

DT Progression Document 2022

| | Subject Specific Knowledge | Subject Specific Skills |
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| Nursery | <ul style="list-style-type: none"> ● Know that tools are not toys and are to be used for a specific purpose ● Rules for using tools safely ● Know that food can be prepared using a wide variety of tools and equipment <p>Key vocab: Tools, cut, join, axle, wheel, vehicle, bridge, support, deck, clay, needle, thread, measure, mix, chop, pinch</p> | <ul style="list-style-type: none"> ● Mark makes using a range of tools and grips ● Uses tools such as scissors, hammers and hole-punches ● Snips paper with scissors ● Join materials with glue and a spreader ● Talk about choices of materials to help create an agreed outcome ● Make mechanisms in simple construction kits - wheels and axles ● Selects and uses available materials to create own models ● Pinches to decorate own clay sculptures ● Cuts along a line with scissors with some accuracy ● Begins to cut around a shape ● ● Cuts along a line with some accuracy ● Roll a snake with clay or dough ● Begins to use a needle to thread ● With support, begins to make large stitches ● Join and separate large construction kit components by clicking and twisting ● Safely use a range of food preparation tools ● Use tape and glue to join materials ● Mould and join malleable materials with hands and tools ● Can pinch to decorate clay sculptures or make a pinch pot |
| Reception | <ul style="list-style-type: none"> ● Name tools - rolling pin, needle, hammer, saw ● Know that tools are not toys and are to be used for a specific purpose ● Know that tools can be used to cut and join | <ul style="list-style-type: none"> ● Using squashing techniques including rolling pins with developing control to achieve desired effects ● Thread, peg and sew on card with growing independence |

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| | <p>wood</p> <ul style="list-style-type: none"> • Know that food can be prepared using a wide variety of tools and equipment <p>Key vocab: Tools, rolling pin, needle, hammer, saw, thread, peg, sew, materials, twist, wrap, weave, thread, tie</p> | <ul style="list-style-type: none"> • Use large materials to create own dens and special places • Stack, align and balance using construction kits with magnetic joints • Join and separate small construction kit components by clicking and twisting • Cut along a line, becoming increasingly accurate • Weave , thread and tie. • Use small hammers accurately • Twist, wrap and weave with pressure and precision • Talk about choices of materials to help create own pictures and models • Use woodwork tools to cut and join • Safely use a wider range of food preparation tools with growing accuracy • Become more accurate, using tape and glue to join materials • Mould and join malleable materials with hands and tools, showing developing skill and accuracy <p>ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> |
| Year 1 | <p>Sort, cut and shape fabrics to produce a simple product</p> <p>Create a moving vehicle</p> <p>Understand the stages of the design process</p> <p>Talk about what children eat at home and begin to discuss how food choices can affect your health. Say where some food comes from and give examples of food that is grown</p> <p>Understand how to create a variety of predominantly</p> | <p>Design</p> <ul style="list-style-type: none"> • Create simple designs for a product against a design criterion • Use pictures and words to describe what he/she wants to do. • Use of technology to assist in designing a product (purple mash) <p>Evaluate</p> <ul style="list-style-type: none"> • Ask simple questions about existing products against a design criteria and those that he/she has made. • Begin to evaluate their products as they are developed to identify strengths and possible changes |

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| | <p>savoury dishes linked to your learning</p> <p>Key Vocab - Cut, join, combine product wheel vehicle axle structure, stronger, stiffer, stable, fabric printing sew stitch, needle thread design, make, evaluate, user, purpose, ideas, design criteria, product, function</p> | <p>Make</p> <ul style="list-style-type: none"> ● Explore how wheels and axles work and operate ● Explore how wheels and axles can be joined ● Build structures, exploring how they can be made stronger, stiffer and more stable. ● Use a range of simple tools to cut, join and combine materials and components safely. (rulers, scissors, PVA with closer supervision glue guns craft knives and hacksaws) <p>Fine Motor Skills</p> <ul style="list-style-type: none"> - Cut out simple shapes - Paste and glue appropriately <p>Fabric</p> <ul style="list-style-type: none"> ● Explore simple coloring of fabric using printing and fabric crayons ● Use scissors appropriately to cut and shape fabric ● Explore the use of simple running stitch <p>Food</p> <ul style="list-style-type: none"> ● Use simple tools with help to prepare food safely. (With close supervision: lemon squeezer, masher, peeler- soft vegetables, sieve/ colander and knife) |
| <p>Year 2</p> | <p>Apply decorations such as running or over stitch to a product</p> <p>Create a moving picture using levers, sliders and simple pop ups</p> <p>Understand the stages of the design process</p> | <p>Design</p> <ul style="list-style-type: none"> ● Design purposeful, functional, appealing products for himself/herself and other users based on design criteria. ● Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. ● Use of technology to assist in designing a product |

