



Preston & Wingham Primary Schools Federation



Learning together, we grow kind hearts  
and healthy minds.

## Skills and Knowledge Progression: DT

Year	Design: Developing, planning and communicating ideas	Make: Working with tools, equipment, materials and components to make quality products (including food)	Evaluate: Evaluating processes and products.	Projects
EYFS	<b>EAD: Exploring &amp; using media and materials</b> -Manipulates materials to achieve a planned effect. Construct with purpose in mind, using a variety of resources. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.			
1	<ul style="list-style-type: none"> <li>Draw on their own experience to help generate ideas.</li> <li>Suggest ideas and explain what they are going to do.</li> <li>Identify a target group for what they intend to design and make.</li> <li>Model their ideas in card and paper.</li> <li>Develop their design ideas applying findings from their earlier research.</li> </ul>	<ul style="list-style-type: none"> <li>Make their design using appropriate techniques.</li> <li>With help measure, mark out, cut and shape a range of materials.</li> <li>Use tools eg scissors and a hole punch, safely.</li> <li>Assemble, join and combine materials and components together using a variety of temporary methods eg glues or masking tape.</li> <li>Select and use appropriate fruit and veg, processes and tools.</li> <li>Use basic food handling, hygienic practices and personal hygiene.</li> <li>Use simple finishing techniques to improve the appearance of their product.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate their product by discussing how well it works in relation to the purpose.</li> <li>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</li> <li>Evaluate their product by asking questions about what they have made and how they have gone about it.</li> </ul>	<ul style="list-style-type: none"> <li>Board game and wooden toy.</li> <li>Pop-Up book</li> <li>Pirate ship</li> <li>Healthy snacks using local produce</li> <li>Paper bags</li> </ul>
2	<ul style="list-style-type: none"> <li>Generate ideas by drawing on their own and other people's experiences.</li> <li>Develop their design ideas through discussion, observation, drawing and modelling and where appropriate, ICT.</li> <li>Identify a purpose for what they intend to design and make.</li> <li>Identify simple design criteria.</li> <li>Make simple drawings and label parts.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to select tools and materials; use vocab to name and describe them.</li> <li>Measure, cut and score with some accuracy.</li> <li>Use hand tools safely and appropriately.</li> <li>Assemble, join and combine materials in order to make a product.</li> <li>Weave with different materials</li> <li>Follow safe procedures for food safety and hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate against their design criteria.</li> <li>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</li> </ul>	<ul style="list-style-type: none"> <li>Dinosaur hand puppets</li> <li>African instruments</li> <li>Flasks</li> <li>Bird boxes</li> <li>Healthy dips and dippers</li> </ul>

		<ul style="list-style-type: none"> <li>Choose and use finishing techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about their ideas saying what they like and dislike about them.</li> </ul>	
3	<ul style="list-style-type: none"> <li>Generate ideas for an item, considering its purpose and the user/s.</li> <li>Identify the purpose and establish criteria for a successful product.</li> <li>Plan the order of their work before starting.</li> <li>Explore, develop and communicate design proposals by modelling ideas.</li> <li>Make drawings with labels when designing.</li> </ul>	<ul style="list-style-type: none"> <li>Select tools and techniques for making their product.</li> <li>Measure, mark out, cut, score and assemble components with more accuracy.</li> <li>Work safely and accurately with a range of simple tools.</li> <li>Think about their ideas as they make progress and be willing to change things if this helps them improve their work.</li> <li>Measure, tape or pin, cut and join fabric using basic sewing techniques with some accuracy.</li> <li>Demonstrate hygienic food preparation and storage.</li> <li>Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate their product against original design criteria eg how well it meets its intended purpose.</li> <li>Disassemble and evaluate familiar products.</li> </ul>	<ul style="list-style-type: none"> <li>Lamps</li> <li>South American recipes</li> <li>Cookies (make and sell)</li> <li>Jewellery</li> <li>Purse</li> </ul>
Year	<b>Design: Developing, planning and communicating ideas</b>	<b>Make: Working with tools, equipment, materials and components to make quality products (including food)</b>	<b>Evaluate: Evaluating processes and products.</b>	<b>Projects</b>
4	<ul style="list-style-type: none"> <li>Generate ideas considering the purposes for which they are designing.</li> <li>Understand how individuals in DT have shaped the world.</li> <li>Make labelled drawings from different views showing specific features.</li> <li>Develop a clear idea of what has to be done planning how to use materials, equipment and processes and suggesting alternative methods of making if the first attempts fail.</li> <li>Evaluate products and identify criteria that can be used for their own designs</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate tools and techniques for making their product.</li> <li>Measure, mark out, cut and shape a range of materials using appropriate tools, equipment and techniques.</li> <li>Join and combine materials and components accurately in temporary and permanent ways.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate their work both during and at the end of the assignment.</li> <li>Evaluate their products carrying out appropriate tests.</li> </ul>	<ul style="list-style-type: none"> <li>Bridges</li> <li>Instruments inspired by Ada's Violin</li> <li>Mediterranean recipes create menus.</li> </ul>
5	<ul style="list-style-type: none"> <li>Generate ideas through brainstorming, researching and gathering information.</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate materials, tools and techniques.</li> <li>Measure and mark out accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate a product against the original design specification.</li> </ul>	<ul style="list-style-type: none"> <li>Moon Buggies</li> <li>Portcullis and drawbridges</li> </ul>

	<ul style="list-style-type: none"> <li>• Use knowledge of the work of great designers and inventors to influence own design ideas.</li> <li>• Use results of investigations, information sources including ICT, when developing design ideas.</li> <li>• Identify a purpose for their product and draw up a specification for their design.</li> <li>• Develop a clear idea of what needs to be done, planning how to use materials, equipment and processes and suggesting alternative methods of making if the first attempts fail.</li> </ul>	<ul style="list-style-type: none"> <li>• Use skills in using different tools and equipment safely and accurately.</li> <li>• Weigh and measure accurately (time, dry ingredients, liquids).</li> <li>• Apply the rules for basic food hygiene and other safe practices eg hazards relating to the use of ovens.</li> <li>• Sew using a range of different stitches.</li> <li>• Cut and join with accuracy to ensure a good-quality finish to the product.</li> <li>• Apply understanding of how to strengthen and reinforce structures.</li> <li>• Show an understanding of and use mechanical systems in their products.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate it personally and seek evaluation from others.</li> </ul>	<ul style="list-style-type: none"> <li>• Medieval food and rationing recipes.</li> </ul>
6	<ul style="list-style-type: none"> <li>• Communicate their ideas through detailed labelled drawings.</li> <li>• Use knowledge of the work of great designers and inventors to influence own design ideas.</li> <li>• Develop a design specification.</li> <li>• Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways.</li> <li>• Plan the order of their work, choosing appropriate materials, tools and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Select appropriate tools, materials, components and techniques.</li> <li>• Assemble components make working models.</li> <li>• Use tools safely and accurately.</li> <li>• Construct products using permanent joining techniques.</li> <li>• Make modifications as they go along.</li> <li>• Achieve a quality product.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.</li> <li>• Record their evaluations using drawings with labels.</li> <li>• Evaluate against their original criteria and suggest ways that their product could be improved.</li> </ul>	<ul style="list-style-type: none"> <li>• Periscopes</li> <li>• Torches</li> <li>• Scenery/Props</li> </ul>

**Respect Inclusive Creative Hardworking**