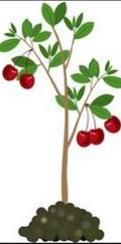


Progression of learning :DT

	<u>Designing</u>	<u>Making</u>	<u>Technical Knowledge</u>	<u>Evaluate</u>	<u>Cooking</u>
Nursery	Children talk about what they want to make	Explore different materials freely Make imaginative worlds with block/construction kits – park etc Join different materials Talk about the textures of materials	Know how to join materials Choose a material for a simple purpose	Say if it worked or not	Explore and taste different food
Reception Laying the foundations 	<ul style="list-style-type: none"> • Talk about what they want to make • Say who for or why they are making it 	<ul style="list-style-type: none"> • Use a range of construction materials • Join different materials • Explore scale – large/small materials • Select materials for a purpose 	<ul style="list-style-type: none"> • Know and use different joining techniques • Use a range of materials and tools safely - 	<ul style="list-style-type: none"> • Talk about problems they had making it • Try to fix the problems 	<ul style="list-style-type: none"> • Hold a knife properly – spread, chop and cut • Grow vegetables • Clean and prepare vegetables • Use vegetables to prepare a healthy dish

	<u>Designing</u>	<u>Making</u>	<u>Technical Knowledge</u>	<u>Evaluate</u>	<u>Cooking and Nutrition</u>
Year 1 Seed 	<ul style="list-style-type: none"> • Suggest ideas and explain what they are going to do • Identify a target group for what they intend to design and make • Draw simple designs for products 	<ul style="list-style-type: none"> • PRACTICAL TASKS • Select tools and use them with control to perform tasks e.g. cutting or joining • Apply the language of measures/comparisons when making 	<ul style="list-style-type: none"> • Explore how materials can be made stiffer and stronger (layering, shaping) • Explore how shape, height and materials can change the stability of structures (e.g. bridge) • Explore how to make wheels and axles 	<ul style="list-style-type: none"> • EXISTING PRODUCTS • Play with and explore a range of existing products: • Noticing and describing the materials used. • Suggesting what the product is for (purpose) and how well it works (function) • THEIR IDEAS AND PRODUCTS • Can describe how their product works (function), what it is made of (material) and what it is used for (purpose) 	<ul style="list-style-type: none"> • Use basic food handling, hygienic practices and personal hygiene • Cut, grate, spread and hand peel ingredients safely and hygienically. • Say where food comes from and know which food is grown

