

National Curriculum Coverage

Design and Technology



Early Years Foundation Stage

EYFS Unit of work	Christleton Primary School Progression Document that has come from Development Matters and Check Points tracking.	Early Years Outcomes Specific Areas Development Matters 2021 ELG
	<p>Communication and Language</p> <ul style="list-style-type: none"> • To confidently use new vocabulary throughout the day in the correct context. • To use talk in different ways, in imaginative play, to develop thinking, to collaborate and plan with others and express ideas. • Respond to discussions with comments and questions. • Enjoys being part of conversations and discussions. <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Is confident to tackle new challenges and with encouragement will keep going. • Can cooperate with others listening and sharing some ideas and will listen to advice about how to solve disagreements. • Can identify how others feel and responds appropriately. • Is able to take turns in group activities and is able to use appropriate words to solve conflict. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Uses scissors to cut around more complex shapes. • Holds a pencil in a tripod grip. • To effectively form all letters accurately and begin to develop a fast, accurate and efficient handwriting style. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. 	<p>Physical Development ELG: Fine Motor Skills</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • use a range of small tools, including scissors, paint brushes and cutlery; • begin to show accuracy and care when drawing. <p>Expressive arts and Design ELG: Creating with Materials</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; • share their creations, explaining the process they have used; • make use of props and materials when role-playing characters in narratives and stories.

Key Stage 1

National Curriculum Objective	Where My Feet Take Me	At the Zoo	Going on a journey	Up in Flames	United Kingdom	Great Explorers.
	Moving pictures	Fruit salad	Rockets and boats	Pizza	Puppets	Stable structures
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						
Build structures, exploring how they can be made stronger, stiffer and more stable						
Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products						
Use basic principles of a healthy and varied diet to prepare dishes						
Understand where food comes from						

Lower Key Stage 2

National Curriculum Objective	Hidden Depths	A Wave of Change	Voyage of Discovery	Exploring an ancient society	Developing an Empire	Discovering Deva
	Sandwich	Bridges	Bookmark	Fairground game/mechanical toy	Torches	
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						
Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately						
Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics						
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						

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 [for example, series circuits incorporating switches, bulbs, buzzers and motors]						
Apply their understanding of computing to program, monitor and control their products						
Understand and apply principles of a healthy and varied diet						
Prepare and cook 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						

Upper Key Stage 2

National Curriculum Objective	Across the Atlantic	Invaders and Settlers	Land and Lakes	Wars through time	Conflict and Resolution and exploring America	Our Changing Lives
	Barrels / engineers	Great British Dishes	Moving toy	Light up cards/fairground rides	Burgers	Sewing textiles for buddies
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						
Select from and use a wider range of tools and 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 functional properties and aesthetic qualities						
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						

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 [for example, series circuits incorporating switches, bulbs, buzzers and motors]						
Apply their understanding of computing to program, monitor and control their products						
Understand and apply principles of a healthy and varied diet						
Prepare and cook 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						