DT Vertical Subject Progression

Subject intent:

By the time a Willowbrook pupil leaves our school they will have the creative, technical and practical expertise needed to perform everyday tasks confidently in our increasingly technological world. They will gain a repertoire of knowledge, understanding and skills to be able to make quality prototypes and products as well as critique, evaluate and tests these products. Each unit will use technical knowledge to take the children through the three key areas of design and technology; design, make and evaluate. They will also leave knowing the principles of nutrition and hygiene and how to cook some basic savoury and sweet dishes.

	<u>DT</u>	Subject-specific strands / NC links
<u>EYFS</u>	 Early learning goal – technology Shows an interest in technological toys with knobs or pulleys, or real objects. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. 	
Year 1	 Design, construct and evaluate a simple toy Cooking and nutrition: Design and make a healthy seaside picnic 	Design ② 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 Make
<u>Year 2</u>	 Design, make and evaluate a flying object Landmark construction using different textiles Cooking 	 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
		Evaluate ② explore and evaluate a range of existing products
		② evaluate their ideas and products against design criteria

Year 3 - Raking scones - Class quitt: what makes Devon special? (Joining fabrics) - Materials – Design an effective moving whicie; (Iniks to science – forces and magnets - Cooking link to outdoor learning – fire) - Construction and use of materials: Create a Viking longboat - Design, build and evaluate something inspired by the puramids Cooking: Japanese food Packaging: Design, build and evaluate packaging for your own Japanese food item Design, build and evaluate a useful tool involving levers/poulleys to act against a force such as gravity (links to science – forces) - Construction using different materials (30) Anderson shelters) - Cooking and nutrition: Prepare a VE day meal Still and flexible materials: Aztec masks - Cooking than the vicinity of the puramids of the vicinity of the vi			Technical knowledge
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	② apply their understanding of computing to program, monitor and control their products.
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