

Old Park Primary School DT Skills Progression

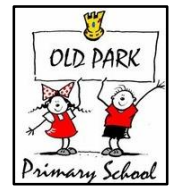
Highlighted statements show progression or new learning. Statements that are not highlighted show reviewed learning.



Design						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment.</p> <p>Generate ideas by drawing on their own experiences.</p> <p>State what products are being made.</p>	<p>Work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment.</p> <p>Generate ideas by drawing on their own experiences.</p> <p>State what products are being made.</p> <p>State whether products are for themselves or others.</p> <p>Describe what their products are for.</p> <p>Say how their products will work.</p> <p>Use knowledge of existing products to help come up with ideas.</p> <p>Develop and communicate ideas by talking and drawing.</p>	<p>Work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment.</p> <p>Generate ideas by drawing on their own experiences.</p> <p>State what products are being made.</p> <p>State whether products are for themselves or others.</p> <p>Describe what their products are for.</p> <p>Say how their products will work.</p> <p>Use knowledge of existing products to help come up with ideas.</p> <p>Develop and communicate ideas by talking and drawing.</p> <p>Say how they will make their products suitable for the intended users.</p> <p>Use simple design criteria to help develop their ideas.</p> <p>Model ideas by exploring</p>	<p>Work confidently within a range of contexts, such as home, school, leisure, culture, enterprise, industry and the wider environment.</p> <p>Describe the purpose of their products.</p> <p>Share and clarify ideas.</p> <p>Model their ideas using prototypes and pattern pieces.</p> <p>Use computer-aided design to develop and communicate their ideas.</p>	<p>Work confidently within a range of contexts, such as home, school, leisure, culture, enterprise, industry and the wider environment.</p> <p>Describe the purpose of their products.</p> <p>Indicate the design features of their products that will appeal to intended users.</p> <p>Explain how particular parts of their products work.</p> <p>Share and clarify ideas.</p> <p>Model their ideas using prototypes and pattern pieces.</p> <p>Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas.</p>	<p>Work confidently within a range of contexts, such as home, school, leisure, culture, enterprise, industry and the wider environment.</p> <p>Describe the purpose of their products.</p> <p>Indicate the design features of their products that will appeal to intended users.</p> <p>Explain how particular parts of their products work.</p> <p>Carry out research, using surveys, interviews, questionnaires and web-based resources.</p> <p>Gather information about needs and wants of particular individuals and groups.</p> <p>Gather information about needs and wants of particular individuals and groups.</p> <p>Share and clarify ideas.</p> <p>Model their ideas using prototypes and pattern pieces.</p> <p>Use annotated sketches, cross-sectional drawings and exploded diagrams to develop</p>	<p>Work confidently within a range of contexts, such as home, school, leisure, culture, enterprise, industry and the wider environment.</p> <p>Describe the purpose of their products.</p> <p>Indicate the design features of their products that will appeal to intended users.</p> <p>Explain how particular parts of their products work.</p> <p>Carry out research, using surveys, interviews, questionnaires and web-based resources.</p> <p>Gather information about needs and wants of particular individuals and groups.</p> <p>Develop their own design criteria and use these to inform their own ideas.</p> <p>Share and clarify ideas.</p> <p>Model their ideas using prototypes and pattern pieces.</p> <p>Use annotated sketches, cross-sectional drawings and exploded diagrams to develop</p>

		<p>materials, components and construction kits and by making templates and mockups.</p> <p>Use ICT, where appropriate, to develop and communicate their ideas.</p>			<p>and exploded diagrams to develop and communicate their ideas.</p> <p>Generate realistic ideas, focusing on the needs of the user.</p>	<p>and communicate their ideas.</p> <p>Generate realistic ideas, focusing on the needs of the user.</p> <p>Make design decisions that take into account the availability of resources.</p>
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Make