<p>Year 2</p> <p>Sprouting seed</p> 	<ul style="list-style-type: none"> • Make simple drawings and label parts • Identify a purpose for what they intend to design and make • Collaboratively identify simple design criteria 	<p>PRACTICAL TASKS</p> <ul style="list-style-type: none"> • Select tools and describe why they are using them • Cut, join or shape in different ways to make a product successfully 	<ul style="list-style-type: none"> • Explore how materials can be made stiffer and stronger • Explores ways to make pictures move in different directions (sliders, wheels, tabs, flaps) 	<ul style="list-style-type: none"> • EXISTING PRODUCTS • Play with and explore a range of existing products: • Noticing and describing why some materials are better suited for products than others <p>THEIR IDEAS AND PRODUCTS</p> <ul style="list-style-type: none"> • Evaluate their ideas against design criteria, thinking about what is working well and what might need to be done differently 	<ul style="list-style-type: none"> • Follow safe procedures for food safety and hygiene • Measure or weigh using measuring cups or electronic scales. • Understand where food comes from. • Chop, slice and peel food with a variety of equipment
<p>Year 3</p> <p>Sprout</p> 	<ul style="list-style-type: none"> • Identify a purpose and establish criteria for a successful product. • Make a technical drawing with labels when designing 	<p>PRACTICAL TASKS</p> <ul style="list-style-type: none"> • Select tools and techniques specific to the purpose of making their product • Measure, mark out, cut, score and assemble components with more accuracy 	<ul style="list-style-type: none"> • Recognise the role a base play in keeping a structure stable • Apply understanding of how squares, triangle and arches to help strengthen or reinforce taller structures. • 	<p>EXISTING PRODUCTS</p> <ul style="list-style-type: none"> • Know what makes the product 'good/fit for purpose' and think about how that could help with their own ideas <p>THEIR IDEAS AND PRODUCTS</p> <ul style="list-style-type: none"> • Identify what is going well and could be improved against the design criteria 	
<p>Year 4</p> <p>Sapling</p> 	<ul style="list-style-type: none"> • Make labelled technical drawing from different views showing specific features • Plan the methods that they will be using, trial them and then evaluate their effectiveness e.g., types of joins • Use Exploded diagrams when designing 	<p>PRACTICAL TASKS</p> <ul style="list-style-type: none"> • Measure, mark out, cut, join shape a range of materials • Select tools needed to cut harder materials. • Join with a variety of materials and techniques 	<ul style="list-style-type: none"> • Understand how a structure with moving parts can be strengthened and stiffened by use of a base, shape reinforcements and materials choice (e.g. chassis base, for a car) • Understand and use electrical systems in their product [simple series circuits and motors] 	<p>EXISTING PRODUCTS</p> <ul style="list-style-type: none"> • Make suggestions about the types of products they could explore linked to the problem they want to solve • Disassemble products to understand how they work or fit together <p>THEIR IDEAS AND PRODUCTS</p> <ul style="list-style-type: none"> • Evaluate their ideas and products against the design criteria. 	<ul style="list-style-type: none"> • Follow a recipe with several stages and processes • Understand seasonality and the advantages of eating seasonally • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately
<p>Year 5</p> <p>Small tree</p>	<ul style="list-style-type: none"> • Identify a purpose for their product • Draw up a specification for their design • Identify great designers and their work and use 	<p>PRACTICAL TASKS</p> <ul style="list-style-type: none"> • Select tools needed to cut harder materials. • Use a range of measurements • Use tools to hold materials in place 	<ul style="list-style-type: none"> • Understand how tall structures can be stiffened and strengthened by use of a base, shapes and materials choices • To combine mechanisms – pulleys and cams to create movement 	<p>EXISTING PRODUCTS</p> <ul style="list-style-type: none"> • Disassemble products to understand and compare which parts make it function and which parts make it look appealing. <p>THEIR IDEAS AND PRODUCTS</p>	<ul style="list-style-type: none"> • Follow a recipe with several stages and processes • Understand seasonality and the advantages of eating seasonally

	<p>research of designers to influence work</p> <ul style="list-style-type: none"> • Create prototypes to show ideas 			<ul style="list-style-type: none"> • Evaluate their ideas and products against the design criteria. • Becomes more able to ask questions to themselves to self-reflect and help others reflect 	<ul style="list-style-type: none"> • Use the information of food labels • Apply the rules for basic food hygiene and other safe practices <i>e.g. hazards relating to the use of ovens</i>
<p>Year 6</p> <p>Mature tree with fruit</p> <hr/> 	<ul style="list-style-type: none"> • Test aspects of the design by modelling in a variety of ways • Identify great designers and their work and use research of designers to influence work 	<p>PRACTICAL TASKS</p> <ul style="list-style-type: none"> • Select tools needed to cut and join 	<ul style="list-style-type: none"> • Build on understanding of a base, use of shape and materials to stiffen and strengthen and reinforce • Understand and use mechanical systems in their products - gears, pulleys, cams, levers and linkages • Understand and use electrical systems in their product that employ a number of components (different types of circuits, switches and bulbs) 	<p>EXISTING PRODUCTS</p> <ul style="list-style-type: none"> • Use simple market research to help suggest the types of products to investigate and analyse • Research using internet and books to help study products further and question how reliable the information is <p>THEIR IDEAS AND PRODUCTS</p> <ul style="list-style-type: none"> • Evaluate against their design criteria and notice when it might be helpful to alter the criteria for a better outcome • Reviews 'how things are going' and change tack if necessary • Change plans when they have had a better idea 	<ul style="list-style-type: none"> • Follow a recipe with several stages and processes and restrictive ingredients available • Understand seasonality and the advantages of eating seasonally • Apply the rules for basic food hygiene and other safe practices <i>e.g. hazards relating to the use of ovens</i>