

Mordiford Primary School
Design and Technology Objectives Progression Framework



	EYFS	Key Stage 1	Key Stage 2
Understanding contexts, users and purposes	<ul style="list-style-type: none"> • Co-construct, invent, adapt and recount narratives and stories with peers and their teacher. · Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function; • offering their own ideas, using recently introduced vocabulary; • Begin to show accuracy and care when drawing. 	<p>Across KS1 pupils should:</p> <ul style="list-style-type: none"> • work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment • state what products they are designing and making • say whether their products are for themselves or other users • describe what their products are for • say how their products will work • say how they will make their products suitable for their intended users • use simple design criteria to help develop their ideas 	<p>Across KS2 pupils should:</p> <ul style="list-style-type: none"> • work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment • describe the purpose of their products • indicate the design features of their products that will appeal to intended users • explain how particular parts of their products work <p>In early KS2 pupils should also:</p> <ul style="list-style-type: none"> • gather information about the needs and wants of particular individuals and groups • develop their own design criteria and use these to inform their ideas <p>In late KS2 pupils should also:</p> <ul style="list-style-type: none"> • carry out research, using surveys, interviews, questionnaires and web-based resources • identify the needs, wants, preferences and values of particular individuals and groups • develop a simple design specification to guide their thinking
Generating, developing, modelling and communicating ideas	<ul style="list-style-type: none"> • Co-construct, invent, adapt and recount narratives and stories with peers and their teacher. · Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function; • offering their own ideas, using recently introduced vocabulary; • Begin to show accuracy and care when drawing. 	<p>Across KS1 pupils should:</p> <ul style="list-style-type: none"> • generate ideas by drawing on their own experiences • use knowledge of existing products to help come up with ideas • develop and communicate ideas by talking and drawing • model ideas by exploring materials, components and construction kits and by making templates and mockups • use information and 	<p>Across KS2 pupils should:</p> <ul style="list-style-type: none"> • share and clarify ideas through discussion • model their ideas using prototypes and pattern pieces • use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas • use computer-aided design to develop and communicate their ideas <p>In early KS2 pupils should also:</p> <ul style="list-style-type: none"> • generate realistic ideas, focusing on the needs of the user • make design decisions that take account of the availability of resources <p>In late KS2 pupils should also:</p>

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		communication technology, where appropriate, to develop and communicate their ideas	<ul style="list-style-type: none"> • generate innovative ideas, drawing on research • make design decisions, taking account of constraints such as time, resources and cost
Making	EYFS	Key Stage 1	Key Stage 2
Planning	<ul style="list-style-type: none"> • Co-construct, invent, adapt and recount narratives and stories with peers and their teacher. • Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used. • offering their own ideas, using recently introduced vocabulary; • Begin to show accuracy and care when drawing. 	<p>Across KS1 pupils should:</p> <ul style="list-style-type: none"> • plan by suggesting what to do next • select from a range of tools and equipment, explaining their choices • select from a range of materials and components according to their characteristics 	<p>Across KS2 pupils should:</p> <ul style="list-style-type: none"> • select tools and equipment suitable for the task • explain their choice of tools and equipment in relation to the skills and techniques they will be using • select materials and components suitable for the task • explain their choice of materials and components according to functional properties and aesthetic qualities <p>In early KS2 pupils should also:</p> <ul style="list-style-type: none"> • order the main stages of making <p>In late KS2 pupils should also:</p> <ul style="list-style-type: none"> • produce appropriate lists of tools, equipment and materials that they need • formulate step-by-step plans as a guide to making
Practical skills and techniques	<ul style="list-style-type: none"> • Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function; • offering their own ideas, using recently introduced vocabulary; • Use a range of small tools, including scissors, paint brushes. • Begin to show accuracy and care when drawing. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; 	<p>Across KS1 pupils should:</p> <ul style="list-style-type: none"> • follow procedures for safety and hygiene • use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components • measure, mark out, cut and shape materials and components • assemble, join and combine materials and components • use finishing techniques, including those from art and design 	<p>Across KS2 pupils should:</p> <ul style="list-style-type: none"> • follow procedures for safety and hygiene • use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components <p>In early KS2 pupils should also:</p> <ul style="list-style-type: none"> • measure, mark out, cut and shape materials and components with some accuracy • assemble, join and combine materials and components with some accuracy • apply a range of finishing techniques, including those from art and design, with some accuracy <p>In late KS2 pupils should also:</p>

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	<ul style="list-style-type: none"> • Share their creations, explaining the process they have used; 		<ul style="list-style-type: none"> • accurately measure, mark out, cut and shape materials and components • accurately assemble, join and combine materials and components • accurately apply a range of finishing techniques, including those from art and design • use techniques that involve a number of steps • demonstrate resourcefulness when tackling practical problems
Evaluating	EYFS	Key Stage 1	Key Stage 2
Own ideas and products	<ul style="list-style-type: none"> • Co-construct, invent, adapt and recount narratives and stories with peers and their teacher. · Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function; • offering their own ideas, using recently introduced vocabulary; • Begin to show accuracy and care when drawing. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used; 	<p>Across KS1 pupils should:</p> <ul style="list-style-type: none"> • talk about their design ideas and what they are making • make simple judgements about their products and ideas against design criteria • suggest how their products could be improved 	<p>Across KS2 pupils should:</p> <ul style="list-style-type: none"> • identify the strengths and areas for development in their ideas and products • consider the views of others, including intended users, to improve their work <p>In early KS2 pupils should also:</p> <ul style="list-style-type: none"> • refer to their design criteria as they design and make • use their design criteria to evaluate their completed products <p>In late KS2 pupils should also:</p> <ul style="list-style-type: none"> • critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make • evaluate their ideas and products against their original design specification
Existing products	<p>Co-construct, invent, adapt and recount narratives and stories with peers and their teacher. · Draw and paint using a range of materials, tools and techniques,</p>	<p>Across KS1 pupils should explore:</p> <ul style="list-style-type: none"> • what products are • who products are for • what products are for 	<p>Across KS2 pupils should investigate and analyse:</p> <ul style="list-style-type: none"> • how well products have been designed • how well products have been made • why materials have been chosen • what methods of construction have been used