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Understand that media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	<p>Plan by suggesting what to do next.</p> <p>Follow procedures for safety and hygiene.</p> <p>Use a range of materials and components, including construction materials and kits, food ingredients and mechanical components.</p>	<p>Plan by suggesting what to do next.</p> <p>Select from a range of tools and equipment, explaining their choices.</p> <p>Select from a range of materials and components according to their characteristics.</p> <p>Follow procedures for safety and hygiene.</p> <p>Use a range of materials and components, including construction materials and kits, food ingredients and mechanical components.</p> <p>Measure, mark out, cut and shape materials and components.</p> <p>Assemble, join and combine materials and components.</p> <p>Use finishing techniques, including those from Art and Design.</p>	<p>Select tools and equipment suitable for the task.</p> <p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</p> <p>Select materials and components suitable for the task.</p> <p>Follow procedures for safety and hygiene.</p> <p>Use a wider range of materials and components that KS1, including construction materials and kits, textiles, food ingredients and mechanical components.</p> <p>Measure, mark out, cut and shape materials and components with some accuracy.</p> <p>Assemble, join and combine materials and components.</p> <p>Use finishing techniques, including those from Art</p>	<p>Select tools and equipment suitable for the task.</p> <p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</p> <p>Select materials and components suitable for the task.</p> <p>Explain their choice of materials and components according to the functional properties and aesthetic qualities.</p> <p>Order the main stages of working.</p> <p>Follow procedures for safety and hygiene.</p> <p>Use a wider range of materials and components that KS1, including construction materials and kits, textiles, food ingredients and mechanical components.</p> <p>Measure, mark out, cut and shape materials and</p>	<p>Select tools and equipment suitable for the task.</p> <p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</p> <p>Select materials and components suitable for the task.</p> <p>Explain their choice of materials and components according to the functional properties and aesthetic qualities.</p> <p>Produce appropriate lists of tools, equipment and materials that they need.</p> <p>Order the main stages of working.</p> <p>Follow procedures for safety and hygiene.</p> <p>Use a wider range of materials and components that KS1, including construction materials and kits, textiles, food ingredients and</p>	<p>Select tools and equipment suitable for the task.</p> <p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</p> <p>Select materials and components suitable for the task.</p> <p>Explain their choice of materials and components according to the functional properties and aesthetic qualities.</p> <p>Produce appropriate lists of tools, equipment and materials that they need.</p> <p>Formulate step by step plans as a guide to making.</p> <p>Follow procedures for safety and hygiene.</p> <p>Use a wider range of materials and components that KS1, including construction materials and kits, textiles, food ingredients and</p>

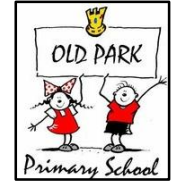
			<p>and Design.</p>	<p>components with some accuracy.</p> <p>Assemble, join and combine materials and components with some accuracy.</p> <p>Apply a range of finishing techniques, including those from Art and Design, with some accuracy.</p>	<p>mechanical components.</p> <p>Accurately measure, mark out, cut and shape materials and components with some accuracy.</p> <p>Accurately assemble, join and combine materials and components with some accuracy.</p> <p>Accurately apply a range of finishing techniques, including those from Art and Design, with some accuracy.</p> <p>Use techniques that involve a number of steps.</p>	<p>mechanical components.</p> <p>Accurately measure, mark out, cut and shape materials and components with some accuracy.</p> <p>Accurately assemble, join and combine materials and components with some accuracy.</p> <p>Accurately apply a range of finishing techniques, including those from Art and Design, with some accuracy.</p> <p>Use techniques that involve a number of steps.</p> <p>Demonstrate resourcefulness when tackling practical problems.</p>
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Evaluate						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Characteristics of effective learning.</p> <p>Review how well the approach worked.</p> <p>Talk about what I like and what I might do differently next time.</p>	<p>Talk about their design ideas and what they are making.</p> <p>Make simple judgements about their products and ideas against design criteria.</p> <p>Explore what existing products are and what they are used for.</p> <p>Explore what materials products are made from.</p>	<p>Talk about their design ideas and what they are making.</p> <p>Make simple judgements about their products and ideas against design criteria.</p> <p>Suggest how their products could be improved.</p> <p>Explore what existing products are and what they are used for.</p> <p>Explore how products work and how or where they might be used.</p> <p>Explore what materials products are made from.</p> <p>Explore what they like and dislike about products.</p>	<p>Identify the strengths and areas for development in their ideas and products.</p> <p>Consider the views of others, including intended users, to improve their work.</p> <p>Refer to their design criteria as they design and make.</p> <p>Use their design criteria to evaluate their completed products.</p> <p>Investigate and analyse how well products have been designed and made.</p> <p>Investigate and analyse how well products work to achieve their purposes.</p> <p>Investigate and analyse how well products meet the users' needs and wants.</p>	<p>Identify the strengths and areas for development in their ideas and products.</p> <p>Consider the views of others, including intended users, to improve their work.</p> <p>Refer to their design criteria as they design and make.</p> <p>Use their design criteria to evaluate their completed products.</p> <p>Investigate and analyse how well products have been designed and made.</p> <p>Investigate and analyse why materials have been chosen.</p> <p>Investigate and analyse what methods of construction have been used.</p> <p>Investigate and analyse how well products work to achieve their purposes.</p>	<p>Identify the strengths and areas for development in their ideas and products.</p> <p>Consider the views of others, including intended users, to improve their work.</p> <p>Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make.</p> <p>Evaluate their ideas and products against their original design specification.</p> <p>Investigate and analyse how well products have been designed and made.</p> <p>Investigate and analyse why materials have been chosen.</p> <p>Investigate and analyse what methods of construction have been used.</p>	<p>Identify the strengths and areas for development in their ideas and products.</p> <p>Consider the views of others, including intended users, to improve their work.</p> <p>Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make.</p> <p>Evaluate their ideas and products against their original design specification.</p> <p>Investigate and analyse how well products have been designed and made.</p> <p>Investigate and analyse why materials have been chosen.</p> <p>Investigate and analyse what methods of construction have been used.</p>

