



**Subject Intent:** Our Design and Technology curriculum enables children to understand how imagination, innovation, testing and refinement help to develop a product that is fit for purpose. Through exploration and critical appraisal of past and present design and technology, children will deepen their knowledge of some of the significant design innovations that we use and that benefit us in our daily lives.

**Big Idea: Purpose**

Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statements from EYFS document and National Curriculum	<ul style="list-style-type: none"> <li>Develop small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, form and function.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple designs for a product.</li> <li>Select form and use a range of tools and equipment to perform a practical task.</li> </ul>	<ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of existing products to design their own functional product.</li> <li>Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes.</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience.</li> <li>Create designs using exploded diagrams.</li> </ul>	<ul style="list-style-type: none"> <li>Create prototypes to show their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Use research they have done into famous designers and inventors to inform the design of their own innovative products.</li> </ul>

**Big Idea: Problem-Solving**

Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statements from EYFS document and National Curriculum	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, form and function.</li> </ul>	<ul style="list-style-type: none"> <li>Use pictures and words to describe what they want to do.</li> <li>Build structures exploring how they can be made stronger, stiffer and more stable.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate tools, equipment, techniques and materials from a wide range.</li> <li>Investigate different techniques for stiffening a</li> </ul>	<ul style="list-style-type: none"> <li>Safely measure, cut out, assemble and join with some accuracy.</li> <li>Make suitable choices for a wide range of tools and unfamiliar</li> </ul>	<ul style="list-style-type: none"> <li>Use techniques which require more accuracy to cut, shape, join and finish their work.</li> <li>Use their knowledge of techniques and the functional</li> </ul>	<ul style="list-style-type: none"> <li>Use their research into existing products and their market research to inform the design of their own innovative product.</li> <li>Make careful and</li> </ul>	<ul style="list-style-type: none"> <li>Generate, develop, model and communicate their own ideas through discussion, annotated sketches, cross-sectional and</li> </ul>

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			<p>variety of materials and explore different methods of enabling structures to remain stable.</p>	<p>materials and plan out the main stages of using them.</p>	<p>and aesthetic qualities of a wide range of materials to plan how to use them.</p> <ul style="list-style-type: none"> <li>• Apply techniques they have learnt to strengthen structures and explore their own ideas.</li> </ul>	<p>precise measurements so that joins, holes and openings are in exactly the right place.</p> <ul style="list-style-type: none"> <li>• Produce step-by-step plans to guide their making, demonstrating that they can apply their knowledge of different materials, tools and techniques.</li> </ul>	<p>exploded diagrams, prototypes, pattern pieces and computer aided design.</p> <ul style="list-style-type: none"> <li>• Apply their knowledge of materials and techniques to refine and rework their products to improve its functional properties and aesthetic qualities.</li> <li>• Use technical knowledge and accurate skills to problem solve during the making process.</li> <li>• Use a wide range of methods to strengthen, stiffen and reinforce complex structures and use them accurately and appropriately.</li> </ul>
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Big Idea: **Evaluation**

Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statements from	<ul style="list-style-type: none"> <li>• Share their</li> </ul>	<ul style="list-style-type: none"> <li>• Ask simple</li> </ul>	<ul style="list-style-type: none"> <li>• Generate,</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and</li> </ul>	<ul style="list-style-type: none"> <li>• Consider how</li> </ul>	<ul style="list-style-type: none"> <li>• Make detailed</li> </ul>	<ul style="list-style-type: none"> <li>• Use their</li> </ul>

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<p>EYFS document and National Curriculum</p>	<p>creations, explaining the process they have used. (ELG)</p>	<p>questions about existing products and those they have made.</p>	<p>develop, model and communicate their ideas through talking, drawing, templates and mock-ups and, where appropriate, information and communication technology.</p> <ul style="list-style-type: none"> <li>• Evaluate and assess existing products and those that they have made using design criteria.</li> </ul>	<p>analyse existing products and those they have made, considering a wide range of factors.</p>	<p>existing products and their own finished products might be improved and how well they meet the needs of the intended user.</p>	<p>evaluations about existing products and their own considering the views of others to improve their work.</p>	<p>knowledge of famous designs to further explain the effectiveness of existing products they have made.</p>
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