



Chorley St Mary's Catholic Primary School & Nursery DT Progression of skills

	KS1	LKS2	UKS2
Structures	<p>Refer to materials, tools and techniques using appropriate vocabulary</p> <p>To cut out shapes which have been created by drawing round a template.</p> <p>To join materials in a variety of ways (glue, tape. Glue gun supervised)</p> <p>To decorate using a variety of techniques</p> <p>To know how to make a simple structure more stable</p> <p>To talk with other about how they want to construct their product</p> <p>To select appropriate resources and tools for their project</p> <p>To make simple plans for making objects</p> <p>To measure materials to use in a model</p> <p>To use joining, folding or rolling to make something stronger</p> <p>To show how to stiffen some materials</p>	<p>To use an increasingly appropriate technical vocabulary for tools, materials and their properties</p> <p>To prototype a product</p> <p>To create shell or frame structures</p> <p>To strengthen frames with diagonal structures.</p> <p>To make structures more stable by giving them a wider base</p> <p>To measure, mark and cut to an accuracy of 1cm</p> <p>Use a junior hacksaw.</p>	<p>To use the correct vocabulary appropriate to the project</p> <p>Join materials using appropriate methods</p> <p>Cut strip wood, dowel, square section wood, accurately to 1mm.</p> <p>Build framework to support mechanisms</p> <p>Stiffen and reinforce complex structures</p> <p>Use tools: - Bradawl (to mark hole positions). - Hand drill (to make tight and loose fit holes)</p>
Textiles	<p>Start to use appropriate vocabulary to refer to fabrics and tools</p> <p>To draw around a template</p> <p>To join textiles together using glue, running stitch, staples, over sewing, tape</p> <p>To cut textiles</p> <p>To explain why they chose a certain textile</p> <p>To describe how different products feel</p> <p>To decorate fabrics using buttons, beads, sequins, ribbons</p> <p>To colour fabrics using fabric paints, printing and painting</p>	<p>To develop vocabulary for tools, materials and their properties</p> <p>To understand a seam allowance</p> <p>To prototype a product</p> <p>To use a prototype to make a pattern</p> <p>To sew on buttons and make a loop</p> <p>To think about what the user would want when choosing textiles</p> <p>To consider how to make their product strong enough</p> <p>To explain how to join things in different ways</p> <p>To join fabrics over stitching, running stitch, blanket stitch</p> <p>To explore fastenings</p>	<p>To use the correct vocabulary appropriate to the project.</p> <p>To create 3D textile projects using pattern pieces</p> <p>To understand pattern layout with textiles</p> <p>To join materials using over swing, back stitch, blanket stitch, machine with close supervision</p> <p>To make their product attractive and strong (have more useful properties)</p> <p>To decorate fabric appropriately</p> <p>To make a quality product</p>
Electrical & Mechanical components	<p>To make a product that moves</p> <p>To cut materials using scissors</p> <p>To describe the materials, tools and techniques they are using</p> <p>To attach wheels to a chassis</p> <p>To try out different axel fittings and their strengths and weaknesses</p> <p>To use glue to attach materials together.</p> <p>Know ways of making structures stronger e.g. glue gun.</p> <p>To use appropriate tools, hole punch, hack saw and bench hook and scissors.</p> <p>To know about the working movement of levers, sliders, wheels and axels.</p> <p>To experiment with levers and sliders.</p>	<p>To develop vocabulary related to the product</p> <p>To add components to their circuits</p> <p>To incorporate a circuit into model/product</p> <p>To use mechanical systems and know how they create movement: - Gears - Pulleys - Levers – Linkages.</p> <p>To use electrical systems (to make a product functional): - Switches - Bulbs - Buzzers - ICT to control products</p>	<p>To develop a technical vocabulary appropriate to the project.</p> <p>To use mechanical systems and know how they create movement: - Cams - Pulleys - Gears o Use electrical systems (to make a product functional such as motors</p> <p>To use ICT systems (to make a product functional): - Programme, monitor and control using ICT. - Monitor changes in the environment</p>



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Food	To develop food vocabulary using taste, smell, texture and feel To group familiar food products e.g. fruit and veg To work safely and hygienically To know about the need for a variety of food in their diet To understand where food comes from To cut, peel, grate and chop a variety of ingredients To measure and weigh food items non- statutory e.g. spoons, cups	To develop sensory vocabulary/knowledge using, smell, taste, texture and feel To analyse the taste, texture, smell and appearance of a range of foods (savoury) To follow instructions/recipes To begin to understand the food groups on the Eat Well plate To join and combine a range of ingredients To prepare and cook using a range of cooking techniques (slicing, mixing, spreading & baking). To explore seasonality of vegetables of fruit To know where and how ingredients are reared and caught To find out which fruit and vegetables are grown in countries studied in Geography.	To join & combine a range of ingredients: - Kneading To measure & weigh – Using scales. To Know how to prepare food products taking into account the properties of the ingredients. To Know that recipes can be adapted to change the appearance, taste, texture and aroma. To Know that a recipe can be adapted by adding or substituting one or more ingredients. To Cook using a heat source: - Oven – with some supervision - set the temperature and monitor the time independently.
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