				<p>Investigate and analyse how well products meet the users' needs and wants.</p> <p>Investigate and analyse who designed and made the products.</p> <p>Investigate and analyse where and when products were designed and made.</p> <p>Investigate and analyse whether products can be recycled or reused.</p>	<p>Investigate and analyse how well products work to achieve their purposes.</p> <p>Investigate and analyse how well products meet the users' needs and wants.</p> <p>Investigate and analyse who designed and made the products.</p> <p>Investigate and analyse where and when products were designed and made.</p> <p>Investigate and analyse whether products can be recycled or reused.</p> <p>Know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</p>	<p>Investigate and analyse how well products work to achieve their purposes.</p> <p>Investigate and analyse how well products meet the users' needs and wants.</p> <p>Investigate and analyse who designed and made the products.</p> <p>Investigate and analyse where and when products were designed and made.</p> <p>Investigate and analyse whether products can be recycled or reused.</p> <p>Investigate and analyse how much products cost to make.</p> <p>Investigate and analyse how innovative products are.</p> <p>Investigate and analyse how sustainable the materials in products are.</p> <p>Investigate and analyse what impact products have beyond their intended purpose.</p> <p>Know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</p>
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Technical Knowledge

EIFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Experiment with different construction kits, tools and materials.	<p>Know about the simple working characteristics of materials and components.</p> <p>Know about the movement of simple mechanisms such as levers, sliders, wheels and axles.</p>	<p>Know about the simple working characteristics of materials and components.</p> <p>Know about the movement of simple mechanisms such as levers, sliders, wheels and axles.</p> <p>Know how free standing structures can be made stronger, stiffer and more stable.</p> <p>Know that food ingredients should be combined according to their sensory characteristics.</p> <p>Use the correct technical vocabulary for the projects they are undertaking.</p>	<p>Know how to use learning from Science and Maths to help design and make products that work.</p> <p>Know that materials have both functional properties and aesthetic qualities.</p> <p>Understand that materials can be combined and mixed to create more useful characteristics.</p> <p>Use the correct technical vocabulary for the products they are undertaking.</p> <p>Know how mechanical systems such as levers and linkages create movement.</p> <p>Know how to make strong, stiff shell structures.</p>	<p>Know how to use learning from Science and Maths to help design and make products that work.</p> <p>Know that materials have both functional properties and aesthetic qualities.</p> <p>Understand that materials can be combined and mixed to create more useful characteristics.</p> <p>Use the correct technical vocabulary for the projects they are undertaking.</p> <p>Know how mechanical systems such as levers and linkages create movement.</p> <p>Know how to make strong, stiff shell structures.</p> <p>Know that a single fabric shape can be used to make a 3D textiles product.</p>	<p>Know how to use learning from Science and Maths to help design and make products that work.</p> <p>Know that materials have both functional properties and aesthetic qualities.</p> <p>Understand that materials can be combined and mixed to create more useful characteristics.</p> <p>Know that mechanical electrical systems have an input, process and output.</p> <p>Use the correct technical vocabulary for the projects they are undertaking.</p> <p>Understand how mechanical systems such as cams or pulley or gears create movement.</p> <p>Know how complex electrical circuits and components can be used to create functional products.</p>	<p>Know how to use learning from Science and Maths to help design and make products that work.</p> <p>Know that materials have both functional properties and aesthetic qualities.</p> <p>Understand that materials can be combined and mixed to create more useful characteristics.</p> <p>Know that mechanical electrical systems have an input, process and output.</p> <p>Use the correct technical vocabulary for the projects they are undertaking.</p> <p>Understand how mechanical systems such as cams or pulley or gears create movement.</p> <p>Know how to reinforce and strengthen a 3D framework</p> <p>Know that a 3D textiles product can be made from</p>

					<p>Know how to reinforce and strengthen a 3D framework</p> <p>Know that a 3D textiles product can be made from a combination of fabric shapes.</p>	<p>a combination of fabric shapes.</p> <p>Know that a recipe can be adapted by adding or substituting one or more ingredients.</p>
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Cooking						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Discuss the importance for good health of a healthy diet.</p> <p>Manage their own basic hygiene and personal needs.</p>	<p>Know that all food comes from plants or animals.</p> <p>Know that everyone should eat at least five portions of fruit and vegetables every day.</p>	<p>Know that all food comes from plants or animals.</p> <p>Know that food has to be farmed, grown elsewhere (eg: home) or caught.</p> <p>Know how to name and sort foods into the five groups in The Eatwell Plate.</p> <p>Know that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>Know how to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>Know how to use techniques such as cutting, peeling and grating.</p>	<p>Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell Plate.</p> <p>Understand that to be active and healthy, food and drink are needed to provide energy for the body.</p>			<p>Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>Understand that the seasons may affect the food available.</p> <p>Know how food is processed into ingredients that can be eaten or used in cooking.</p> <p>Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Understand that recipes can be adapted to change the appearance, taste, texture and aroma.</p>

						<p>Know that different foods and drinks contain different substances - nutrients, water and fibre - that are needed for health.</p>
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