



Bollington St John's CE  
Primary School

**Bollington St John's Curriculum**  
**Technology- IPC Progression Document**

<u>EYFS</u>	<u>Milepost 1</u>	<u>Milepost 2</u>	<u>Milepost 3</u>
<p>Learning Strand 2: Communicating through the expressive arts and creativity</p> <p>2.76b Expressing ideas, moods and feelings through a wide range of art, construction and model making activities</p> <p>2.77b Designing and creating 2D and 3D artwork for a range of purposes</p> <p>2.75b Exploration of colour, texture, materials, textiles, space, line and shape involving tools, manipulation, techniques and construction to create unplanned and planned effects</p> <p>2.78b Exploring cultural art and design</p> <p>2.80b Freely experimenting with art and design and presenting ideas through artwork</p>	<p>1.01 Know that products in everyday use have an effect on people's lives</p> <p>1.02 Be able to plan what they are going to make</p> <p>1.03 Be able to describe their plans in pictures and words</p> <p>1.04 Be able to use simple tools and materials for their tasks</p> <p>1.05 Be able to choose appropriate tools and materials for their tasks</p> <p>1.06 Be able to comment on their own plans and suggest areas for improvement</p> <p>1.07 Be able to comment on the usefulness of products in everyday use</p>	<p>2.01 Know that the way in which products in everyday use are designed and made affects their usefulness</p> <p>2.02 Be able to design and make products to meet specific needs</p> <p>2.03 Be able to make usable plans</p> <p>2.04 Be able to make and use labelled sketches as designs</p> <p>2.05 Be able to use simple tools and equipment with some accuracy</p> <p>2.06 Be able to identify and implement improvements to their designs and products</p> <p>2.07 Be able to identify the ways in which products in everyday use meet specific needs</p> <p>2.08 Be able to suggest improvements to products in everyday use</p>	<p>3.01 Know that technology affects people's lives</p> <p>3.02 Know how the lives of people in the host country are affected by the extent of technological advance</p> <p>3.03 Know how the lives of people in the home country are affected by the extent of technological advance</p> <p>3.04 Be able to respond to identified needs, wants and opportunities with informed designs and products</p> <p>3.05 Be able to gather and use information to suggest possible solutions</p> <p>3.06 Be able to devise and use step-by-step plans</p> <p>3.07 Be able to consider the needs of users when designing and making</p> <p>3.08 Be able to select the most appropriate available tools and materials for a task</p> <p>3.09 Be able to work with a variety of tools and materials with some accuracy</p> <p>3.10 Be able to test and evaluate their own work and improve on it</p> <p>3.11 Be able to investigate the way in which simple products in everyday use are designed and made and how they work</p> <p>3.12 Be able to evaluate the effectiveness of simple products in everyday use</p> <p>3.13 Understand the need for accurate design and working</p>

			<p><b>3.14 Understand the ways in which technology can be used to meet needs, wants and opportunities</b></p> <p><b>3.15 Understand that different techniques, tools and materials are needed for different tasks</b></p> <p><b>3.16 Understand that the quality of a product depends on how well it is made and how well it meets its intended purpose</b></p>
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**Bollington St John's Curriculum**  
**Technology- National Curriculum Coverage**

\*See the NC14 Cross Reference Document which specifies which objectives are covered in each unit

EYFS	Milepost 1	Milepost 2	Milepost 3
<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>• Create collaboratively, sharing ideas, resources and skills</li> </ul> <p>ELG</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>• Share their creations, explaining the process they have used</li> <li>• Make use of props and materials when role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users 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> <li>• Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)</li> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>• Explore and evaluate a range of existing products</li> <li>• Evaluate their ideas and products against design criteria</li> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products</li> </ul>	<ul style="list-style-type: none"> <li>• Use 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</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>• Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately</li> <li>• Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their properties and aesthetic qualities</li> <li>• Investigate and analyse a range of existing products</li> <li>• Evaluate their 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</li> </ul>	<ul style="list-style-type: none"> <li>• Use 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</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>• Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately</li> <li>• Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their properties and aesthetic qualities</li> <li>• Investigate and analyse a range of existing products</li> <li>• Evaluate their 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</li> </ul>

<p>characters in narratives and stories</p>	<ul style="list-style-type: none"> <li>• Use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• Understand where food comes from</li> </ul>	<p>individuals in design and technology have helped shape the world</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 (for example, gears, pulleys, cams, levers and linkages)</li> <li>• Understand and use electrical systems in their products (for examples, series circuits incorporating switches, bulbs, buzzers and motors)</li> <li>• Apply their understanding of computing to program, monitor and control their products</li> <li>• Understand and apply the principles of a healthy and 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>	<p>individuals in design and technology have helped shape the world</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 (for example, gears, pulleys, cams, levers and linkages)</li> <li>• Understand and use electrical systems in their products (for examples, series circuits incorporating switches, bulbs, buzzers and motors)</li> <li>• Apply their understanding of computing to program, monitor and control their products</li> <li>• Understand and apply the principles of a healthy and 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>
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