealing products for themselves and other users based on design criteria. 2. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. 3. Select from and use a wide range of tools and equipment to perform practical tasks (for example, cutting, joining, shaping and finishing). 4. Select from and use a wide range of materials and components, including construction materials, textiles according to their characteristics. 6. Evaluate their ideas and products against design criteria. <hr/> <p>Christmas DT Project Design and make a jointed Father Christmas or Dancing Snowman</p> <p>NC Objectives:</p> <ol style="list-style-type: none"> 1. Design purposeful, functional, appealing products for themselves and other users based on design criteria. 2. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. 3. Select from and use a wide range of tools and equipment to perform practical tasks (for example, cutting, joining, shaping and finishing). 4. Select from and use a wide range of materials and components, including construction materials, according to their characteristics. 6. Evaluate their ideas and products against design criteria.

<p>Spring 1 Spring 2</p>	<p>Learn to use and combine different textures and materials to create imaginative end products.</p> <p>40 – 60m:</p> <ul style="list-style-type: none"> ● Uses simple tools to effect changes to materials (PD). ● Handles tools, objects, construction and malleable materials safely and with increasing control (PD). ● Eats a healthy range of foodstuffs and understands need for variety in food (PD). ● Practises some appropriate safety measures without direct supervision (PD). ● Experiments to create different textures (EAD). ● Understands that different media can be combined to create new effects (EAD). ● Manipulates materials to achieve a planned effect (EAD). ● Constructs with a purpose in mind, using a variety of resources (EAD). ● Uses simple tools and techniques competently and appropriately (EAD). ● Selects appropriate resources and adapts work where necessary (EAD). ● Selects tools and techniques needed to shape, assemble and join materials they are using (EAD). ● Create simple representations of events, people and objects (EAD). ● Chooses particular colours to use for a purpose (EAD). 	<p>Grab your Passport Design and make a moving vehicle.</p> <p>NC Objectives:</p> <ol style="list-style-type: none"> 1. Design purposeful, functional, appealing products for themselves and other users based on design criteria. 2. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. 3. Select from and use a wide range of tools and equipment to perform practical tasks (for example, cutting, joining, shaping and finishing). 4. Select from and use a wide range of materials and components, including construction materials, textiles according to their characteristics. 5. Explore and evaluate a range of existing products. 6. Evaluate their ideas and products against design criteria. 8. Explore and use mechanisms (for example, levers, pulleys, sliders and axles) in their products. <hr/> <p>Grab Your Passport Design and make a bag/ rucksack/case</p> <p>NC Objectives:</p> <ol style="list-style-type: none"> 1. Design purposeful, functional, appealing products for themselves and other users based on design criteria. 2. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. 3. Select from and use a wide range of tools and equipment to perform practical tasks (for example, cutting, joining, shaping and finishing). 4. Select from and use a wide range of materials and components, including construction materials, textiles, according to their characteristics. 5. Explore and evaluate a range of existing products. 6. Evaluate their ideas and products against design criteria. 8. Explore and use mechanisms (for example locks/straps, carrying handles) in their products.
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<p>Summer 1 Summer 2</p>	<p>Represent their own ideas, thoughts and feelings through Design and Technology. ELG:</p> <ul style="list-style-type: none"> • Chooses the resources they need for their chosen activities (PSED). • Talks about their ideas (PSED). • Handles equipment and tools effectively, including pencils for writing (PD). • Knows the importance for good health of a healthy diet (PD). • Safely uses and explores a variety of materials, tools and techniques (EAD). • Experiments with colour, design, texture, form and function (EAD). • Uses what they have learnt about media and materials in original ways, thinking about uses and purposes (EAD). • Represents their own ideas, thoughts and feelings through design and technology (EAD) 	<p>Castles Make a tower with a moving drawbridge using a pulley system.</p> <p>NC Objectives:</p> <ol style="list-style-type: none"> 1 .Design purposeful, functional, appealing products for themselves and other users based on design criteria. 2. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. 3. Select from and use a wide range of tools and equipment to perform practical tasks (for example, cutting, joining, shaping and finishing). 4 .Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. 5 .Explore and evaluate a range of existing products. 6. Evaluate their ideas and products against design criteria. 7. Build structures, exploring how they can be made stronger, stiffer and more stable. 8. Explore and use mechanisms (for example, levers, pulleys, sliders and axles) in their products. <hr/> <p>Castles Design and make a Helmet and/or Shield</p> <p>NC Objectives:</p> <ol style="list-style-type: none"> 1. Design purposeful, functional, appealing products for themselves and other users based on design criteria. 2. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. 3. Select from and use a wide range of tools and equipment to perform practical tasks (for example, cutting, joining, shaping and finishing). 4. Select from and use a wide range of materials and components, including construction materials, textiles, according to their characteristics. 5. Explore and evaluate a range of existing products. 6. Evaluate their ideas and products against design criteria. 7. Build structures, exploring how they can be made stronger, stiffer and more stable.
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DT Progression document- two year rolling programme