## Condover Church of England Primary School

Love Each Other and Know We Are Loved

Love

**Evaluate** 

Forgiveness

Trust



## **CONDOVER CE PRIMARY DESIGN TECHNOLOGY PROGRESSION AND COVERAGE**

### **Raindrops**

## DM

**Design** 

- 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.

#### D1design purposeful, functional, M1select from and use a range of tools and equipment to E1explore and evaluate a range of existing perform practical tasks [for example, cutting, shaping, appealing products for themselves and products other users based on design criteria joining and finishing] E2 evaluate their ideas and products against D2 generate, develop, model and M2 select from and use a wide range of materials and design criteria communicate their ideas through talking, components, including construction materials, textiles products. drawing, templates, mock-ups and, and ingredients, according to their characteristics where appropriate, information and communication technology

# T1build structures, exploring how they can be made stronger, stiffer and more stable

**Technical knowledge** 

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

<u>Dinosaurs</u> 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	
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М				D							
Е				M				DM			
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								C&N			
Journeys and Transport	1	2	3	Fairy tales	1	2	3	Growing and Changing	1	2	3
Mechanisms- wheels and axles	-	-		Textiles	-	-		Food	-	-	
Design, make and evaluate a				Design, male and evaluate a				To plan, design and create a			
moving vehicle including an axle.				puppet for a character.				healthy snack			
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DM				DM				DM			
D				D				D			
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C&N				C&N				C&N			
Woodland Food Plan, design, evaluate and make food in Forest school	1	2	3	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			
D				DM				D			
М				D				M			
				M				E			
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Stream											
Design	Make			<u>Evaluate</u>			Technical k	nowledge	Cooking and n	utrition	
D1design purposeful, functional,	M1select from a	and use a range of tools a	and equipment to	E1explore and ev	aluate a ran	ge of existing	T1build stru	uctures, exploring how they can be	C1-use the basic principles of a heal		
appealing products for themselves and	perform practica	al tasks [for example, cut	ting, shaping,	products			made stron	ger, stiffer and more stable	and varied diet to prepare dishes		
other users based on design criteria	joining and finish	hing]		E2 evaluate their	ideas and p	roducts against	T2explore a	and use mechanisms [for example,	C2-understand where food comes from		
D2 generate, develop, model and	M2 select from a	and use a wide range of r	materials and	design criteria				ers, wheels and axles], in their	OZ-understand	where rood cor	1163 110111
communicate their ideas through talking,		cluding construction mate					products.				
drawing, templates, mock-ups and,	and ingredients,	according to their charac	cteristics								
where appropriate, information and											
communication technology											
Condover	1 2	1 1 -	Farming		1	2		Shrewsbury	1	2	
			Food					Textiles			
Mechanical			Create a layered fru	uit dish.				Create a safety Jacket for a teddy			
Christmas Cards								moving around Shrewsbury.			
D			D								
M			M					D			
E			<u> </u>					M			
Т		<u> </u>	Τ					E			
&N			C&N					Т			
								C&N			
<u>Castles</u>	1 2		Great fire of Londo	n	1	2		Queen Victoria	1	2	
Textiles			Structures					Mechanisms- wheels and axles			
Design, make and evaluate			Plan, design make a	and make a				Design, make and evaluate a moving	g		
jewellery.		+	House from 1666					vehicle including an axle.			
D			D					D			
M			M					M			
E			E					E			
Т			Т					Т			
C&N			C&N					C&N			
<u>Gardens</u>	1 2	<u> </u>	<u>Seasides</u>		1	2		I am Scientist	1	2	
Food		-	_					Structures			
Plan and design food for a garden		<u> </u>	Mechanisms- slide	rs and leavers				Structures			
party.		1 1 -	Design, make and o					Design, make and evaluate a chair			
			moving seaside sce	ene				for a scientist.			
D			D								
M			M					D			
E			E					M			
Т			T					E			
C&N			C&N					Т			
								C&N			

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-	Make M1 select from and use a wider ran equipment to perform practical tas cutting, shaping, joining and finishin M2select from and use a wider ran components, including construction and ingredients, according to their and aesthetic qualities	ks [for example, ng], accurately ge of materials and n materials, textiles	Evaluate E1investigate and analy products E2evaluate their ideas a their own design criteria views of others to impre E3understand how key in design and technolog the world	and products against a and consider the ove their work events and individuals	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]				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			
aided design  Cycle 1						T4apply their understanding of computing program, monitor and control their produ			o are grown reared caught and processed			
Food and Nutrition Food Plan, design, evaluate and make bread.  D M E	3 4	London Structures Plan, design make and make a desk tidy.  D M E T	2	3 4		Food and Nutrition Food Plan, design, evaluate and make bread.  D M E	1	2	3	4		
<u>T</u> <u>C &amp;N</u>		<u>C &amp;N</u>				<u>T</u> <u>C &amp;N</u>						
Stone Age Mechanical Systems Levers and linkages  To plan, design and make a moving history book.	<u>3</u> <u>4</u>	Forces and magnets Textiles Plan, design make and make a bendy bag for space.  D M E T C &N	2	3 4		Stone Age Mechanical Systems Levers and linkages  To plan, design and make a moving history book.	1	2	3	4		
<u>D</u> <u>M</u> <u>E</u> <u>T</u> <u>C &amp;N</u>			,			<u>D</u> <u>M</u> <u>E</u> <u>T</u> C &N						

