



**St Anne Line Catholic Infant School
Design Technology Curriculum
Progression of Knowledge, Skills and Vocabulary**

School Mission, Vision and Context

Mission Statement

With Jesus, We Love, We Learn, We Pray.
Together, we grow Our School each day.

Our Vision and Ethos

We aim to instil a love of learning, with Christ at the centre of all we do. Guided by the principle of 'En Magna Constantia'—In Great Constancy—we lay the foundation for a lifelong journey of discovery. We inspire resilience and independence in our learners, encouraging them to remain steadfast and always strive to reach their full potential, no matter the challenges they face.

Context of our school

Our school serves a rich and diverse school community where families come from many different cultures and speak a wide variety of languages. Our mission is to serve the families of Basildon who would like their children to receive a Catholic education.

This means in Design and Technology

- Many children have well below average starting points.
- We have a unique and diverse school community where pupils celebrate our similarities and differences.
- We celebrate many different cultures and languages throughout the school. Through inclusive projects and collaborative learning, children are encouraged to share ideas, listen to one another, and draw inspiration from the rich cultural backgrounds represented in our school.
- Language development is integral in every subject and teachers support all children including SEND children well in their learning journey.
- Faith-Inspired Creativity: Guided by the love of Jesus, children are encouraged to design and make with purpose, using their creativity to solve problems and serve others, reflecting Gospel values through their practical work.
- Building Resilience Through Making: D&T lessons foster perseverance and independence, as children explore, test, and refine their ideas—learning from mistakes and showing "great constancy" in the face of challenges.
- Learning with Purpose and Joy: Rooted in our ethos of love and learning, D&T provides hands-on opportunities for children to experience joy in discovery, laying strong foundations for future learning and personal growth.

**Nursery
Expressive Arts & Design**


2-3 years	3-4 years
<p>Across the year, children investigate sensory experiences (tactile play, scents, taste), and use open-ended resources to express their ideas. Through construction, they build creativity, curiosity, and increasing independence.</p>	<p>Across the year, children develop construction and modelling skills, using varied materials and joining methods to work independently and collaboratively, refining ideas and solving problems.</p>


**Reception
Expressive Arts & Design
(Specific Area)**


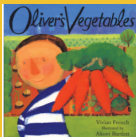
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Creating with Materials</u></p> <p>Children will use small scale construction to build props for play narratives.</p>	<p><u>Creating with Materials</u></p> <p>Children will use paper, glue and tape to create small world props.</p> <p>Children will use scissors safely to snip lines and begin to cut along a guide line.</p>	<p><u>Creating with materials</u></p> <p>Children will use large construction materials, hooking, dragging, lifting & balancing to create their vision.</p>	<p><u>Creating with materials</u></p> <p>Children will know how to use split pins to make moving parts.</p> <p>Children will use scissors safely to confidently cut around guide lines.</p>	<p><u>Creating with materials.</u></p> <p>Children will use folding techniques to make an origami creation.</p>	<p><u>Creating with materials</u></p> <p>Children will use a range of joins and adhesives to achieve their goals in 3D modeling crafts.</p> <p>Children will use scissors to cut shapes and around prints free hand.</p>



Design and Technology Long Term Plan

Year Group	Year 1			Year 2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Structures	Taught through continuous provision opportunities				Spring 1 Bridges	
Mechanisms	Autumn 2 Moving Storybook					
Cooking and Nutrition		Spring 2 Smoothies		Autumn 2 Balanced Diet		
Textiles			Summer 2 Puppets			Summer 2 Pouches

Structures		Year 1	Year 2 Bridges - Spring 1 What makes a structure stable?
Book link			
Skills	Design		<ul style="list-style-type: none"> • Generating and communicating ideas using sketching and modelling.
	Make		<ul style="list-style-type: none"> • Making a structure according to design criteria. • Creating joints and structures from paper/card and tape. • Building a strong and stiff structure by folding paper. • Cutting evenly and carefully.
	Evaluate		<ul style="list-style-type: none"> • Testing the strength of structure. • Identifying the weakest part of a structure. • Evaluating the strength, stiffness and stability of structure.
Knowledge	Technical		<ul style="list-style-type: none"> • To know that materials can be manipulated to improve strength and stiffness. • To know that a structure is something which has been formed or made from parts. • To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move. • To know that a 'strong' structure is one which does not break easily. • To know that a 'stiff' structure or material is one which does not bend easily
	Additional		<p>To know which materials are waterproof</p> <p>To know that boats/ships are used for different purposes</p> <p>To know the main parts of a boat/ship</p>
Curriculum Links			<p>Science - everyday materials</p> <p>History - The Titanic</p> <p>Geography - countries, climates/travel and transport/climates and oceans</p>

Mechanisms		Year 1 Moving story book - Autumn 2 How do I make a moving storybook?	Year 2
Book link			
Skills	Design	<ul style="list-style-type: none"> • Explaining how to adapt mechanisms, using bridges or guides to control the movement. • Designing a moving story book for a given audience. 	
	Make	<ul style="list-style-type: none"> • Following a design to create moving models that use levers and sliders. 	
	Evaluate	<ul style="list-style-type: none"> • Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed. • Reviewing the success of a product by testing it with its intended audience. 	
Knowledge	Technical	<ul style="list-style-type: none"> • To know that a mechanism is the parts of an object that move together. • To know that a slider mechanism moves an object from side to side. • To know that a slider mechanism has a slider, slots, guides and an object. • To know that bridges and guides are bits of card that purposefully restrict the movement of the slider 	
	Additional	<ul style="list-style-type: none"> • To know that in Design and technology we call a plan a 'design'. 	
Curriculum Links		RE - Nativity English - story-writing	