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| | <p>Understand the need for a variety of food in a diet. Understand that all food has to be farmed, grown or caught.</p> <p>Understand how to create a variety of predominantly savoury dishes linked to your learning</p> <p>Key Vocab - Consolidate words from previous year.</p> <p>slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, pull, push, up, down, straight, curve, forwards, backwards</p> | <p>(purple mash / nets)</p> <p>Evaluate</p> <ul style="list-style-type: none"> ● Evaluate and assess existing products and those that he/she has made using a design criteria. ● Evaluate their products and prototypes against design criteria, identifying strengths and possible changes <p>Make</p> <ul style="list-style-type: none"> ● Explore how levers, sliders and pops ups operate ● Explore how levers, sliders and pops ups can be incorporated into a design ● Choose appropriate tools, equipment, techniques and materials from a wide range. ● Safely measure, mark out, cut and shape materials and components using a range of tools. (rulers, scissors, with closer supervision glue guns craft knives and hacksaws) ● Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> - Use a knife to cut food - Cuts well with scissors, not deviating from the cutting line - Tie a simple knot in a piece of string <p>Fabric</p> <ul style="list-style-type: none"> ● Explore how to use basic stitches to join fabric together ● Use printing, dipping and fabric pens to colour fabric <p>Food</p> <ul style="list-style-type: none"> ● Use a wider range of cookery techniques to prepare food safely. (With close supervision: lemon squeezer, masher, peeler- soft vegetables and large even sized |
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| | | hard vegetables, sieve/ colander and knife) |
| Year 3 | <p>Create a model out of lolly sticks or straws, which incorporates an element of movement</p> <p>Understand the stages of the design process</p> <p>Create a textile using simple stitches or fabric glue</p> <p>Talk about the different food groups and name food from each group.</p> <p>Understand that food has to be grown, farmed or caught in Europe and the wider world.</p> <p>Understand how to create a variety of predominantly savoury dishes linked to your learning</p> <p>Key Vocab - Consolidate words from previous year.</p> <p>annotations, elements, struts, stability reinforce, pneumatic, valve, forces, prototypes, mock up components, Running stitch , back stitch, print, dye template seam Pivot</p> | <p>Design</p> <ul style="list-style-type: none"> ● Use knowledge of existing products to design his/her own functional product. ● Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes. ● Use of technology to assist in designing a product () <p>Evaluate</p> <ul style="list-style-type: none"> ● Investigate and analyse existing products and those he/she has made, considering a wide range of factors. ● Evaluate the effectiveness of their product and prototypes against simple design criteria <p>Make</p> <ul style="list-style-type: none"> ● Safely measure, mark out, cut, assemble and join with some accuracy. ● Make suitable choices from a wider range of tools and plan out the main stages of using them. (rulers, scissors, PVA, with supervision glue guns craft knives and hacksaws) ● Explore creating levers and linkages or pneumatic systems and how these operate ● Explore how different shapes (including diagonal struts) and designs can reinforce a product <p>Fine Motor Skills</p> <ul style="list-style-type: none"> - Use a knife to cut a variety of food and materials accurately - Cuts intricate shapes (including change of direction) with scissors - Tie a bow |

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| | | <p>Textiles</p> <ul style="list-style-type: none"> ● Colour fabric using printing and dyeing techniques to create different textural effects ● Use a needle and thread to stitch effectively <p>Food</p> <ul style="list-style-type: none"> ● Use a wider variety of ingredients and techniques to prepare and combine ingredients safely. ● Use a variety of tools safety in food preparation (With supervision: serrated vegetable knife , masher, peeler- harder food, garlic press, grater |
| Year 4 | <p>Create a model with a shell structure, which incorporates an element of movement</p> <p>Create a textile using an over stitch technique</p> <p>Understand the stages of the design process</p> <p>Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active. Understand seasonality and the advantages of eating seasonal and locally produced food.</p> <p>Understand how to create a variety of predominantly savoury dishes linked to your learning</p> <p>Key Vocab -</p> | <p>Design</p> <ul style="list-style-type: none"> ● Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. ● Create designs using a range of diagrams. ● Use of technology to assist in designing a 3d product (e.g. tinker cards, sketchup) <p>Textiles</p> <ul style="list-style-type: none"> ● Use tie dye to create different patterns ● Use a needle and thread to stitch and embroider to attach two pieces of fabric <p>Evaluate</p> <ul style="list-style-type: none"> ● Consider how existing products and his/her own finished products might be improved and how well |

