

DT Curriculum Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Designing	<p>Nursery – Able to make simple models using construction and discussing design with a peer or adult</p> <p>FS2 Develop their own ideas, returning to and building on previous learning, refining their ideas</p> <p>Discuss their designs with peers or adults and explaining how and why they have made the choices they have</p>	<p>use pictures and words to plan ideas</p> <p>design a product for myself following a simple design criteria</p> <p>understand that designs need to be purposeful, functional and appealing</p>	<p>use a labelled diagram to plan ideas</p> <p>design a product for myself or others following a simple design criteria</p> <p>Make templates or mock ups to communicate their ideas</p> <p>understand that designs need to be purposeful, functional and appealing</p>	<p>use an annotated sketch to develop designs</p> <p>use discussion to develop a design criteria</p> <p>use cross sectional diagrams to show design</p> <p>use given research to develop design criteria to ensure a design is, functional and appealing and fit for purpose</p>	<p>develop, model and communicate their ideas through prototypes</p> <p>use given research, independently, to develop design criteria to ensure a design is innovative, functional, appealing and fit for purpose</p>	<p>develop, model and communicate their ideas through exploded diagrams</p> <p>develop and model ideas through computer aided design</p> <p>use cross sectional diagrams to show design</p> <p>use research to develop design criteria to ensure a design is innovative, functional and appealing, that are fit for purpose, aimed at particular individuals or groups</p>	<p>develop, model and communicate ideas through pattern pieces and annotated sketches</p> <p>develop and model ideas through computer aided design</p> <p>use research to develop design criteria to ensure a design is innovative, functional and appealing, that are fit for purpose aimed at particular individuals or groups</p>

<p>Making</p>	<p>Nursery</p> <p>Join different materials and explore different textures using glue, masking tape, sticky tape with scraps of materials, cardboard boxes and discuss design with a peer or adult</p> <p>Reception -</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with design, texture and function</p>	<p>select tools/equipment to cut, join, finish and explain choices</p> <p>select from and use a given range of materials and ingredients, according to their characteristics to create a product</p>	<p>Select tools/equipment to cut, join, finish and explain choices</p> <p>select from and use a given range of materials and components, including construction materials and ingredients, according to their characteristics to create a product</p>	<p>select tools/equipment to cut, shape, join, finish with some accuracy</p> <p>begin to use a wider range of materials and components, including construction materials, and ingredients, according to their functional properties</p>	<p>select tools/equipment to cut, shape, join, finish with increasing accuracy</p> <p>begin to use a wider range of materials and components, including construction materials, and ingredients, according to their functional properties</p>	<p>select tools/equipment to cut, shape, join, finish accurately</p> <p>purposefully select from wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>select tools/equipment to cut, shape, join, finish accurately</p> <p>purposefully select from wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>apply understanding of computing in order to program, monitor and control their products</p>
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Evaluating	<p>Nursery Make simple models to express their own ideas</p> <p>Experiments building with construction kits, blocks and small world resources.</p> <p>Reception - Share their creations, explaining the process they have used;</p> <p>Explore created products in order to magpie ideas for their own work</p>	<p>evaluate existing products considering: use, materials, how they work, where they might be used and say what is and isn't good about that product</p> <p>evaluate their ideas and products against the design criteria</p> <p>begin to talk about what could make product my better</p>	<p>evaluate existing products considering: use, materials, how they work, audience, where they might be used and express personal opinion</p> <p>evaluate their ideas and products against the design criteria</p> <p>talk about what I would do differently if I were to do it again and explain my choices</p>	<p>begin to investigate and analyse existing products, considering: how well they have been made, materials, whether they work</p> <p>create their own design criteria in order to evaluate their ideas and products</p> <p>explain the changes I could make to improve my design</p>	<p>begin to investigate and analyse existing products, considering: how well they have been made, materials, whether they work, how they have been made</p> <p>create their own design criteria in order to evaluate their ideas and products</p> <p>explain the changes I could make to improve my design and consider the environmental impact of my product</p>	<p>investigate and analyse existing products, considering: how well they have been made, materials, whether they work, how they have been made, target audience</p> <p>create their own design criteria in order to evaluate their ideas and products</p> <p>gather the views of others to improve their work</p>	<p>investigate and analyse existing products, considering: how well they have been made, materials, whether they work, how they have been made, target audience and if they are fit for purpose</p> <p>create their own design criteria in order to evaluate their ideas and products</p> <p>consider the views of others in order to improve their own work</p>
E3 Understand how key events and individuals in DT have helped shape the world		<p>Herman Fischer – Founder of Fischer-Price toys (structures or space slider)</p> <p>Jamie Oliver – Chef (food)</p>	<p>Nadiya Hussain - chef (food)</p>	<p>Isambard Brunel (structures unit)</p>	<p>Thomas Telford (structures)</p> <p>Nick Holonyak – Inventor of the LED (Electrical systems)</p>	<p>Mary Berry (cooking)</p>	<p>Heston Blumenthal (cooking and nutrition)</p> <p>Bill Bowerman (found of Nike – textiles)</p>

