

DT skills and knowledge progressions

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Big	Ideas	Diwali lamp	Toys	Garment	Slave aid	Carrying tool	Bridges	Explorer shoe cover
	Develop	Discuss what	Discuss the	Discuss the	Identify the	Identify the needs/challenges	Research the needs/challenges	Research the needs and
	creative	they are going	needs/challenges of	needs/challenges of the	needs/challenges of the	of the user/s to identify	of the user/s to create a design	challenges of the user/s to
	and	to make and	the user in order to	user in order to generate	user/s to identify success	success criteria to include on	specification for functionality	create a design
	technical	create a simple	generate a simple	a simple design	criteria to include on the	the design specification. Sort	and aesthetics.	specification with criteria
	expertise	list of what they	design specification	specification	design specification. Sort	these criteria into essential		identified in order of
	Design	need/want to	for their product	·	criteria into essential and	and desirable features.	Research existing products,	importance
	high-	include in their	·	Identify the features of	desirable features.		identify suitable and not	·
	quality,	design.	Observe, discuss	existing products, select		Evaluate some given existing	suitable features for their	Conduct own research and
	purposeful,	-	and label the	and justify which	Discuss the strengths and	products and identify criteria	product and explain their	appraise features of
	functional	Observe and	features of existing	elements they will	weakness of existing	that should/could be used in	reasoning.	existing products to
	and	describe the	products to	include on their own	products and link these	their own design		support design
	appealing prototypes	features of a	generate own ideas	design.	with ideas for their own		Communicate a range of	
	and	range of similar			design	Communicate a range of	realistic ideas (which meet the	Communicate a range of
-	products	products to the	Draw ideas, label	Draw a simple design of		realistic ideas (which meet	design specification) through	realistic ideas (which meet
2	for a wide	ones they are	some of the	the product, label	With support, create a	the design specification)	annotated sketches and	the design specification)
gnin	range of	creating/designi	features and talk	materials/features and	range of realistic ideas	through detailed labelled	drawings, discussion and cross-	through detailed labelled
<u></u>	users	ng to help	about the design to	describe how it will work	(which meet the design	drawings (including features	sectional diagrams	drawings, discussion and
S		generate their	someone else	to someone.	specification) through	and materials).		exploded diagrams
		list			annotated sketches.		Test the suitability of different	
			Identify the	Select between at least 2		Develop initial design ideas	materials (card, doweling,	Identify effective/desirable
		Draw a picture	properties of the	different construction	Explore a range of	through the investigation and	straws etc) / components	properties of materials /
		of what they	materials/	materials / components	materials/ components	analysis of a range of	before deciding which to use	components and test their
		want their	components	and reason about their	that could be used and	materials / components and	and labelling them on their	suitability before labelling
		product to look	provided and their	choices based on the	identify their choice on	their properties that could be	design.	them on their design.
		like.	suitability for their	properties of the material	their design	selected	Davidas a da satida a afroda A	Farmendate a standard levister
		Fordana and	product.	and the design	11	Han and a string of the second to	Develop a clear idea of what	Formulate a step-by-step
		Explore and	Use prepositional	specification.	Use prepositional	Use prepositional language in	has to be done (including who	guide to making a product
		discuss a range of materials	language to describe how they	Lico propositional	language in a list of steps	a list of steps that will be	by if working as a team) and	(allocating tasks in a team
			· · · · · · · · · · · · · · · · · · ·	Use prepositional	that will be taken to make	taken to make the product and identify roles and	write a list of steps to show the	where necessary)
		that they could use to make	might make their product with	language to describe how they might make their	the product and identify	responsibilities when working	order of construction. Suggest alternative methods if the first	Consider time, resources
			'	product with teacher	roles and responsibilities	'		
		their product.	teacher support.	'	when working as a team.	as a team.	attempt fails.	and cost when designing
				support.				

