

Cumwhinton School - CUMWHINTON CURRICULUM

DT - progression overview - WHOLE SCHOOL

Below the DT Curriculum has been broken into 4 essential strands which are covered across the school, across the years.

Design

Make

Evaluate

Technical Vocabulary

Strand	Design	Make	Evaluate	Technical Vocabulary
EYFS	<p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p>	<p>Fine Motor Skills Develop their small motor skills so they can use a range of tools competently, safely and confidently Use a range of small tools, including scissors, paintbrushes and cutlery Begin to show accuracy and care when drawing. Creating with Materials Create collaboratively sharing ideas, resources and skills.</p>	<p>Share their creations, explaining the process they have used.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>
Key Stage	<p>KS1 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</p> <p>KS2 Use research and develop design criteria to inform the design of</p>	<p>KS1 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</p> <p>KS2 Select from and use a wider range of tools and equipment to perform practical tasks [for example,</p>	<p>KS1 Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p> <p>KS2 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</p>	<p>KS1 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.</p> <p>KS2 Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their</p>

	<p>innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>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</p>	<p>Understand how key events and individuals in design and technology have helped shape the world</p>	<p>products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>Apply their understanding of computing to program, monitor and control their products</p>
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