

Condover Church of England Primary School
Love Each Other and Know We Are Loved
Love Forgiveness Trust



CONDOVER CE PRIMARY DESIGN TECHNOLOGY PROGRESSION AND COVERAGE

Raindrops				
DM 1. Explore, use and refine a variety of artistic effects to express their ideas and feelings. 2. Return to and build on their previous learning, refining ideas and developing their ability to represent them. 3. Create collaboratively, sharing ideas, resources and skills.				
Design D1design purposeful, functional, appealing products for themselves and other users based on design criteria D2 generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	Make M1select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] M2 select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	Evaluate E1explore and evaluate a range of existing products E2 evaluate their ideas and products against design criteria	Technical knowledge T1build structures, exploring how they can be made stronger, stiffer and more stable T2explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Cooking and nutrition C1-use the basic principles of a healthy and varied diet to prepare dishes C2-understand where food comes from

Dinosaurs Structures Junk modelling	1	2	3	All about me Mechanisms sliders and levers To plan, design and make a moving picture about themselves	1	2		What was life like when Grandma/Grandad was a child? Mechanisms To design and create a toy which their Grandparent's might have played with.	1	2	
DM				DM				DM			
D				D				D			
M				M				M			
E				E				E			
T				T				T			
C&N				C&N				C&N			
Journeys and Transport Mechanisms- wheels and axles Design, make and evaluate a moving vehicle including an axle.	1	2	3	Fairy tales Textiles Design, male and evaluate a puppet for a character.	1	2	3	Growing and Changing Food To plan, design and create a healthy snack	1	2	3
DM				DM				DM			
D				D				D			
M				M				M			
E				E				E			
T				T				T			
C&N				C&N				C&N			
Woodland Food Plan, design, evaluate and make food in Forest school	1	2	3	Creepy crawlies Food Plan, design, evaluate and make food which has been grown in school.	1	2	3	Treasure island Textiles TO create a sun hat for a treasure island.	1	2	3
DM				DM				DM			
D				D				D			
M				M				M			
E				E				E			
T				T				T			
C&N				C&N				C&N			

Stream											
Design D1design purposeful, functional, appealing products for themselves and other users based on design criteria D2 generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology		Make M1select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] M2 select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics		Evaluate E1explore and evaluate a range of existing products E2 evaluate their ideas and products against design criteria		Technical knowledge T1build structures, exploring how they can be made stronger, stiffer and more stable T2explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.		Cooking and nutrition C1-use the basic principles of a healthy and varied diet to prepare dishes C2-understand where food comes from			
Condoover Mechanical Christmas Cards		1	2	Farming Food Create a layered fruit dish.		1	2	Shrewsbury Textiles Create a safety Jacket for a teddy moving around Shrewsbury.		1	2
D				D				D			
M				M				M			
E				E				E			
T				T				T			
&N				C&N				C&N			
Castles Textiles Design, make and evaluate jewellery.		1	2	Great fire of London Structures Plan, design make and make a House from 1666		1	2	Queen Victoria Mechanisms- wheels and axles Design, make and evaluate a moving vehicle including an axle.		1	2
D				D				D			
M				M				M			
E				E				E			
T				T				T			
C&N				C&N				C&N			
Gardens Food Plan and design food for a garden party.		1	2	Seasides Mechanisms- sliders and leavers Design, make and evaluate a moving seaside scene		1	2	I am Scientist Structures Structures Design, make and evaluate a chair for a scientist.		1	2
D				D				D			
M				M				M			
E				E				E			
T				T				T			
C&N				C&N				C&N			

River														
Design D1use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups D2 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design					Make M1 select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately M2select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities					Evaluate E1investigate and analyse a range of existing products E2evaluate their ideas and products against their own design criteria and consider the views of others to improve their work E3understand how key events and individuals in design and technology have helped shape the world				
Technical knowledge T1apply their understanding of how to strengthen, stiffen and reinforce more complex structures T2understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] T3 understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] T4apply their understanding of computing to program, monitor and control their products.					Cooking and nutrition C1understand and apply the principles of a healthy and varied diet C2prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques C3 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.									
Cycle 1					Cycle 2					Cycle 3				
Food and Nutrition Food Plan, design, evaluate and make bread.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	London Structures Plan, design make and make a desk tidy.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	Food and Nutrition Food Plan, design, evaluate and make bread.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
	<u>D</u>					<u>D</u>					<u>D</u>			
	<u>M</u>					<u>M</u>					<u>M</u>			
	<u>E</u>					<u>E</u>					<u>E</u>			
	<u>T</u>					<u>T</u>					<u>T</u>			
	<u>C &N</u>					<u>C &N</u>					<u>C &N</u>			
Stone Age Mechanical Systems Levers and linkages To plan, design and make a moving history book.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	Forces and magnets Textiles Plan, design make and make a bendy bag for space.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	Stone Age Mechanical Systems Levers and linkages To plan, design and make a moving history book.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
	<u>D</u>					<u>D</u>					<u>D</u>			
	<u>M</u>					<u>M</u>					<u>M</u>			
	<u>E</u>					<u>E</u>					<u>E</u>			
	<u>T</u>					<u>T</u>					<u>T</u>			
	<u>C &N</u>					<u>C &N</u>					<u>C &N</u>			

