



Progression skills in **DT**

A Christian Ethos. A Nurturing Community. A Place to Thrive.



	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluating	<ul style="list-style-type: none"> To start to evaluate their product through supported discussion with an adult eg how could you make your model stronger or move better? 	<ul style="list-style-type: none"> Start to evaluate their product through discussion. Explore what they like and dislike about existing products. Begin to evaluate their products, identifying strengths and possible changes that they would make. 	<ul style="list-style-type: none"> Evaluate their products as they are developed and with confidence talk about their ideas and what they like and dislike about them. Look at range of existing products, discussing their preference based on their likes and dislikes. Make judgements about their products and ideas against their own design criteria. 	<ul style="list-style-type: none"> To evaluate their products against original design criteria eg how well it meets the intended purpose. Investigate how well products have been made. Investigate why those particular materials may have been chosen for that product. 	<ul style="list-style-type: none"> To evaluate their work both during and at the end when their product is complete. Evaluate their products by carrying out tests. Evaluate their product by considering the views of others to improve their work Investigate and analyse how well products have been made. Investigate and analyse why those particular materials may have been chosen for that product. 	<ul style="list-style-type: none"> Evaluate their product against the original design specification. Evaluate their own product and consider the views of others to improve their work, including intended users. Investigate and analyse how much products have cost to make. Investigate and analyse what methods of construction have been used. 	<ul style="list-style-type: none"> Critically evaluate the quality of the design, manufacture and purpose of their products as they design and make it. Record their evaluations with drawings and labels. Consider the views of others when adapting their product. Investigate and analyse how well products have been made. Investigate and analyse why those particular materials may have been chosen for that product. Evaluate their own product and consider the views of others to improve their work, including intended users.
Design	<ul style="list-style-type: none"> To construct with a purpose in mind, explaining to an adult what you want to make. 	<ul style="list-style-type: none"> Begin to draw on their own experience to help generate ideas. Start to suggest ideas and 	<ul style="list-style-type: none"> Generate ideas by drawing on their own and other people's experiences. Begin to develop their ideas 	<ul style="list-style-type: none"> With growing confidence, generate ideas for an item, considering its purpose and the users. 	<ul style="list-style-type: none"> Confidently make labelled drawings showing specific features. Develop a clear idea of what has to be done, 	<ul style="list-style-type: none"> Start to generate, develop, model and communicate their ideas through discussion, annotated 	<ul style="list-style-type: none"> Start to generate, develop, model and communicate their ideas through discussion, annotated

		<p>explain what they are going to do.</p> <ul style="list-style-type: none"> • Make template and mock ups of their ideas in card and paper. 	<p>discussion, observation, drawing and modelling.</p> <ul style="list-style-type: none"> • Develop their ideas by making templates and mock-ups, labelling the parts. • Identify a purpose for what they intend to make. • Identify simple design criteria eg who the product is for. 	<ul style="list-style-type: none"> • Identify a purpose and establish criteria for a successful product. • Know to make drawings with labels when designing. • When planning, explore their choice of materials, considering the function. • Start to understand whether products used can be recycled. 	<p>planning how to use the materials, equipment and processes, suggesting and alternative if the first attempt fails.</p> <ul style="list-style-type: none"> • When planning, explore their choice of materials, considering the function and aesthetic. 	<p>sketches, diagrams and prototypes.</p> <ul style="list-style-type: none"> • Begin to use research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose. • With growing confidence select appropriate materials, tools and techniques. 	<p>sketches, diagrams, prototypes.</p> <ul style="list-style-type: none"> • Plan the order of their work, choosing appropriate materials, tools and techniques, suggesting ways to improve if first attempt fails.
Knowledge of designers		<ul style="list-style-type: none"> • Begin to understand the development of existing products and how they work. 	<ul style="list-style-type: none"> • To know what a designer does. • To say what they like and dislike about the designers work. 	<ul style="list-style-type: none"> • To know some designers from history. • Talk about some of the tools and techniques that they have used. 	<ul style="list-style-type: none"> • Know about inventors, and, engineers who have developed ground- breaking products. 	<ul style="list-style-type: none"> • Know about a range of different inventors, and, engineers who have developed ground- breaking products. 	<ul style="list-style-type: none"> • Know about inventors, designers, engineers and manufacturers who have developed ground- breaking products.
Making	<ul style="list-style-type: none"> • Begin to select tools and techniques to assemble and join the materials that they are using. • Use simple tools appropriately. 	<ul style="list-style-type: none"> • Begin to make design using appropriate techniques. • Begin to assemble, join and combine materials together. • Use a wide range of tools and equipment safely eg scissors. 	<ul style="list-style-type: none"> • Begin to select tools and materials, using vocab to name and describe them. • Start to assemble, join and combine materials in order to make a product. • Learn to use hand tools, safely and appropriately. • Build structures and explore how to make 	<ul style="list-style-type: none"> • Select a wider range of tools and techniques for making their product eg construction materials, mechanical components and electrical components. • Explain their choice of tools and equipment in relation to the skills and techniques that they will be using. 	<ul style="list-style-type: none"> • To select a wider range of tools and techniques for making their product safely. • Start to join and combine materials and components accurately in temporary and permanent ways. • Measure, mark out, cut, score and shape a range of materials using appropriate tools and techniques. • Understand how to reinforce and 	<ul style="list-style-type: none"> • To select appropriate materials. Tools and techniques, cutting, shaping, joining and finishing accurately. • To select from and use a wider range of materials and components, according to their functional properties and aesthetic qualities. • Begin to mark and measure more accurately using the correct tools. 	<ul style="list-style-type: none"> • Confidently select appropriate tools, materials, components and techniques and use them. • Assemble components to make working models. • Aim to make and achieve a high quality product. • Demonstrate how to make modifications as they go along.