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| | <p>Consolidate words from previous year.</p> <p>reinforce, function, accuracy, aesthetic allowance, Triangulation Specification system</p> | <p>they meet the needs of the intended user</p> <ul style="list-style-type: none"> ● Evaluate the product and prototypes by carrying out appropriate tests <p>Make</p> <ul style="list-style-type: none"> ● Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks. (rulers, scissors, PVA with supervision hammers, glue guns craft knives and hacksaws) ● Use his/her knowledge of techniques and the functional and aesthetic qualities of materials to plan how to use them. ● Explore how electrical systems can be incorporated into products (circuit with bulbs, buzzers) ● Explore how different shapes, joins and designs can reinforce or strengthen a product <p>Food</p> <ul style="list-style-type: none"> ● Read and follow recipes which involve several processes, skills and techniques ● Use a wider variety of tools safely in food preparation (With supervision: serrated vegetable knife - even sized strips/cubes, masher, peeler- harder food, garlic press, grater) |
| Year 5 | Create a model which uses a frame and more than one material, and incorporates an element of movement | <p>Design</p> <ul style="list-style-type: none"> ● Use his/her research into existing products and |

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| | <p>Understand the stages of the design process</p> <p>Create a textile using a weaving technique (e.g. weaving, lace making, felting)</p> <p>Understand the main food groups and the different nutrients that are important for health. Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat</p> <p>Understand how to create a variety of predominantly savoury dishes linked to your learning</p> <p>Key Vocabulary- - Consolidate words from previous year.</p> <p>Aesthetics, gears, pulleys, cams, woven, weave, weft, frame, chassis, innovate, scale, output batik</p> | <p>his/her market research to inform the design of his/her own innovative product.</p> <ul style="list-style-type: none"> ● Create prototypes to show his/her ideas. ● Create scaled drawings of designs. ● Use of computer aided design (CAD) to assist in designing a 3d product (e.g. tinker cards, morphi, sketchup) <p>Evaluate</p> <ul style="list-style-type: none"> ● Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work. ● Evaluate the product and prototypes against design criteria and by carrying out appropriate tests <p>Make</p> <ul style="list-style-type: none"> ● Make careful measurements so that joins, holes and openings are in exactly the right place. ● Explore different techniques for joining materials together (rulers, scissors, PVA with some supervision glue guns craft knives, hand drills and hacksaws) ● Explore how IT, cams, pulleys or gears can be incorporated into your product (e.g. Lego We do. Spheros) ● Explore how different shapes, joins and methods can reinforce a product <p>Textiles</p> <ul style="list-style-type: none"> ● Use resist, paste and batik to dye fabric ● Begin to learn and explore simple weaving techniques (felting or weaving) <p>Food</p> |
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| | | <ul style="list-style-type: none"> ● Select appropriate ingredients and use a wide range of techniques to combine them. ● Use a variety of tools and kitchen equipment safely in food preparation (Confidently with some supervision: Knives, peeler, grater and can opener) |
| Year 6 | <p>Create a model out of a range of materials, which incorporates an element of movement and electrical system</p> <p>Understand the stages of the design process</p> <p>Create a textile using a range of materials and techniques including knitting</p> <p>Confidently plan a series of healthy meals based on the principles of a healthy and varied diet.</p> <p>Understand how to create a variety of predominantly savoury dishes linked to your learning</p> <p>Key Vocabulary-</p> <ul style="list-style-type: none"> - Consolidate words from previous year. <p>Versatile, Tack stitching, innovation, SWOT analysis</p> | <p>Design</p> <ul style="list-style-type: none"> ● Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products ● Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. ● Create scaled drawings of designs. ● Use of computer aided design (CAD) to assist in designing a 3d product (e.g. tinker cards, sketchup) <p>Make</p> <ul style="list-style-type: none"> ● Make careful and precise measurements so that joins, holes and openings are in exactly the right place.(rulers, scissors, PVA with some supervision glue guns craft knives, hand drills and hacksaws) ● Explore how to reinforce and strengthen a design so it is functional ● Explore how electrical systems can be integral in a functional products (switches, motors, bulbs, buzzers) ● Explore how series circuits can be developed into a product |

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| | | <p>Evaluate</p> <ul style="list-style-type: none">● Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made.● Evaluate their products and prototypes, identifying strengths and areas for development and carry out appropriate texts <p>Textiles</p> <ul style="list-style-type: none">● Use batik using more than one colour● Begin to learn simple knit and purl stitches● Learn how to cast on <p>Food</p> <ul style="list-style-type: none">● Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills.● Use information on food labels to inform choices.● Use a wide variety of tools and kitchen equipment safely in food preparation● (Confidently with some supervision: Knives, peeler, grater and can opener) |
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