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	<p>experimenting with colour, design, texture, form and function;</p> <ul style="list-style-type: none"> • offering their own ideas, using recently introduced vocabulary; • Begin to show accuracy and care when drawing. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used; 	<ul style="list-style-type: none"> • how products work • how products are used • where products might be used • what materials products are made from • what they like and dislike about products 	<ul style="list-style-type: none"> • how well products work • how well products achieve their purposes • how well products meet user needs and wants <p>In early KS2 pupils should also investigate and analyse:</p> <ul style="list-style-type: none"> • who designed and made the products • where products were designed and made • when products were designed and made • whether products can be recycled or reused <p>In late KS2 pupils should also investigate and analyse:</p> <ul style="list-style-type: none"> • how much products cost to make • how innovative products are • how sustainable the materials in products are • what impact products have beyond their intended purpose
Key events and individuals	<ul style="list-style-type: none"> • Co-construct, invent, adapt and recount narratives and stories with peers and their teacher. 	<ul style="list-style-type: none"> • Whilst not a requirement in KS1, teachers will introduce topic related information about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products 	<p>Across KS2 pupils should know:</p> <ul style="list-style-type: none"> • about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products
Technical Knowledge	EYFS	Key Stage 1	Key Stage 2
Making products work	<ul style="list-style-type: none"> • Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Use a range of small tools, including scissors, paint brushes. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; 	<p>Across KS1 pupils should know:</p> <ul style="list-style-type: none"> • about the simple working characteristics of materials and components • about the movement of simple mechanisms such as levers, sliders, wheels and axles • how freestanding structures can be made stronger, stiffer and more stable • that a 3-D textiles product can be assembled from two identical fabric shapes 	<p>Across KS2 pupils should know:</p> <ul style="list-style-type: none"> • how to use learning from science to help design and make products that work • how to use learning from mathematics to help design and make products that work • that materials have both functional properties and aesthetic qualities • that materials can be combined and mixed to create more useful characteristics • that mechanical and electrical systems have an input, process and output • the correct technical vocabulary for the projects they are undertaking

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		<ul style="list-style-type: none"> • that food ingredients should be combined according to their sensory characteristics • the correct technical vocabulary for the projects they are undertaking 	<p>In early KS2 pupils should also know:</p> <ul style="list-style-type: none"> • how mechanical systems such as levers and linkages or pneumatic systems create movement • how simple electrical circuits and components can be used to create functional products • how to program a computer to control their products • how to make strong, stiff shell structures • that a single fabric shape can be used to make a 3D textiles product • that food ingredients can be fresh, pre-cooked and processed <p>In late KS2 pupils should also know:</p> <ul style="list-style-type: none"> • how mechanical systems such as cams or pulleys or gears create movement • how more complex electrical circuits and components can be used to create functional products • how to program a computer to monitor changes in the environment and control their products • how to reinforce and strengthen a 3D framework • that a 3D textiles product can be made from a combination of fabric shapes • that a recipe can be adapted by adding or substituting one or more ingredients
Cooking and Nutrition	EYFS	Key Stage 1	Key Stage 2
Where food comes from	<ul style="list-style-type: none"> • Co-construct, invent, adapt and recount narratives and stories with peers and their teacher. • offering their own ideas, using recently introduced vocabulary; 	<p>Across KS1 pupils should know:</p> <ul style="list-style-type: none"> • that all food comes from plants or animals • that food has to be farmed, grown elsewhere (e.g. home) or caught 	<p>Across KS2 pupils should know:</p> <ul style="list-style-type: none"> • that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world <p>In late KS2 pupils should also know:</p> <ul style="list-style-type: none"> • that seasons may affect the food available

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			<ul style="list-style-type: none"> • how food is processed into ingredients that can be eaten or used in cooking
Food preparation, cooking and nutrition	<ul style="list-style-type: none"> • Children know the importance for good health of a healthy diet, and talk about ways to keep healthy and safe. • Use a range of small tools, including scissors, paint brushes. 	<p>Across KS1 pupils should know:</p> <ul style="list-style-type: none"> • how to name and sort foods into the five groups in The eatwell plate • that everyone should eat at least five portions of fruit and vegetables every day • how to prepare simple dishes safely and hygienically, without using a heat source • how to use techniques such as cutting, peeling and grating 	<p>Across KS2 pupils should know:</p> <ul style="list-style-type: none"> • how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source • how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking <p>In early KS2 pupils should also know:</p> <ul style="list-style-type: none"> • that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate • that to be active and healthy, food and drink are needed to provide energy for the body <p>In late KS2 pupils should also know:</p> <ul style="list-style-type: none"> • that recipes can be adapted to change the appearance, taste, texture and aroma • that different food and drink contain different substances – nutrients, water and fibre – that are needed for health

Objectives taken from Early Adopter EYFS Curriculum 2021