Langton Primary School Design & Technology Curriculum Progression of Knowledge and Skills



Generation of Ideas

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
They safely use and	Design purposeful,	Design purposeful,	Use research and	Use research and	Use research and	Use research and
explore a variety of	functional,	functional,	develop design	develop design	develop design	develop design
materials, tools and	appealing products	appealing products	criteria to inform the			
techniques,	for themselves and	for themselves and	design of innovative,	design of innovative,	design of innovative,	design of innovative,
experimenting with	other users based	other users based	functional,	functional,	functional,	functional,
colour, design,	on design criteria.	on design criteria.	appealing products	appealing products	appealing products	appealing products
texture, form and	Generate, develop,	Generate, develop,	that are fit for			
function	model and	model and	purpose, aimed at	purpose, aimed at	purpose, aimed at	purpose, aimed at
	communicate their	communicate their	particular individuals	particular individuals	particular individuals	particular individuals
Children use what	ideas through	ideas through	or groups.	or groups.	or groups.	or groups.
they have learnt	talking, drawing,	talking, drawing,	Generate, develop,	Generate, develop,	Generate, develop,	Generate, develop,
about media and	templates, mock-	templates, mock-	model and	model and	model and	model and
materials in original	ups and, where	ups and, where	communicate their	communicate their	communicate their	communicate their
ways, thinking about	appropriate,	appropriate,	ideas through	ideas through	ideas through	ideas through
uses and purposes.	information and	information and	discussion,	discussion,	discussion,	discussion,
	communication	communication	annotated sketches,	annotated sketches,	annotated sketches,	annotated sketches,
They represent their	technology.	technology.	cross-sectional and	cross-sectional and	cross-sectional and	cross-sectional and
own ideas, thoughts			exploded diagrams,	exploded diagrams,	exploded diagrams,	exploded diagrams,
and feelings			prototypes, pattern	prototypes, pattern	prototypes, pattern	prototypes, pattern
through design and			pieces and	pieces and	pieces and	pieces and
technology, art,			computer-aided	computer-aided	computer-aided	computer-aided
music, dance, role			design.	design	design.	design.
play and stories						

Use of IT

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
They safely use and	Design purposeful,	Design purposeful,	Apply their	Apply their	Apply their	Apply their
explore a variety of	functional,	functional,	understanding of	understanding of	understanding of	understanding of
materials, tools and	appealing products	appealing products	computing to	computing to	computing to	computing to
techniques,	for themselves and	for themselves and	program, monitor	program, monitor	program, monitor	program, monitor
experimenting with	other users based	other users based	and control their	and control their	and control their	and control their
colour, design,	on design criteria.	on design criteria.	products.	products.	products.	products.
texture, form and	Generate, develop,	Generate, develop,				
function	model and	model and				
	communicate their	communicate their				
Children use what	ideas through	ideas through				
they have learnt	talking, drawing,	talking, drawing,				
about media and	templates, mock-	templates, mock-				
materials in original	ups and, where	ups and, where				
ways, thinking about	appropriate,	appropriate,				
uses and purposes.	information and	information and				
	communication	communication				
They represent their	technology.	technology.				
own ideas, thoughts						
and feelings						
through design and						
technology, art,						
music, dance, role						
play and stories	1	1		1	1	

Structures

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
They safely use and	Build structures,	Build structures,	Apply their	Apply their	Apply their	Apply their
explore a variety of	exploring how they	exploring how they	understanding of	understanding of	understanding of	understanding of
materials, tools and	can be made	can be made	how to strengthen,	how to strengthen,	how to strengthen,	how to strengthen,
techniques,	stronger, stiffer and	stronger, stiffer and	stiffen and reinforce	stiffen and reinforce	stiffen and reinforce	stiffen and reinforce
experimenting with	more stable.	more stable.	more complex	more complex	more complex	more complex
colour, design,			structures.	structures.	structures.	structures.
texture, form and						
function						
Children use what						
they have learnt						
about media and						
materials in original						
ways, thinking about						
uses and purposes.						
They represent their						
own ideas, thoughts						
and feelings						
through design and						
technology, art,						
music, dance, role						
play and stories						

Investigation

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
They safely use and	Select from and use	Select from and use	Select from and use	Select from and use	Select from and use	Select from and use
explore a variety of	a range of tools and	a range of tools and	a wider range of			
materials, tools and	equipment to	equipment to	tools and	tools and	tools and	tools and
techniques,	perform practical	perform practical	equipment to	equipment to	equipment to	equipment to
experimenting with	tasks (for example,	tasks (for example,	perform practical	perform practical	perform practical	perform practical
colour, design,	cutting, shaping,	cutting, shaping,	tasks (for example,	tasks (for example,	tasks (for example,	tasks (for example,
texture, form and	joining and	joining and	cutting, shaping,	cutting, shaping,	cutting, shaping,	cutting, shaping,
function	finishing).	finishing).	joining and	joining and	joining and	joining and
			finishing),	finishing),	finishing),	finishing),
Children use what			accurately.	accurately.	accurately.	accurately.
they have learnt						
about media and						
materials in original						
ways, thinking about						
uses and purposes.						
They represent their						
own ideas, thoughts						
and feelings						
through design and						
technology, art,						
music, dance, role						
play and stories						

Evaluation

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	Evaluate their ideas and products against design criteria.	Evaluate their ideas and products against design criteria.	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.						
They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories						