			them stronger, stiffer and more stable.	<ul style="list-style-type: none"> • Measure, mark out, cut, score and assemble components with more accuracy. • Start to work safely and accurately with a range of simple tools. 	strengthen a 3D framework.	<ul style="list-style-type: none"> • Demonstrate how to use different skills in using different tools and equipment safely and accurately. 	<ul style="list-style-type: none"> • Construct products using permanent joining materials. • Know how to reinforce and strengthen a 3D framework.
Mechanics and Electrics		<ul style="list-style-type: none"> • Explore and use mechanics eg leavers, sliders, wheels and axels. 	<ul style="list-style-type: none"> • To make a product that has a moving mechanism. 	<ul style="list-style-type: none"> • Start to understand that mechanical and electrical systems have an input, process and output. • Start to understand that levers, linkages or pneumatic systems create movement. • Know how simple electrical circuits and components can be used to create functional products. 	<ul style="list-style-type: none"> • Know how mechanical systems such as cams and pulleys or gears create movement. • To understand how complex electrical circuits and components can be used to create functional products. 	<ul style="list-style-type: none"> • Know how mechanical systems such as cams and pulleys or gears create movement. • To understand how complex electrical circuits and components can be used to create functional products. 	<ul style="list-style-type: none"> • Understand that mechanical and electrical systems have an input, process and output. • Know how more complex electrical circuits and components can be used to create functional products. • Understand how cams, pulleys or gears create movement.
Textiles		<ul style="list-style-type: none"> • To describe textiles by the way that they feel. • Make a product using different textiles. 	<ul style="list-style-type: none"> • Use a range of different materials and components including textiles. • Cut, shape and join fabrics to make a simple garment, using basic sewing techniques. 	<ul style="list-style-type: none"> • Measure, tape or pin, cut and join fabric with some accuracy. 	<ul style="list-style-type: none"> • To sew using a range of different stitches, weave and knit. • Measure, tape or pin, cut and join with a variety of fabrics with some accuracy. 	<ul style="list-style-type: none"> • To sew using a range of different stitches, weave and knit with accuracy to ensure a good quality finish. • 	<ul style="list-style-type: none"> • To pin, sow and stitch different materials together to create a product.
Cooking	<ul style="list-style-type: none"> • To show some good practices with regard to hygiene and how it can contribute to good health. 	<ul style="list-style-type: none"> • Use basic food handling and personal hygiene when preparing a meal. • To learn that all food comes from 	<ul style="list-style-type: none"> • Follow safe procedures for food safety and hygiene. • To learn that food has to be farmed, grown elsewhere or caught. 	<ul style="list-style-type: none"> • Demonstrate hygienic food preparation and storage. • To know that food is grown and caught. 	<ul style="list-style-type: none"> • Know how to prepare and cook a variety of predominately savoury dishes, safely and hygienically, using a heat source in 	<ul style="list-style-type: none"> • Know how to prepare and cook a variety of predominately savoury dishes, safely and hygienically, using a heat source in 	<ul style="list-style-type: none"> • Know how to prepare and cook a variety of predominately savoury dishes, safely and hygienically, using a heat source in

		<p>plants and animals.</p> <ul style="list-style-type: none"> To learn that everyone should eat at least five portions of fruit and vegetables everyday. 	<ul style="list-style-type: none"> To prepare simple dishes without using a heat source. To learn how to use techniques such as mixing, spreading and cutting. To name and sort food into 5 groups. 	<ul style="list-style-type: none"> To prepare and cook dishes safely, using a heat source where appropriate. To learn how to use a range of techniques such as chopping, slicing and peeling. To know that a healthy diet is made up from a variety and balance of different food and drink. 	<p>order to feed themselves.</p> <ul style="list-style-type: none"> To identify the food that is grown and caught in the UK. To know how to use a range of techniques such as peeling, chopping, slicing, mixing, spreading and baking. To know that a healthy diet is made up from a variety and balance of different food and drink, designing a meal for others. 	<p>order to feed themselves and others.</p> <ul style="list-style-type: none"> To know that food is grown, reared and caught in the UK, Europe and the wider world. To know how to use a range of techniques such as peeling, chopping, slicing, mixing, spreading, baking and grating. To know that food and drink contain different nutrients, water and fibre. 	<p>order to feed themselves and others, using their own recipes.</p> <ul style="list-style-type: none"> To know that seasons may affect the food available. To know how food is processed into ingredients that can be used for cooking. To know how to use a range of techniques such as peeling, chopping, slicing, mixing, spreading, baking and grating, including the use of electrical equipment. To know that food and drink contain different nutrients, water and fibre, that are needed for health.
--	--	---	--	---	--	--	---