



Year B

DT Progression Plan Year B		Year B		
Autumn Weeks 1-3 Visual Art focus	Autumn 1 & 2 History Focus	Spring 1 & 2 STEM focus	Summer 1 Geography focus	Summer 2 Performing Arts focus
We Are Artists	Terrific Time Travellers	Tales & Teeth	River Deep, Mountain High	River Deep, Mountain High Festival or Performance
Y4		<p><b>Levers</b> Moving book</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, fictional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams. prototypes pattern pieces a d computer aided design.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks accurately.</li> <li>• select from and use a wider range of materials components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products.</li> <li>• evaluate their own ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>• understand how key events and individuals in design and technology have helped shape the world.</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>• understand and use mechanical systems in their products</li> <li>• understand and use electrical systems in their products.</li> <li>• apply their understanding of computing to program, monitor and control their products.</li> </ul>	<p><b>Cooking</b></p> <p><b>Curriculum reference</b></p> <ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy varied diet.</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>• Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	
Y3		<p><b>Cooking</b> bread</p> <p><b>Curriculum reference</b></p> <ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy varied diet.</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>• Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>		

Y2		<p><b>Cooking</b> Great fire of London bread making.</p> <p><b>Curriculum reference:</b></p> <ul style="list-style-type: none"> <li>• Understand where food comes from.</li> <li>• use the basic principles of a healthy and varied diet to prepare dishes.</li> </ul>	<p><b>Levers</b> Moving diorama</p> <p><b>Curriculum reference:</b></p> <p><b>Curriculum reference</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and others 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> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform a practical task.</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> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Explore and evaluate a range of existing products.</li> <li>• evaluate their own ideas and products against design criteria.</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>• explore and use mechanisms in their products.</li> </ul>		
Y1		<p><b>Cooking</b> Salads</p> <p><b>Curriculum reference:</b></p> <ul style="list-style-type: none"> <li>• Understand where food comes from.</li> <li>• use the basic principles of a healthy and varied diet to prepare dishes.</li> </ul>	<p><b>Levers</b> Moving books</p> <p><b>Curriculum reference</b></p> <p><b>Curriculum reference</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and others 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> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform a practical task.</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> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Explore and evaluate a range of existing products.</li> <li>• evaluate their own ideas and products against design criteria.</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>• explore and use mechanisms in their products.</li> </ul>		

FS2			<b>Cooking</b> Making salt dough Making gingerbread Cooking popcorn on a campfire  Exploring different construction kits		<b>Cooking</b> <ul style="list-style-type: none"> <li>• Creating bird feeders following instructions/spreading</li> <li>• Vegetable soup peeling/chopping</li> <li>• Making bread kneading/shaping/following instructions</li> <li>• Making porridge following instructions/tasting/making choices</li> </ul> <b>STEM challenge</b> <ul style="list-style-type: none"> <li>• Exploring creating bridges that hold weight. Can I make a bridge for the 3 Billy Goat's Gruff to travel over? Hold weight of a goat?</li> <li>• Design and create a squirrel proof bird feeder for outside area.</li> </ul> <b>Woodwork</b> <ul style="list-style-type: none"> <li>• Use nails/screws to join</li> <li>• Use a saw safely</li> </ul>			
<b>Values</b>	Friendship	Friendship	Respect	Hope	Forgiveness	Perseverance	Generosity	



