

Progression of knowledge

Progression of skills

Reception		Progression of knowledge	Progression of skills
Autumn 1 All about me!		- Show curiosity about objects, events and people - Questions why things happen - Engage in open-ended activity - Thinking of ideas Find ways to solve problems / find new ways to do things / test their ideas Use senses to explore the world around them - Create simple representations of events, people and objects - Planning, making decisions about how to approach a task, solve a problem and reach a goal - Checking how well their activities are going - Changing strategy as needed Reviewing how well the approach worked	- Choose the resources they need for their chosen activities - Handle equipment and tools effectively - Children know the importance for good health of a healthy diet - 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 - They represent their own ideas, thoughts and feelings through design and technology
Autumn 2 Terrific tales			
Spring 1 Amazing animals			
Spring 2 Come outside			
Summer 1 Ticket to ride			
Summer 2 Fun at the seaside			
Year 2		Progression of knowledge	Progression of skills
			Designing - Generate ideas based on simple design criteria and their own experiences, explaining what they could make. - Develop, model and communicate their ideas through talking, mock-ups and drawings.
Autumn 2 Fire! Fire!	Food (bread making)	- Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. - Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate. - Know and use technical and sensory vocabulary relevant to the project.	Making - Plan by suggesting what to do next. - Select and use tools, equipment, skills and techniques to perform practical tasks, explaining their choices.

Progression of knowledge

Progression of skills

Cycle A - Spring 1 Knights and dragons	Mechanisms (moving dragon)	- Explore and use wheels, axles and axle holders. - Distinguish between fixed and freely moving axles. - Know and use technical vocabulary relevant to the project.	- Select new and materials, components, reclaimed materials and construction kits to build and create their products. - Use simple finishing techniques suitable for the products they are creating. Evaluating - Explore a range of existing products related to their design criteria. - Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.
Cycle A - Summer 1 Titanic	Structure (floating boat)	- Know how to make freestanding structures stronger, stiffer and more stable. - Know and use technical vocabulary relevant to the project.	
Cycle A - Summer 2 Amazing Africa	Textiles (clothes designer)	- Understand how simple 3-D textile products are made, using a template to create two identical shapes. - Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. - Explore different finishing techniques Know and use technical vocabulary relevant to the project.	
Year 3 & 4 Cycle A 2025-2026		Progression of knowledge	Progression of skills
Autumn 1 Extreme earth: Violent volcanoes			Designing - Generate and clarify ideas through discussion with peers to develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. - Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. - Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. Making
Autumn 2 Extreme earth: Wild waters			
Spring 1 It's electric	Electrical systems (battery operated lights/torches)	- Understand and use electrical systems in their products linked to science coverage. - Apply their understanding of computing to program and control their products. Know and use technical vocabulary relevant to the project.	

Progression of knowledge

Progression of skills

Spring 2 Ancient Greeks (Olympics)	Structures (clay pots)	- Develop and use knowledge of how to construct strong, stiff shell structures. - Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. Know and use technical vocabulary relevant to the project.	- Order the main stages of making. - Select and use appropriate tools to measure, mark out, cut, score, shape and combine with some accuracy related to their products. - Explain their choice of materials according to functional properties and aesthetic qualities. Select from and use materials and components, including ingredients, construction and electrical components according to their function and properties.
Summer 1 Rainforests			
Summer 2 Mayans and Mexico	Food (burritos)	- Know how to use appropriate equipment and utensils to prepare and combine food. - Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. Know and use relevant technical and sensory vocabulary appropriately.	
Year 3 and 4 Cycle B 2026-2027		Progression of knowledge	Progression of skills
Autumn 1 Stone age to iron age	Textiles (dye and sew Iron age clothing)	- Know how to strengthen, stiffen and reinforce existing fabrics. - Understand how to securely join two pieces of fabric together. - Understand the need for patterns and seam allowances. - Know and use technical vocabulary relevant to the project.	Designing - Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. - Use annotated sketches, prototypes, final product sketches and pattern pieces; communication technology, such as web-based recipes, to develop and communicate Making - Plan the main stages of making.

