 **Tylers Green First School Design and Technology Progression Skills Map**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Unit Done** | **Master Practical skills (**this involves children developing the skills needed to make high quality products- skills may be added to or changed) | **Design, make, evaluate and improve** this involves the development of design and seeing design as a process to be followed and adapted)**Take inspiration from design throughout history.** This involves learning about and appreciating the design process that has influenced the products we use in everyday life)  |
| **Reception** | Getting to know you ConstructionPlaydoughLoose parts playPlaying in mud kitchen designing potionsWoodland animalsMake dens, nests, hedgehog homesChinese New Year- design and make envelopes and lanterns, dragons.Hedgehog breadBird feederGrowingMaking fruit kebabs- Tasting different fruits - likes and dislikes | Children safely use and explore a variety of materials, tools and techniques. Experiment with different materials to make pictures and modelsUse glue/tape to stick things together. Use clay to create different products and a variety of tools- Hedgehogs/ DivasCombines materials to create artwork inspired by different artists (Fox and star)Measure ingredients and combine to create a finished product.  | Experimenting with colour, design, texture, form and function.Children use what they have learnt about materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through their designsDesign a potion and evaluate what could you do to improve it next time?Design a hedgehog home, bird hide, dens and evaluate Design a bird feeder and evaluate how it could be improved |
| **Year 1** | Marvellous mapsMoving Pictures | Explore and use mechanisms (for example sliders) in their products.Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups | Explore and evaluate a range of existing products. (Moving picture books)Design purposeful, functional, appealing products for themselves and other users based on design criteriaExplore and use mechanisms (for example levers, sliders, wheels and axles) in their products in the context of making a moving picture. Evaluate their ideas against design criteria |
|  | Intrepid explorersPirate Paddy’s Packed Lunch ProblemsExploring structures and materials | Select from and use a wide range of materials based on their characteristics. Build structures, exploring how they can be made stronger, stiffer and more stable. | Explore and evaluate a range of exisiting products (Lunchboxes)Explore their ideas and products against design ideas. Evaluate and express how they think they could improve their product |
|  | Amazing animalsLet’s Sculpt | To use a range of materials creatively to design and make productsExpress preferences for certain materials.To develop a wide range of art and design techniques in using line, shape, form and space,Talk about the shapes that they are using.  | To know about the work of a range of artists, craft makers and designers, making links to their own work. To use sculpture to develop and share their ideas, experiences and imaginationDesign and make sculptures with a range of unusual materials.Evaluate and express how they think they could improve their product |
| **Year 2** | **Terrific Transport**-MaterialsConstruction | Use a variety of tools such as awls and secateurs safely | * Explore a range of existing products and evaluate likes and dislikes.
* Suggest improvements to existing designs
* Explore how cars have changed over time (link to history unit of terrific transport)
* Design a functioning product.
* Make a sports car with moving wheels using axels, refining and adapting the process as work progresses.
* Evaluate their product using a design criteria- what would you change next time?
 |
| **Tylers Green Time Travel** | Use clay and a variety of tools. | * Take inspiration from the history of our village and its importance in medieval times in tile creation.
* Design and make a tile.
* Evaluate how easy the process was.
 |
| **Dips and dippers**food | To select from and use a range of different tools to perform practical tasks such as cutting, grating and chopping. To measure accurately using different tools such as measuring spoons. | * Explore and evaluate a range of existing products.
* Design a purposeful, appealing dip for themselves and other users.
* Generate, develop, model and communicate ideas through both talking and drawing.
* Evaluate their dip against a range of design criteria
 |
| **Fabric bunting**materials | Use software to create different designs.Select from and use a range of tools and equipment to perform practical tasks such as cutting, tracing, sewing | * Explore a range of existing bunting and say what we like and dislike about them. How has bunting been used in the past?
* Generate, develop, model and communicate ideas through both talking and drawing.
* Design a flag to put on whole class bunting.
* Make the flag, adapting and refining ideas as the work progresses.
* To evaluate their product against a list of criteria.
 |