<p>Technical Knowledge:</p>	<p>That different materials have different characteristics.</p> <p>That materials can be joined together to produce something new.</p> <p>That different tools and equipment are needed for joining different materials in different ways.</p>	<p>How to build structures and explore how they can be made stronger, stiffer and more stable using the folding technique</p> <p>How to explore and use sliding mechanisms in their products</p> <p>Understand and use the flange and split pin attachment techniques</p>	<p>How to explore and use wheels and axels in their products</p>	<p>Begin to apply their understanding of how to strengthen, stiffen and reinforce a structure using arches, beams and trusses (traingle shape)</p> <p>Understand and use levers and linkages in their products</p>	<p>Begin to apply their understanding of how to strengthen, stiffen and reinforce a structure using the slot technique</p> <p>Understand and use electrical systems in their products, using switches and bulbs</p>	<p>Understand and use mechanical systems including cams in their products</p> <p>Understand how to use running stitch in their products</p>	<p>Understand and use mechanical and electrical systems in their products</p> <p>Apply their understanding of computing to program, monitor and control their product</p> <p>Understand how to use running, catch stitch and over stitch in their products</p>
<p>Vocabulary</p>	<p>tools equipment materials strong stiff stitch fabric needle design plan</p>	<p>product manufacture design design criteria designer structure stronger stiffer stable slider mechanism Flange Attach Split pin</p>	<p>user label mock up template wheel axle functional appealing purposeful</p>	<p>annotate suitable research develop cross-sectional reinforce lever linkage strengthen</p>	<p>innovative prototype input process output electrical system switch bulb circuit component fit for purpose Slot</p>	<p>cross-sectional diagram annotate exploded diagram components running stitch aesthetic accurate</p>	<p>program software monitor modify over stitch pattern piece crumble board code</p>

<p>Cooking and nutrition</p> <p>C1 Where food comes from</p> <p>C2 Food preparation, cooking and nutrition</p>	<p>Nursery Name and discuss fruits and vegetables during snack time.</p> <p>Provide opportunities to talk about different materials and how they change. For example when baking.</p> <p>FS2 Name and discuss fruits and vegetables during snack time. Discuss why certain ones are eaten during different seasons</p> <p>Understand that food can be grown to eat.</p>	<p>Understand the basic principles of a healthy and varied diet to prepare a cold dish, using the technique of cutting.</p> <p>Begin to name some fruits and vegetables</p> <p>Understand that food comes from plants and animals</p>	<p>Understand the basic principles of a healthy and varied diet to prepare a hot dish, using the techniques of peeling, cutting, slicing.</p> <p>Name the food groups from the eat well plate and begin to explain why a balanced and varied diet is important</p> <p>Understand where and how plant based food is grown and track one ingredient from field to fork.</p>	<p>Understand and apply the principles of a healthy and varied diet to cook hot dishes with an increasing number of steps</p> <p>Create a dish which contains more than 1 food group and be able to name these food groups</p> <p>Prepare and cook savoury dishes using the techniques of chopping, dicing, mixing, kneading.</p> <p>Understand seasonality and know where and how a variety of ingredients are grown</p>	<p>Understand and apply the principles of a healthy and varied diet to cook hot dishes with an increasing number of steps</p> <p>Create a dish which contains more than 1 food group and be able to name these food groups</p> <p>Prepare and cook savoury dishes using the techniques of chopping, dicing, combining and simmering</p> <p>Understand seasonality and know where and how a variety of ingredients are grown and processed</p>	<p>Understand and apply the principles of a healthy and varied diet to cook hot dishes with an increasing number of steps</p> <p>Create a dish which contains more than 1 food group and be able to explain the benefits of eating food from these groups</p> <p>Prepare and cook savoury dishes using the techniques of chopping, combining, spreading, shaping, melting</p> <p>Understand seasonality and know where and how a variety of ingredients are grown and processed</p>	<p>Understand and apply the principles of a healthy and varied diet to cook hot dishes with an increasing number of steps</p> <p>Create a dish which contains food from at least 3 different groups and be able to explain the benefits of eating food from these groups</p> <p>Prepare and cook savoury dishes using the techniques of chopping, dicing, mixing, browning, boiling, softening, grating.</p> <p>Understand seasonality and know where and how a variety of ingredients are reared and caught.</p>
<p>Vocabulary</p>	<p>ingredients mix grow season sweet</p>	<p>plant-based animal-based cut fruit and vegetables food groups balanced</p>	<p>food production peel slice dairy protein carbohydrates sugars/fats</p>	<p>grown reared savoury chop dice mix knead prepare seasonal</p>	<p>combine simmer Energy processed husking milling varied</p>	<p>spreading combine shape melt Nutritional value benefit fermenting drying roasting grinding</p>	<p>nutrients aroma reared caught trawling pole and line fishing free-range organic</p>