

D&T Progression of Skills

National Curriculum Reference for KS1	<u>Design</u>	<u>Make</u>	<u>Evaluate</u>	<u>Technical Knowledge</u>	<u>Cooking and Nutrition</u>
EYFS	<ul style="list-style-type: none"> -Begin to use the language of designing and making, e.g. join, build and shape. -Learning about planning and adapting initial ideas to make them better. 	<ul style="list-style-type: none"> -To learn to construct with a purpose in mind. -Selects tools and techniques needed to shape, assemble and join materials. 	<ul style="list-style-type: none"> -Begin to talk about changes made during the making process, e.g. making a decision to use a different joining method. 	<ul style="list-style-type: none"> -To learn how to use a range of tools, e.g. scissors, hole punch, stapler, woodworking tools, rolling pins, pastry cutters. -Learn how everyday objects work by dismantling things. 	<ul style="list-style-type: none"> -To begin to understand some of the tools, techniques and processes involved in food preparation. -Children have basic hygiene awareness.
KS1	<ul style="list-style-type: none"> -Generate ideas by drawing on their own experiences. -Describe what their products are for. -Say how their products will work. -Use knowledge of existing products to come up with ideas. -Model ideas by exploring materials, components and construction kits. 	<ul style="list-style-type: none"> -Start to choose their tools and equipment, explaining their choices. -Select from a range of materials according to characteristics. -Measure, mark-out, cut and shape materials. -Assemble, join and combine materials. 	<ul style="list-style-type: none"> -Make simple judgements about their products and designs and suggest how their products could be improved. -Evaluate what they like and dislike about existing products. -Describe where (their) products might be used. 	<ul style="list-style-type: none"> -Know about the movement of simple mechanisms, such as levers, sliders, wheels and axles. -How to make freestanding structures stronger, stiffer and more stable. -To know the correct technical vocabulary for the project they are working on. 	<ul style="list-style-type: none"> -Know that all food comes from plants and animals. -Food has to be farmed, grown (elsewhere) or caught. -Know how to name and sort foods into 5 groups in The Eat Well plate. -How to prepare simple cold dishes safely and hygienically. -Use techniques such as, cutting, peeling and grating.

National Curriculum Reference for KS2	<u>Design</u>	<u>Make</u>	<u>Evaluate</u>	<u>Technical Knowledge</u>	<u>Cooking and Nutrition</u>
Lower KS2	<ul style="list-style-type: none"> -To describe the purpose of their products. -To indicate design features of their products and explain how particular part of their products work. -Develop own design criteria and use these to inform their ideas. -Model their ideas through: prototypes, sketches and CAD. -Develop realistic ideas with a clear purpose or person in mind. 	<ul style="list-style-type: none"> -Select tools and equipment, explaining their choice of use -Select materials and components suitable for task. -Explain their choice of materials and components according functional properties and aesthetic qualities. -Measure, mark-out, cut and shape materials with some accuracy. -Assemble, join and combine materials with some accuracy. -Start to apply finishing techniques. 	<p style="text-align: center;">D&T Progression of Skills</p> <ul style="list-style-type: none"> -Use their design criteria to evaluate their completed products. -Evaluate existing designs looking at: how well it was made, why materials were chosen etc. -Whether products can be recycled and reused. -To know about key inventors and designers. 	<ul style="list-style-type: none"> -How mechanical systems such as levers, pulleys or pneumatic systems create movement. -How simple electrical circuits and components can be used to create functional products. -To learn how to program a computer to control their products. -How to make strong, stiff shell structures. 	<ul style="list-style-type: none"> -That food is grown, reared and caught in the UK, Europe and the wider world. -How to prepare and cook a variety of savoury foods safely and hygienically including, where appropriate, the use of a heat source. -To use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. -To know that a healthy diet is made up from a variety and balance of different food and drinks.
Upper KS2	<ul style="list-style-type: none"> -Carry out research, using surveys, interviews, questionnaires and web-based resources. -Identify the needs, wants, preferences and values of particular individuals and groups. -Develop a simple design specification to guide their thinking. -Generate innovative ideas, drawing on research. Make design decisions, taking account of constraints such as time, resources and cost. 	<ul style="list-style-type: none"> -Produce appropriate lists of tools, equipment and materials that they need. -Formulate step-by-step plans as a guide to making. -Accurately measure, mark-out, cut and shape materials and components. -Accurately assemble, join and combine materials and components. -Accurately apply a range of finishing techniques. -Use techniques that involve a number of steps. -Demonstrate resourcefulness tackling practical problems. 	<ul style="list-style-type: none"> -Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make. -Evaluate their ideas and products against their original design specification. -Investigate and analyse how much products cost to make, how innovative products are, how sustainable the materials in products are and what impact the products have beyond their intended purpose. -To know more about key inventors, designers, engineers, chefs and manufacturers. 	<ul style="list-style-type: none"> -How mechanical systems such as cams or pulleys or gears create movement. -How more complex electrical circuits and components can be used to create functional products. -How to program a computer to monitor changes in the environment and control their products. -How to reinforce and strengthen a 3D framework. 	<ul style="list-style-type: none"> -That seasons may affect the food available. -How food is processed into ingredients that can be eaten or used in cooking. -To know that recipes can be adapted to change the appearance, taste, texture and aroma. To know that different food and drink contain different substances - nutrients, water and fibre - that are needed for health.