Food Preparation & Cooking

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
They safely use and	Use the basic	Select from and use	Prepare and cook a			
explore a variety of	principles of a	a range of tools and	variety of	variety of	variety of	variety of
materials, tools and	healthy and varied	equipment to	predominantly	predominantly	predominantly	predominantly
techniques,	diet to prepare	perform practical	savoury dishes using	savoury dishes using	savoury dishes using	savoury dishes using
experimenting with	dishes.	tasks (for example,	a range of cooking			
colour, design,		cutting, shaping,	techniques.	techniques.	techniques.	techniques.
texture, form and		joining and				
function		finishing).				
Children use what		Use the basic				
		principles of a				
they have learnt about media and		healthy and varied				
materials in original		diet to prepare dishes.				
ways, thinking about		uisnes.				
uses and purposes.						
uses and purposes.						
They represent their						
own ideas, thoughts						
and feelings						
through design and						
technology, art,						
music, dance, role						
play and stories						

Nutrition

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	Use the basic principles of a healthy and varied diet to prepare dishes.	Use the basic principles of a healthy and varied diet to prepare dishes.	Understand and apply the principles of a healthy and varied diet.	Understand and apply the principles of a healthy and varied diet.	Understand and apply the principles of a healthy and varied diet.	Understand and apply the principles of a healthy and varied diet.
Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.						
They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories						

Origins of Food

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	Understand where food comes from.	Understand where food comes from.	Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.						
They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories						

Materials for Purpose

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
They safely use and explore a variety of materials, tools and	Select from and use a wide range of materials and	Select from and use a wide range of materials and	Select from and use a wider range of materials and	Select from and use a wider range of materials and	Select from and use a wider range of materials and	Select from and use a wider range of materials and
techniques, experimenting with colour, design, texture, form and function	components, including construction materials, textiles and ingredients,					
Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.	according to their characteristics.	according to their characteristics.	according to their functional properties and aesthetic qualities.			
They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories						

Electricity

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
They safely use and explore a variety of	Explore and evaluate a range of	Select from and use a wide range of	Understand and use electrical systems in	Understand and use electrical systems in	Understand and use electrical systems in	Understand and use electrical systems in
materials, tools and techniques,	existing products.	materials and components,	their products (for example, series	their products (for example, series	their products (for example, series	their products (for example, series
experimenting with colour, design,		including construction	circuits incorporating	circuits incorporating	circuits incorporating	circuits incorporating
texture, form and function		materials, textiles and ingredients,	switches, bulbs, buzzers and	switches, bulbs, buzzers and	switches, bulbs, buzzers and	switches, bulbs, buzzers and
		according to their	motors).	motors).	motors).	motors).
Children use what they have learnt		characteristics.				Apply their understanding of
about media and materials in original						computing to program, monitor
ways, thinking about uses and purposes.						and control their products.
They represent their						
own ideas, thoughts and feelings						
through design and						
technology, art, music, dance, role						
play and stories						

Mechanisms & Movement

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.	Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.	Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).	Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).	Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).	Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).
Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.						
They represent their own ideas, thoughts and feelings through design and technology, art,						
music, dance, role play and stories						

Compare & Contrast

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
They safely use and	Explore and	Explore and	Understand how key	Explore and	Evaluate their ideas	Explore and
explore a variety of	evaluate a range of	evaluate a range of	events and	evaluate a range of	and products	evaluate a range of
materials, tools and	existing products	existing products	individuals in design	existing products	against their own	existing products
techniques,			and technology		design criteria and	
experimenting with			have helped shape		consider the views	
colour, design, texture, form and			the world.		of others to improve their work.	
function					their work.	
Children use what						
they have learnt						
about media and						
materials in original						
ways, thinking about						
uses and purposes.						
They represent their						
own ideas, thoughts						
and feelings						
through design and						
technology, art,						
music, dance, role						
play and stories						

Everyday Products

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
They safely use and	Explore and	Explore and	Explore and	Investigate and	Investigate and	Investigate and
explore a variety of	evaluate a range of	evaluate a range of	evaluate a range of	analyse a range of	analyse a range of	analyse a range of
materials, tools and	existing products	existing products	existing products	existing products.	existing products.	existing products.
techniques,						
experimenting with						
colour, design,						
texture, form and						
function						
Children use what						
they have learnt						
about media and						
materials in original						
ways, thinking about						
uses and purposes.						
They represent their						
own ideas, thoughts						
and feelings						
through design and						
technology, art,						
music, dance, role						
play and stories						

Staying Safe

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.	Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.	Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.	Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.	Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.	Critique, evaluate and test their ideas and products and the work of others.	Critique, evaluate and test their ideas and products and the work of others.
They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories						

Significant People

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
They safely use and	Explore and	Explore and	Understand how key	Understand how key	Understand how key	Understand how key
explore a variety of	evaluate a range of	evaluate a range of	events and	events and	events and	events and
materials, tools and	existing products	existing products	individuals in design	individuals in design	individuals in design	individuals in design
techniques,			and technology	and technology	and technology	and technology
experimenting with			have helped shape	have helped shape	have helped shape	have helped shape
colour, design,			the world.	the world.	the world.	the world.
texture, form and						
function						
Children use what						
they have learnt						
about media and						
materials in original						
ways, thinking about						
uses and purposes.						
They represent their						
own ideas, thoughts						
and feelings						
through design and						
technology, art,						
music, dance, role						
play and stories						

To comply with the SEND Regulations and Disability Regulations 2014 and the Equality Act 2010 please see our school accessibility plan and the SEND information in the policies and SEND section of this website.

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