Rivers Electrical Systems To create a handmade switch.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	Vikings Food Plan, design and make a Viking Stew.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	Rivers Electrical Systems To create a handmade switch.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<u>D</u>					<u>D</u>					<u>D</u>				
<u>M</u>					<u>M</u>					<u>M</u>				
<u>E</u>					<u>E</u>					<u>E</u>				
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<u>C &N</u>					<u>C &N</u>					<u>C &N</u>				

Estuary																													
Design D1use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups D2 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design					Make M1 select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately M2select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities					Evaluate E1investigate and analyse a range of existing products E2evaluate their ideas and products against their own design criteria and consider the views of others to improve their work E3understand how key events and individuals in design and technology have helped shape the world					Technical knowledge T1apply their understanding of how to strengthen, stiffen and reinforce more complex structures T2understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] T3 understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] T4apply their understanding of computing to program, monitor and control their products.					Cooking and nutrition C1understand and apply the principles of a healthy and varied diet C2prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques C3 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.									
Cycle 1										Cycle 2										Cycle 3									
Minibeasts . Structures To plan, design make and evaluate a hide to spot animals					London Structures Plan, design make and make a desk tidy.					Mountains Electrical Systems To plan, design and make a torch for a climber																			
<u>D</u>					<u>D</u>					<u>D</u>																			
<u>M</u>					<u>M</u>					<u>M</u>																			
<u>E</u>					<u>E</u>					<u>E</u>																			
<u>T</u>					<u>T</u>					<u>T</u>																			
<u>C &N</u>					<u>C &N</u>					<u>C &N</u>																			

Earthquakes Food To plan design and make a frittata.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	Forces and magnets Textiles Plan, design make and make a bendy bag for space.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	Materials Structure To create a photograph frame from recycled materials	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<u>D</u>					<u>D</u>					<u>D</u>				
<u>M</u>					<u>M</u>					<u>M</u>				
<u>E</u>					<u>E</u>					<u>E</u>				
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<u>C &N</u>					<u>C &N</u>					<u>C &N</u>				
Tudors Structures To plan, design and make a boat.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	Vikings Food Plan, design and make a Viking Stew.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	Ancient Greece Mechanical systems Design and make a mascot with moving parts controlled by pneumatic systems	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<u>D</u>					<u>D</u>					<u>D</u>				
<u>M</u>					<u>M</u>					<u>M</u>				
<u>E</u>					<u>E</u>					<u>E</u>				
<u>T</u>					<u>T</u>					<u>T</u>				
<u>C &N</u>					<u>C &N</u>					<u>C &N</u>				

<u>Ocean</u>									
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<u>Cycle A</u>			<u>Cycle B</u>			<u>Cycle C</u>			

Rugby World Cup Mechanical Cards	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
	D			
	M			
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	C &N			
Evolution Food <i>Design and make a food product for Darwin's Jounrey</i>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
	D			
	M			
	E			
	T			
	C &N			
Industrial Revolution Electrical Control Traffic lights	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
	D			
	M			
	E			
	T			
	C &N			
America Textiles Sewing/ Patch work	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
	D			
	M			
	E			
	T			
	C &N			
WW2 Gears and Pulleys To plan, design and make a pulley system to transport equipment across a river	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
	D			
	M			
	E			
	T			
	C &N			
Industrial Revolution Structures Design and make a good quality saleable product from recycled materials	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
	D			
	M			
	E			
	T			
	C &N			
Population Food Design, make and evaluate fair trade cookies.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
	D			
	M			
	E			
	T			
	C &N			
Evolution Mechanical systems CAMS Design and make a mechanism with a about sustainability, using a cam with a lever or slider follower	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
	D			
	M			
	E			
	T			
	C &N			
The living world Food- To plan, design and create a fruit cocktail from area of stud	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
	D			
	M			
	E			
	T			
	C &N			