Progression of knowledge

Progression of skills

Autumn 2 Settlements and land use	Structures (houses)	- Develop and use knowledge of how to construct strong, stiff shell structures. - Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. - Know and use technical vocabulary relevant to the project.	- Select from and use a range of appropriate utensils, tools and equipment with some accuracy related to their product. - Select from and use finishing techniques suitable for the product they are creating
Spring 1 Ancient Egypt	Mechanisms (shaduf's with levers)	- Understand and use lever and linkage mechanisms. - Distinguish between fixed and loose pivots. - Know and use technical vocabulary relevant to the project.	<u>Evaluate</u> - Investigate a range of 3-D textile products, ingredients and lever and linkage products relevant to their project. - Test their product against the original design criteria and with the intended user. - Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.
Spring 2 Raging rivers	Structures (make a bridge)	- Develop and use knowledge of how to construct strong, stiff shell structures. - Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. - Know and use technical vocabulary relevant to the project.	
Summer 1 Winchester vs France /Our place in the world			
Summer 2 How does your garden grow?	Food (vegetable soup)	- Know how to use appropriate equipment and utensils to prepare and combine food. - Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. - Know and use relevant technical and sensory vocabulary appropriately.	
Year 5 & 6 Cycle A 2025-2026		Progression of knowledge	Progression of skills

Progression of knowledge

Progression of skills

Autumn 1 Roman Britain	Food – Roman bread	- Know how to use appropriate equipment and utensils to prepare and combine food. - Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. Know and use relevant technical and sensory vocabulary appropriately.	Designing - Generate innovative ideas through research including surveys, interviews and questionnaires and discussion with peers to develop a design brief and criteria for a design specification. - Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. - Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. and, where appropriate, computer-aided design Making - Produce detailed lists of equipment and fabrics relevant to their tasks - Write a step-by-step plan, including a list of resources required. - Select from and use, a range of appropriate utensils, tools and equipment accurately to measure and combine appropriate ingredients, materials and resources Evaluating - Investigate and analyse products linked to their final product. - Compare the final product to the original design specification and record the evaluations. - Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. - Consider the views of others to improve their work
Autumn 2 Our changing world/ Our climate, our future	Textiles (sew a bag)	- Produce a 3-D textile product from a combination of accurately made pattern pieces, fabric shapes and different fabrics. - Understand how fabrics can be strengthened, stiffened and reinforced where appropriate. - Know and use technical vocabulary relevant to the project.	
Spring 2 Final frontier	Mechanisms (space buggies)	- Understand that mechanical and electrical systems have an input, process and an output. - Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. Know and use technical vocabulary relevant to the project.	
Summer 2 Vikings	Structures (Viking longboats)	- Develop and use knowledge of how to construct strong, stiff shell structures. - Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. - Know and use technical vocabulary relevant to the project.	
Year 5 and 6 Cycle B 2026-2027		Progression of knowledge	Progression of skills

Progression of knowledge

Progression of skills

Autumn 1 Blitz and Pieces (WW2)	Electric circuits (Anderson shelter with lights)	- Understand and use electrical systems in their products linked to science coverage. - Apply their understanding of computing to program, monitor and control their products. - Know and use technical vocabulary relevant to the project	
Autumn 2 Our planet: Our planet/global trade	Food (global food)	- Know how to use utensils and equipment including heat sources to prepare and cook food. - Understand about seasonality in relation to food products and the source of different food products. - Know and use relevant technical and sensory vocabulary.	Designing - Use research using surveys, interviews, questionnaires and web-based resources. to develop a design specification for a range of functional products. - Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. - Generate and develop innovative ideas and share and clarify these through discussion. - Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams. Making - Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. - Competently select from and use appropriate tools to accurately measure, mark, cut and assemble materials, and securely connect electrical components to produce reliable, functional products. - Use finishing and decorative techniques suitable for the product they are designing and making. Evaluating - Continually evaluate and modify the working features of the product to match the initial design specification. - Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.
Spring 2 Monarchs	Textiles (royal coat of arms)	- Produce a 3-D textile product from a combination of accurately made pattern pieces, fabric shapes and different fabrics. - Understand how fabrics can be strengthened, stiffened and reinforced where appropriate. - Know and use technical vocabulary relevant to the project.	

Progression of knowledge

Progression of skills

			• Test the system to demonstrate its effectiveness for the intended user and purpose
--	--	--	--