

**Summerhill Infant School**  
**Coverage and progression map for DT 2022 - 2023**



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Reception</b>	Early Learning Goals (linked to subject)					
	Me, Myself and I	Once Upon a Time	Food glorious Food 2022 - 2023	People Who Help Us 2022 - 2023	Minibeasts 2022 - 2023	Wonderful Water 2022 - 2023
	Construction kits	<b>Diwali</b>  Making puppets/ masks/costumes of story characters	<b>Where does food come from?</b>  Observing the different states of ingredients when heated/cooled  <b>Food from other cultures</b>  Different Countries  Chinese New Year	<b>Junk modelling: emergency vehicles</b>  - Exploring junk modelling - Cutting and scissor skills - Choosing resources - Making models - Evaluation and presentation - Temporary joins	<b>Mechanisms Design:</b>  build, evaluate and create a minibeast that moves using split pin mechanisms for its legs etc	<b>Model making:</b>  boats

## Year 1

### KS1 National Curriculum statutory requirements (linked to subject)

#### Designing

##### Understanding contexts, users and purpose:

- 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

##### Generating, developing, modelling and communicating ideas:

- 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 communication technology, where appropriate, to develop and communicate their ideas

#### Making

##### Planning:

- 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

##### Practical skills and techniques:

- 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

#### Evaluating

##### Own ideas and products:

- 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

##### Existing products:

- what products are
- who products are for

- what products are for
- 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

**Technical knowledge**

**Making products work:**

- 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
- that food ingredients should be combined according to their sensory characteristics
- the correct technical vocabulary for the projects they are undertaking

**Cooking and nutrition**

**Where food comes from:**

- that all food comes from plants or animals
- that food has to be farmed, grown elsewhere (e.g. home) or caught

**Food preparation, cooking and nutrition:**

- 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

	<b>Me and my community</b> <b>2022 - 2023</b>	<b>Enchanted Woodland</b> <b>2022 - 2023</b>	<b>Pirates</b> <b>2022 - 2023</b>	<b>Old Toys</b> <b>2022 - 2023</b>	<b>Going Green</b> <b>2022 - 2023</b>	<b>Castles and Dragons</b> <b>2022 - 2023</b>
	Make Fruit Kebab.  Our school menu. Chartwells visit?	Build a nest/den for a woodland creature/  Make a home for a traditional tale character.  ( Design/Make a form of transport for LRRH to get to grandmas using wheels and Axels	<b>Bake pirate biscuits.</b>  <b>Design, make and evaluate a pirate ship that is fit for purpose</b>	<b>Design and make a sock puppet.</b>	<b>Create a textile tree</b>	<b>3D design: Medieval shield.</b>

	<b>Me and my community</b> <b>2023 - 2024</b>	<b>Enchanted Woodland</b> <b>2023 - 2024</b>	<b>Pirates</b> <b>(2023 – 2024</b> <b>See above)</b>	<b>Old Toys</b> <b>(2023 – 2024</b> <b>See above)</b>	<b>Going Green</b> <b>(2023 – 2024</b> <b>See above)</b>	<b>Castles and Dragons</b> <b>(2023 – 2024</b> <b>See above)</b>
	<b>Mechanisms – Wheels and axles</b>  Deisgn a vehicle to move around my community	<b>Moving Pictures – Traditional Tales</b>			Build a bird feeder  Recycled clothes make a cape for Michael Recycle.	<b>3D design: Medieval shield.</b>
<b>Year 2</b>	<b>Animals in the Wild</b> <b>2022 - 2023</b>	<b>Victorian Bristol</b> <b>2022 - 2023</b>	<b>Around the World in 28 days</b> <b>2022 - 2023</b>	<b>Explorers</b> <b>2022 - 2023</b>	<b>Journey into Space</b> <b>2022 - 2023</b>	<b>Being Human</b> <b>2022 - 2023</b>
	Habitat models  Cooking veg from garden	Suspension bridges  Christmas wreath	<b>Flying Kites</b>  - Kites from Guatemala - Japan - India - Chlie/Brazil	<b>Food – A balanced diet</b>  Food from around the world  Design, create and evaluate a wrap	<b>Weaving: Rocket Bookmarks</b>  <b>Designing and Making Rockets</b>	<b>Design and make a self-portrait puppet</b>  <b>Include:</b> – cross stich – attach buttons.
	<b>Animals in the Wild</b> <b>2023 - 2024</b>	<b>Victorian Bristol</b> <b>2023 - 2024</b>	<b>Around the World in 28 days</b> <b>2023 - 2024</b>	<b>Explorers</b> <b>2023 - 2024</b>	<b>Journey into Space</b> <b>2023 - 2024</b>	<b>Being Human</b> <b>2023 - 2024</b>
	<b>Habitat models:</b> Include: - Flanges - Sliders - pivots  <b>Cooking:</b> A range of vegetbales from school garden	<b>Design, create and evaluate a suspension bridge design</b>	<b>Flying Kites</b>  - Kites from Guatemala - Japan - India - Chlie/Brazil	<b>Food – A balanced diet</b>  Food from around the world  Design, create and evaluate a wrap	<b>Weaving: Rocket Bookmarks</b>  <b>Designing and Making Rockets</b>	<b>Design and make a self-portrait puppet</b>  <b>Include:</b> – cross stich – attach buttons.

	<ul style="list-style-type: none"> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>• evaluate their ideas and products against design criteria Technical knowledge</li> <li>• build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>	<ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria Technical knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria Technical knowledge</li> <li>• build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>	<ul style="list-style-type: none"> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>• build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>
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