River

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

<b>Estuary</b>																	
Design			Make			<u>E</u>	valuate				Technical knowledge				Cooking and nutrition		
D1use research	and develop de	esign	M1 select from	and use a wider	range of tools and	E	1investig	gate and analyse	e a range of exist	ing	T1apply their understanding of how to				C1understand and apply the principles of		
criteria to informinnovative, fund	•			•	tasks [for example, shing], accurately					strengthen, stiffen and reinforce more complex structures				a healthy and varied diet			
products that ar		-			range of materials and				and consider the		T2understand and use mechanical systems in				C2prepar	re and cook a	variety of
at particular ind	D2 generate, develop, model and and ingredients, acc		including construction materials, textiles ts, according to their functional properties			iews of c	thers to improv			1 '	ducts [for example ers and linkages]	e, gears, pulleys	5,	1		y dishes using a	
communicate th	• •		and aesthetic q		on randudna proporti	in design and technology have helped shape			1	stand and use ele	ctrical systems	in	range of	cooking techr	niques		
	scussion, annotated sketches, cross- ctional and exploded diagrams,			the world				1 '	ducts [for example sting switches, but			C3 unde	rstand seasor	nality, and know			
prototypes, pattern pieces and computer-								motors]	,	,		where ar	nd how a varie	ety of ingredients			
aided design	ided design								T4apply their understanding of computing to program, monitor and control their products.				are grown, reared, caught and processed.				
Cycle 1					Cycle 2						1	Cycle 3					
Minibeasts . Structures	1	2	<u>3</u>	4	London Structures	1		<u>2</u>	<u>3</u>	4		Mountains Electrical	<u>1</u>	2		<u>3</u>	4
To plan,					Plan, design							Systems					
design make					make and							To plan,					
and evaluate					make a desk							design and					
a hide to					tidy.							make a torch					
spot animals					D							for a climber					
					<u>M</u>							D					
<u>D</u>					<u>E</u>							<u>M</u>					
<u>M</u>					<u>T</u>							<u>E</u>					
<u>E</u>					C &N							<u>T</u>					
<u>T</u>												<u>C &amp;N</u>					
C &N																·	

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

<u>Ocean</u>						
<u>Design</u>	Make		<u>Evaluate</u>	Technica	l knowledge	Cooking and nutrition
D1use research and develop design	M1 select from and use a wider range of	f tools and	E1investigate and analyse a range of existing	T1apply t	heir understanding of how to	C1understand and apply the principles of
criteria to inform the design of innovative, functional, appealing	equipment to perform practical tasks [fo cutting, shaping, joining and finishing], a	•	products E2evaluate their ideas and products against	1	en, stiffen and reinforce more structures	a healthy and varied diet
products that are fit for purpose, aimed	M2select from and use a wider range of	f materials and	their own design criteria and consider the	T2unders	tand and use mechanical systems in	C2prepare and cook a variety of
at particular individuals or groups D2 generate, develop, model and	components, including construction mat and ingredients, according to their funct	•	views of others to improve their work E3understand how key events and individuals	1 '	ducts [for example, gears, pulleys, ers and linkages]	predominantly savoury dishes using a
communicate their ideas through	and aesthetic qualities		in design and technology have helped shape	T3 under	stand and use electrical systems in	range of cooking techniques
discussion, annotated sketches, cross- sectional and exploded diagrams,			the world	1	ducts [for example, series circuits ating switches, bulbs, buzzers and	C3 understand seasonality, and know
prototypes, pattern pieces and computer-				motors]		where and how a variety of ingredients
aided design					heir understanding of computing to monitor and control their products.	are grown, reared, caught and processed.
Cycle A Cycle B		cycle B		<u> </u>	Cycle C	

		_	1 -	11		Ι.	1 -	Τ_	1.		_	1_	1 -	<del>                                     </del>
Rugby World 1	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>America</u>	1 1	<u>2</u>	<u>3</u>	<u>4</u>	<u>Population</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<u>Cup</u>					Textiles					Food				
Mechanical					Sewing/					Design, make				
Cards					Patch work					and evaluate				
					<u>D</u>					fair trade				
<u>D</u>					<u>M</u>					cookies.				
<u>M</u>			-		E					<u>D</u>				
<u>E</u>										<u></u>				
T					<u>C &amp;N</u>					<u>E</u>				
<u></u> C &N					CON	1				<u> </u>				
Can										<u>-</u>				
T T-			1 -	1 - 1	T	Ι.	Τ_	1.	1 -	<u>C &amp;N</u>	_			
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>WW2</u>	1 1	2	<u>3</u>	<u>4</u>	Evolution	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
Food					Gears and					Mechanical				
<u>Design and</u>					Pulleys					systems				
<u>make a food</u>					To plan,					CAMS				
product for					design and					Design and				
<u>Darwin's</u>					make a					make a				
<u>Jounrey</u>					pulley					mechanism				
<u>D</u>					system to					with a about				
M					transport					sustainability,				
<u>E</u>					equipment					using a cam				
T					across a river					with a lever				
<u>-</u> <u>C &amp;N</u>					<u>D</u>					or slider				
CON					<u>M</u>					follower				
					<u>E</u>					<u>D</u>				
					T					M				
					1 <del>-</del>									
					<u>C &amp;N</u>					<u>E</u>				
										1				
			T	1	1		T	1	1	<u>C &amp;N</u>				
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	The living	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>Industrial</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<u>Revolution</u>					<u>world</u>					Revolution				
Electrical					Food-					Structures				
Control					To plan,					Design and				
Traffic lights					design and					make a good				
<u>D</u>					create a fruit					quality				
<u>M</u>					cocktail from					saleable				
					area of stud					product from				
<u>E</u>										recycled				
<u>C &amp;N</u>					<u>D</u>					materials				
COIN					<u>E</u>					1				
					T					<u>D</u>				
					<u> </u>					<u>M</u>				
					<u>C &amp;N</u>									
										<u>E</u>				
				l l					l l	I _				
										<u>T</u> <u>C &amp;N</u>				