



Design & Technology Progression Map

	Nursery/ Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore	Investigate models similar to what they want to make.	Investigate models, similar to which they will make.	Investigate models, similar to which they will make.	Investigate models. Take components apart and discuss the parts needed and what they do.	Investigate models. Take components apart and discuss the parts needed and how mechanisms work. Begin to understand technical language.	Investigate models. Take components apart and discuss the parts needed and how mechanisms work. Develop technical language.	Investigate models. Take components apart and discuss the parts needed and how mechanisms work. Develop technical language.
Design	Work in different contexts, school, playground, outdoor areas and home Generate ideas from examples and begin to talk about what their designs will be like.	Design original products from existing ideas Describe who their products are for and the purpose of the products.	Design original products from existing and imaginary ideas. Describe who their products are for and the purpose of the products. Discuss components, materials, joins and assembly	Design from a range of contexts: Home. school, leisure and industry. Decide who their products are for and the purpose of the products. Gather information and generate ideas from information	Design from a range of contexts: Home. school, leisure and industry. Design their own design criteria. Gather information and generate ideas from information collected about the needs and	Confidently design from a range of contexts: Home. school, leisure industry, enterprise and web-based sources Design their own design criteria. Gather information and generate	Confidently design from a range of contexts: Home. school, leisure industry, enterprise and web-based sources Describe in detail design features and why they would appeal to the end user. Carry out research of needs





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			the needs and	target user.	information	market. Model
			wants of the	Consider the	collected about	ideas with
			target user.	purpose of the	the needs and	prototypes.
			Discuss the	product.	wants of the	Annotate
			purpose of the	Indicate design	target user.	sketches and
			product.	features that	Describe in	present cross
				will appeal to	detail the	sectional
				the user.	purpose of their	drawings,
				Model ideas	product.	exploded designs
				using	Indicate design	and computer
				prototypes.	features that	aided diagrams.
					will appeal to	
					the user.	
					Model ideas	
					using	
					prototypes.	
Manipulate	Plans by	Select from a	Select from a	Select from a	Confidently	Confidently
malleable	discussing	range of tools,	range of tools,	range of tools,	Select from a	Select from a
materials and	what to do	materials and	materials and	materials and	range of tools,	range of tools,
make	next.	components.	components.	components.	materials and	materials and
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	Choose a range	shapes.	making.	making.	stages of	stages of
	of tools.	Follow safety	Use measures,	Use measures,	making.	making.
		procedures.	cut-outs and	nets and	Produce an	Produce an
			shapes.	shapes.	appropriate list	appropriate list
			Follow safety	Follow safety	of tools and	of tools and
			procedures.	procedures.	materials.	materials.
				Follow design	Use measures,	Use measures,
				criteria.	nets and	nets and shapes.
					shapes.	Accurately apply





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Technical knowledge	Recognise that a range of technology can be used in various places such as home and school.	Select and use technology for particular purposes. Understand the simple characteristics of materials and components.	Understand the working characteristics of their products. Know about the simple movements of levers, sliders, wheels and axles.	Use mathematical and scientific knowledge to understand how the product is made and works. Understand that materials have aesthetic qualities. Know how mechanical features create movement.	Use mathematical and scientific knowledge to understand how the product is made and works. Understand that materials have functional and aesthetic qualities. Know how mechanical features create movement. Know that simple electric circuits can be used to create a function.	Use mathematical and scientific knowledge to understand how the product is made and works. Program a computer to control their products. Understand that materials have functional and aesthetic qualities. Know how mechanical features create movement. Recognise that materials can be mixed. Explore more complex electric circuits.	Use mathematical and scientific knowledge to understand how the product is made and works. Program a computer to control their products. Understand that materials have functional and aesthetic qualities. Know how mechanical features create movement. Recognise that materials can be mixed. Make strong stiff shell structures and 3D models.



