Cyril Jackson Primary School Curriculum Progression

DESIGN & TECHNOLOGY

Expressive Arts & Design/Construction

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Structures	• Making pig's houses that don't blow down • Building structures – bridges • Creating a bridge for the Billy Goats to cross • *Rosie's Walk* – making an cage • *Rosie's Walk* – building a farmhouse • *Giant Turnip* – getting a turnip out of the ground						
Mechanisms	• Designing and making cars. • Designing and making other vehicles		**The Lonely Beast Book** • make a product which moves • cut materials using scissors • describe the materials using different words • say why they have chosen moving parts, such as levers, sliders and wheels • join materials together as part of a moving product • add some kind of design to their product	**Pneumatic toys** • select the most appropriate tools and techniques to use for a given task • make a product which uses both electrical and mechanical components • use a simple circuit • use a number of components • refine their product after testing it • incorporate levers and cams, hydraulics and pneumatics	**Light-up accessories** • select the most appropriate tools and techniques to use for a given task • make a product which uses both electrical and mechanical components • use a simple circuit • use a number of components • add things to their circuits – bulbs buzzers, motors • alter their product after checking it • show confidence about trying out new and different ideas • understand and demonstrate how mechanical and electrical systems have an input and outputprocess • incorporate a switch into their product	**Pulley system** incorporate a switch into their product refine their product after testing it incorporate levers and cams, hydraulics and pneumatics	**Steady Hand Toys** • select the most appropriate tools and techniques to use for a given task • make a product which uses both electrical and mechanical components • make a prototype first • use a simple circuit • incorporate a switch into their product • refine their product after testing it • use different kinds of circuits in their product • think of ways in which adding a circuit would improve their product • consider how their product could be sold
Use of materials	• Monkey masks for '5 Little Monkeys' • Creating binoculars • Salt dough fossils and animals		**A chair for Baby Bear** • measure materials to use in a model or structure • join materials in different ways • use joining, folding or rolling to make materials stronger make a structure/model using different materials • work tidily • make their model stronger if it needs to be	**Pneumatic toys** **Labyrinth/Marble run** • select and use the most appropriate materials • work accurately to make cuts and holes • join materials	**Light-up accessories** • measure carefully so as to make sure they have not made mistakes • attempt to make their product strong	**Pulley system** • measurements are accurate enough to ensure that everything is precise • ensure that their product is strong and fit for purpose	**Steady Hand Toys** • justify why they selected specific materials • consider the use of the product when selecting materials • work within a budget
Construction			**The Lonely Beast and A chair for Baby Bear** • talk with others about how they want to construct their product • select appropriate resources and tools for their building projects • make simple plans before making objects, eg. drawings, arranging pieces of construction before building • make sensible choices as to which material to use for their construction • develop their own ideas from initial starting points • incorporate some type of movement into models • consider how to improve their construction • exploring how models can be made stronger, stiffer and more stable	**Labyrinth/Marble run** • use a range of techniques to shape and mould • use finishing techniques		**Pulley system** • refine and improve their product • persevere through different stages of the making process • explain how their product met all design criteria • ensure that their work is precise and accurate • hide joints so as to improve the look of their product	
Textiles		**Hand/Finger Puppets** • describe how different textiles feel • make a product from textile(s) by gluing • measure textiles • join textiles together to make something • cut textiles • explain why they chose a certain textile			**Light-up accessories** • use textiles of different types in different ways • choose textiles both for their appearance and also qualities • consider what the end user would want when choosing textiles • consider how to make their product strong • devise a template		**Cushions for refugees** • use textiles of different types in different ways • choose textiles both for their appearance and also qualities • consider what the end user would want when choosing textiles • consider how to make their product strong • devise a template

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		• use a basic running stich			• explain how to join things in a different way • begin to select and use different and appropriate finishing techniques to improve a product's appearance - hemming, tie-dye, fabric paints and digital graphics		• explain how to join things in a different way • begin to select and use different and appropriate finishing techniques to improve a product's appearance - hemming, tie-dye, fabric paints and digital graphics • consider how their product could be sold • give considered thought about what would improve their product even more • demonstrate how to measure, make a seam allowance, tape, pin, cut, shape and join fabric with precision to make a more complex product • consider what the end user would want when choosing textiles • explain how they made their product attractive and strong • use a range of joining techniques • cut a range of materials with precision and accuracy • join textiles using a greater variety of stitches - backstitch, whip stitch, blanket stitch
Vocabulary		Pattern, join, mark out, decorate, running stitch, needle, fabric	**A chair for Baby Bear:** Freestanding Structures: Structure, base, underneath, thicker, thinner, corner, point, straight, curved, rectangle, cube, cuboid, cylinder **Moving Chair:** Sliders & Leavers: Mechanism, lever, slider, slot, pivot, guide/bridge, masking tape, fastener, pull/push, down, straight, work, design, evaluate, purpose	**Pneumatic toys:** Loose/fixed pivot, system, input, process **Labyrinth/Marble run:** Shell, structure, net, marking out, material, joining, three dimensional, stiff	Aesthetics, seam allowance, pinning, embroidery, back/blanket/cross stitch. Series circuit, connection, push-to-make switch, pushto-break switch, innovative, appealing, control box, input device, output device, system	Pulleys or Gears: Pulley, gear, driver, follower, rotation, motor, belt, spindle, motor, circuit, switch, ratio, transmit, annotated drawings, exploded diagrams, functionality	**Steady Hand Toys:** Parallel circuit, light emitting diode, monitor, flowchart, design specification, Frame Structures: Reinforce, triangulation, stability, temporary, permanent, prototype, innovation, functional, design brief **Cushions for refugees:** Specification, tacking, working drawing, clasp, design criteria, hem, reinforce, Applique, annotate, evaluate, innovation, functionality, renewable, authentic, chain stitch

Cooking & Nutrition

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cooking and nutrition	• Design and make gingerbread men	**Sandwich Making** • cut food safely • describe the texture of foods • wash their hands before handling food and make sure that surfaces are clean • think of interesting ways of decorating food they have made, such as cakes • explain where in the world different foods originate from • understand that all food comes from plants or animals • pupils are hygienic in the kitchen • understand that food has to be farmed, grown elsewhere (eg. at home) or caught • understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why			**Anglo Saxon Stew** • choose the right ingredients for a product • use equipment safely • make sure that their product looks attractive • describe how their combined ingredients come together • grow plants such as cress and herbs from seed with the intention of using them for their food product • know what to do to be hygienic and safe • consider what they can do to present their product in an interesting way • start to independently follow a recipe	**Biscuit Making** • explain how they are being both hygienic and safe • present their product well • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • explain how their product should be stored, with reasons • set out to grow their own products with a view to making a salad, taking account of time required to grow different foods • explain that foods contain different substances, such as protein (in Year 4) • independently follow a recipe	
Vocabulary		Preparing Fruit & Vegetables: Fruit, vegetables, soft, juicy, crunchy, sticky, smooth, sharp, crisp, sour hard, flesh, skin, seed pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, tasting, arranging			Healthy & Varied Diet: Texture, taste, appearance, preference, greasy, moist, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested	Celebrating Culture & Seasonality: Ingredients, yeast, dough, wholemeal, unleavened, baking soda, spice, herbs, carbohydrate, sugar, fat, protein, vitamins, nutrients, gluten, allergy, intolerance, savoury, seasonality, pour, mix, knead, whisk, beat, combine, fold, rubbing in	