

DT progression of Knowledge and Skills					
	Foundation	Year 1	Year 2	Year 3	Year 4
		Structures - Playground design Food - jammy snails, soda bread Textiles - Flags	Textiles - Felt bees Food - peppermint creams, bread rolls Mechanisms - Fire engines	Structures - Roundhouse Food - biscuits, scones, Textiles - Christmas decoration Mechanisms - Food packaging	Food - soup, quiche Textiles - bunting Mechanisms - Pop up cards
Vocabulary		planning, investigating design, evaluate, make, user, purpose, ideas, product,	investigating, planning, design, make, evaluate, user, purpose, ideas, design criteria, product, function	user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, function, planning, design criteria, annotated sketch, appealing	evaluating, design brief design criteria, innovative, prototype, user, purpose, function, prototype, design criteria, innovative, appealing, design brief, planning, annotated sketch, sensory evaluations
Knowledge - food		<ul style="list-style-type: none"> Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate. Know and use technical and sensory vocabulary relevant to the project. 	Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. <ul style="list-style-type: none"> Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate. Know and use technical and sensory vocabulary relevant to the project. 	<ul style="list-style-type: none"> Know how to use appropriate equipment and utensils to prepare and combine food. Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. Know and use relevant technical and sensory vocabulary appropriately. 	<ul style="list-style-type: none"> Know how to use appropriate equipment and utensils to prepare and combine food. Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. Know and use relevant technical and sensory vocabulary appropriately.
Knowledge - structures		<ul style="list-style-type: none"> Know how to make freestanding structures stronger, stiffer and more stable. Know and use technical vocabulary relevant to the project. 		<ul style="list-style-type: none"> Develop and use knowledge of how to construct strong, stiff shell structures. Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. Know and use technical vocabulary relevant to the project. 	
Knowledge - textiles		Understand how simple 3-D textile products are made, using a template to create two identical shapes. <ul style="list-style-type: none"> Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. Explore different finishing techniques Know and use technical vocabulary relevant to the project. 		<ul style="list-style-type: none"> Know how to strengthen, stiffen and reinforce existing fabrics. Understand how to securely join two pieces of fabric together. Understand the need for patterns and seam allowances. Know and use technical vocabulary relevant to the project. 	
Knowledge - mechanisms		<ul style="list-style-type: none"> Explore and use sliders and levers. Understand that different mechanisms produce different types of movement. Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> Explore and use wheels, axles and axle holders. Distinguish between fixed and freely moving axles. Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> Understand and use lever and linkage mechanisms. Distinguish between fixed and loose pivots. Know and use technical vocabulary relevant to the project. 	
Designing	Children use what they have learnt about media and materials in original	<ul style="list-style-type: none"> Design appealing products for a particular user based on simple design criteria. Generate initial ideas and design criteria through own experiences. 	<ul style="list-style-type: none"> Generate ideas based on simple design criteria and their own experiences, explaining what they could make. 	Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.	Generate and clarify ideas through discussion with peers to develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups.

	ways, thinking about uses and purposes.	<ul style="list-style-type: none"> • Develop and communicate these ideas through talk and drawings and mock ups where relevant. 	<ul style="list-style-type: none"> • Develop, model and communicate their ideas through talking, mock-ups and drawings. 	<ul style="list-style-type: none"> • Use annotated sketches, prototypes, final product sketches and pattern pieces; communication technology, such as web-based recipes, to develop and communicate ideas. 	<ul style="list-style-type: none"> • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. • Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.
Making	<p>Choose the resources they need for their chosen activities</p> <p>Handle equipment and tools effectively</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>They represent their own ideas, thoughts and feelings through design and technology</p>	<ul style="list-style-type: none"> • Plan by suggesting what to do next. • Select and use tools, equipment, skills and techniques to perform practical tasks, explaining their choices. <ul style="list-style-type: none"> • Select new and materials, components, reclaimed materials and construction kits to build and create their products. • Use simple finishing techniques suitable for the products they are creating. 	<ul style="list-style-type: none"> • Plan by suggesting what to do next. • Select and use tools, equipment, skills and techniques to perform accuracy related to their product. • Select from and use finishing techniques suitable for the product they are creating. 	<ul style="list-style-type: none"> • Plan the main stages of making. • Select from and use a range of appropriate utensils, tools and equipment with some combine with some accuracy related to their products. <ul style="list-style-type: none"> • Explain their choice of materials according to functional properties and aesthetic qualities. • Select from and use materials and components, including ingredients, construction and electrical components according to their function and properties. 	<ul style="list-style-type: none"> • Order the main stages of making. • Select and use appropriate tools to measure, mark out, cut, score, shape and . • Write a step-by-step plan, including a list of resources required. • Select from and use, a range of appropriate utensils, tools and equipment accurately to measure and combine appropriate ingredients, materials and resources.
Evaluating	Children know the importance for good health of a healthy diet	<ul style="list-style-type: none"> • Taste, explore and evaluate a range of products to determine the intended user's preferences for the product • Evaluate their ideas throughout and finished products against design criteria, including intended user and purpose. 	<ul style="list-style-type: none"> • Explore a range of existing products related to their design criteria. • Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. 	<ul style="list-style-type: none"> • Investigate a range of 3-D textile products, ingredients and lever and linkage products relevant to their project. • Test their product against the original design criteria and with the intended user. • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. 	<ul style="list-style-type: none"> • Investigate and evaluate a range of products including the ingredients, materials, components and techniques that are used. • Test and evaluate their own products against design criteria and the intended user and purpose. • Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.