Cooking and Nutrition		Year 1 Smoothies - Spring 2 What fruits and vegetables make the tastiest smoothie?	Year 2 Balanced Diets - Autumn 2 How can I prepare a balanced meal?
Book link			
Skills	Design	<ul style="list-style-type: none"> • Designing smoothie carton packaging by-hand or on ICT software. • Designing a smoothie using a variety of fruits 	<ul style="list-style-type: none"> • Designing a healthy wrap based on a food combination which works well together Designing three wrap ideas
	Make	<ul style="list-style-type: none"> • Chopping fruit safely to make a smoothie. • Identifying fruits. • Learning where fruits and vegetables grow. 	<ul style="list-style-type: none"> • Slicing food safely using the bridge or claw grip. • Constructing a wrap that meets a design brief. • Identifying if five food groups • Learning about a balanced diet • Chopping foods safely to make a wrap. • Grating foods to make a wrap. • Snipping smaller foods instead of cutting. • Spreading soft foods to make a wrap.
	Evaluate	<ul style="list-style-type: none"> • Suggesting information to be included on packaging. 	<ul style="list-style-type: none"> • Taste testing food combinations and final products. • Describing the information that should be included on a label. • Evaluating which grip was most effective. • Describing appearance, smell and taste
Knowledge	Technical	<ul style="list-style-type: none"> • To know that a blender is a machine which mixes ingredients together into a smooth liquid. • To know that a fruit has seeds. • To know that fruits grow on trees or vines. 	<ul style="list-style-type: none"> • To know that 'diet' means the food and drink that a person or animal usually eats. • To understand what makes a balanced diet. • To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar. • To understand that I should eat a range of different foods from each food group, and roughly how much of each food group. • To know that 'ingredients' means the items in a mixture or recipe • To know that vegetables can grow either above or below ground.
Curriculum Links		Geography - UK and other islands around the world PSHE - physical health and mental wellbeing Science - plants	PSHE - physical health and mental wellbeing RE - harvest Science - plants

Textiles		Year 1 Puppets - Summer 2 How can I join fabrics together?	Year 2 Pouches - Summer 2 What different stitches are best for my pouch?
Book link			
Skills	Design	Using a template to create a design for a puppet.	Designing a pouch.
	Make	<ul style="list-style-type: none"> • Cutting fabric neatly with scissors. • Using joining methods to decorate a puppet. • Sequencing steps for construction. 	<ul style="list-style-type: none"> • Selecting and cutting fabrics for sewing. • Decorating a pouch using fabric glue or running stitch. • Threading a needle. • Sewing running stitch, with evenly spaced, neat, even stitches to join fabric. • Neatly pinning and cutting fabric using a template.
	Evaluate	<ul style="list-style-type: none"> • Reflecting on a finished product, explaining likes and dislikes. 	<ul style="list-style-type: none"> • Troubleshooting scenarios posed by the teacher. • Evaluating the quality of the stitching on others' work. • Discussing as a class, the success of their stitching against the success criteria. • Identifying aspects of their peers' work that they particularly like and why.
Knowledge	Technical	<ul style="list-style-type: none"> • To know that 'joining technique' means connecting two pieces of material together. • To know that there are various temporary methods of joining fabric by using staples, glue or pins. • To understand that different techniques for joining materials can be used for different purposes. • To understand that a template (or fabric pattern) is used to cut out the same shape multiple times. • To know that drawing a design idea is useful to see how an idea will look. 	<ul style="list-style-type: none"> • To know that sewing is a method of joining fabric. • To know that different stitches can be used when sewing. • To understand that tying a knot after sewing the final stitch stops the thread from coming undone. • To know that a thimble can be used to protect my fingers when sewing.
Curriculum Links		English - fairytale stories	RE - symbols PSHE - transition

Vocabulary Progression

Year Group	Nursery	Reception		
	Children use simple descriptive language linked to building and making, such as: build, join, stack, balance, fix, push, pull, connect, cut, stick, tape, glue, shape, strong, soft, hard.	Autumn	Spring	Summer
		design build join structure glue attach snip	plan construct balance paper tape scissors cut	large-scale stable connect split pin rotate part secure control
Year Group	Year 1	Year 2		
Structures		Spring 1 - Structures design criteria fold man-made roll natural support properties bridge structure improve stable evaluate Shape strength triangle test wobble base stiff strong stable		
Mechanisms	Autumn 2 - Levers Sliders mechanism adapt design criteria design input model template assemble test			
Cooking	Spring 2 - Smoothies	Autumn 2 - Balanced Diet		

	<p>blend chopping board cut evaluate fruit juice plant seed stem taste vegetable</p> <p>blender compare design flavour healthy juicer recipe select table knife tree vine</p> <p>fork ingredients leaf root smoothie</p>	<p>blend grate carbohydrates fruit proteins vegetables diet cut / chop / chopping board grater spread peel design / design brief / design criteria flavour ingredients evaluate</p> <p>mix The Bridge dairy oils spreads balanced menu scissors table knife wash feel appearance review</p> <p>The Claw snip taste</p>
Textiles	<p>Summer 2 - Puppets</p> <p>decorate design fabric glue model hand puppet safety pin staple stencil template</p>	<p>Summer 2 - Pouches</p> <p>decorate fabric fabric glue knot needle needle threader running stitch sew template thread</p>