	Davidor	(Construction)	(Construction)	/Toytiles)	(Construction)	(Toytiles)	(Construction)	/Toutiles)
	Develop technical	(Construction) Join materials	(Construction) Join a range of	(Textiles) Join and combine	(Construction) Join and combine	(Textiles) Test at least 2 different ways	(Construction) Investigate the most effectives	(Textiles) Investigate the most
	expertise	and	materials and	materials and	materials and	Join and combine materials	_	effectives ways Join and
	expertise						ways Join and combine	combine materials and
		components	components e.g.	components in temporary	components in temporary	and components in	materials and components	
		e.g. gluing,	gluing, stapling,	and permanent ways	and permanent ways	temporary and permanent	accurately in a temporary and	components accurately in a
		stapling, taping	taping	Find was to make my	Channell an atiffic and	ways before deciding on the	permanent way	temporary and permanent
				Find ways to make my	Strengthen, stiffen and	most effective		way
		Choose strong	I can begin to find	sewing joins stronger,	reinforce structures		Choose the most appropriate	
		resources and	ways to make my	stiffer and more stable		Strengthen, stiffen and	way to strengthen, stiffen and	Choose the most
		use more	model stronger,	e.g. by putting the	Use a mechanical system	reinforce fabrics	reinforce structures	appropriate way to
		joining material	stiffer and more	stitches closer together	in their product that			strengthen, stiffen and
		to make the	stable e.g. by		produces one outcome	Know and use technical	Know and use technical	reinforce fabrics
		product	adding a wider base	Know and use technical	(e.g wheels/axels)	vocabulary relevant to the	vocabulary relevant to the	
		stronger		vocabulary relevant to	Know and use technical	project: Join, stitch, seam,	project: cog, lever, pulley,	Know and use technical
S			Explore and use	the project: attaching,	vocabulary relevant to	function	mechanism.	vocabulary relevant to the
skills		Know and use	levers and sliders in	joining, sew	the project: component,			project: hem, reinforce,
TS S		technical	my work e.g.		axel, wheel, (Knex)			lining,
		vocabulary	moving picture					
2		relevant to the	Know and use					
		project: stick,	technical					
Technical		twist, attach,	vocabulary relevant					
ூ		draw, design,	to the project:					
_		model, cut	construct, tool, join,					
			product, design,					
			hinge					
		Taste, describe	Understand where	Understand that there	Understand how the	Understand and use basic	Understand and apply the	Understand seasonality/
		and evaluate a	food comes from	are different foods	different food groups	principles of a healthy and	principles of a healthy and	know where/ how a variety
		range of food	and sort it into	groups and the types of	combine to make a	varied diet to prepare food	varied diet when planning a	of ingredients are grown,
		and be able to	different categories	food in each group	healthy balanced diet	and talk about their diets	nutritionally balanced menu	reared, caught / processed.
		talk about some	based on their	lood iii cucii gi oup	nearthy balancea area	and talk about their arets	Hatritionally balancea mena	rearea, eaught, processeu.
		foods that are	properties. Discuss					
		good for you	the benefits and					
		and why	negatives in terms					
		and willy	of a healthy					
			balanced diet					
			Sulanicea diet					
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	Develop	Use simple tools	Select from and use	Select from and use tools	Select from and safely	Make modifications	Safely use tools/techniques	Safely use tools/techniques
	practical	provided to	a range of tools in	safely to cut, shape, join	use tools to cut, shape,	throughout to achieve a high	based on exploration of each to	based on exploration of
	expertise	make their	different ways to	or finish work, and	join or finish work and	quality product	cut, shape, join or finish	each to cut, shape, join or
		product e.g.	perform practical	explain choices	explain choices		accurately	finish accurately
	Make	scissors, glue	tasks of cutting,			Select from and safely use		
	high-	spreaders,	shaping, joining and	Use a needle.	Measure, cut, score to	tools to cut, shape, join or	Use cutting and finishing tools	Use a needle.
	quality	pencils, pens,	finishing e.g.	Sew the running stitch	the nearest cm and	finish work accurately and		Sew the hemming stitch
	prototype	tape, rulers,	scissors, glue		assemble with some	explain choices	Use skills to measure, mark out	
	s and	hole punch	spreaders, pencils,	Measure, cut and score to	accuracy		and cut accurately to ensure a	Use skills to measure, mark
	products		pens, sellotape,	the nearest cm with some		Use a needle.	good quality finish	out and cut accurately to
	for a wide	Talk about the	rulers	accuracy		Sew the back stitch and		ensure a good quality finish
	range of	overall size of				running stitch	Make products that are	
	users	the model, its	Describe the				accurately assembled and well	Make products that are
		parts and the	lengths and sizes of			Measure, mark out, cut and	finished	accurately assembled and
		process they	the different parts			shape with accuracy and		well finished
		have used.	of the product.			using mm.	Make modifications throughout	
			Cut along straight				to achieve a high quality	Make modifications
60			and curved lines				product	throughout to achieve a
Making								high quality product
_								
Š		Know how to	Understand basic	Understand basic food	Understand basic food		Apply and discuss rules for	Apply and discuss rules for
		wash hands and	food handling,	handling, hygiene	handling, hygiene	Understand basic food	basic food hygiene and other	basic food hygiene and
		about basic	hygiene practices	practices and personal	practices and personal	handling, hygiene practices	safe practices e.g. hazards	other safe practices e.g.
		hygiene	and personal	hygiene	hygiene including the	and personal hygiene	related to ovens ,knives or raw	hazards related to ovens
			hygiene		consequences of poor	including the consequences	food	,knives or raw food
		I can use simple		Use utensils and	hygiene	of poor hygiene		
		utensils and	I can use simple	equipment to mix, grate,			Work safely with a wide range	Work safely with a wide
		equipment to	utensils and	slice, chop safely	Use utensils and	Use utensils and equipment	of cooking equipment	range of cooking
		mix, grate and	equipment to mix,		equipment to mix, grate,	to mix, grate, slice, chop		equipment
		squeeze safely	grate and squeeze	Weigh and measure time,	slice, chop safely	safely	Weigh and measure time, dry	
			safely	dry ingredients and			ingredients and liquids	Weigh and measure time,
		Measure dry		liquids accurately on	Weigh and measure time,	Weigh and measure time, dry	accurately on more complex	dry ingredients and liquids
		and liquid	Measure dry and	digital and simple scales	dry ingredients and	ingredients and liquids	scales	accurately on more
		ingredients	liquid ingredients		liquids accurately on	accurately on digital and		complex scales
		using measuring	using measuring		digital and simple scales	simple scales		
		containers e.g.	containers e.g.					
		tea/table	tea/table spoons					
		spoons and	and cups					
		cups						
	•	-		•		•	•	•

	Talk about what	Say what I like	Evaluate designs and final	Evaluate designs and final	Evaluate ideas, designs and	Evaluate designs and products	Evaluate designs and
	they like and	about my design	products by commenting	products by commenting	final products with reference	based on innovation, quality,	products based on
	could improve	and what I might	on how well them meet	on how well them meet	to the original design	functionality and how	innovation, quality,
60	about their	change if I did it	the original design criteria	the original design criteria	specification and how well it	appealing they are with specific	functionality and how
드	products with	again against the			meets the intended purpose	reference to the design	appealing they are with
**	prompts	criteria in the				specification.	specific reference to the
2		design specification					design specification.
<u>e</u>						Suggest areas for improvement	
ú						with reference to the design	Suggest areas for
						specification.	improvement with
							reference to the design
							specification.