

Subject Curriculum Progression: Design Technology

Concept	EYFS	Y1/ Y2	Y3/ Y4	Y5 / Y6
DT1 Develop creative and practical skills (including disassemble and investigate)	<ul style="list-style-type: none"> ● Can carry scissors safely around the room. ● Use scissors in one hand to make snips in paper. ● Use a simple tool to change the shape of play dough, salt dough etc. ● Can put scissors and other tools away in the correct places. ● Can use scissors without direct supervision ● Uses various construction materials ● Begins to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. ● Joins construction pieces together to build and balance. (pushing together) ● Realises tools can be used for a purpose ● Understands that different media can be combined to create new effects. 	<ul style="list-style-type: none"> ● With scissors, cut straight and curved lines with a guide line. ● Use masking tape / sellotape as a joining material ● Use glue sticks ● Use string to tie ● Use a sharp pencil to make holes ● Use ready mixed paint as a finishing material ● Look at products to see how they are made and explain verbally ● Use axles to hold a wheel in place. 	<ul style="list-style-type: none"> ● Disassemble and investigate products with prompts ● Write notes to explain their investigations ● With scissors, cut without a guide line ● Use PVA glue ● Cut straight lines with a craft knife, cutting mat and metal ruler. ● Use a hole punch to create holes ● Use a range of finishing materials from a small given range e.g. sequins, beads, felt tipped pens, ● Use a needle and thread to sew felt pieces together and add beads, buttons and sequins 	<ul style="list-style-type: none"> ● Disassemble and investigate products, including research ● Draw labelled diagrams and write notes to explain results from investigations and research: how products work and their aesthetic features ● Understand how key events and individuals in design and technology have helped to shape the world ● Use a craft knife and cutting mat to cut curved lines ● Use a paper drill to create holes ● Use a hand held hole punch to create holes in card ● Use a staple gun ● Use a range of finishing materials of own choice ● Use K'Nex construction kits to create models of levers and pulleys ● Use an italian hand saw to cut woodstrip
DT2 Apply technical knowledge to design something to fit a particular brief. (including focussed practical tasks)	<ul style="list-style-type: none"> ● 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, 	<ul style="list-style-type: none"> ● Select from a small range of given materials ● Y1 talk about plans ● Y2 draw and label pictures as plans ● Work to 2 given design constraints ● Design for function (not aesthetics) only 	<ul style="list-style-type: none"> ● Select from a much larger given range of materials ● Make labelled plans ● Make a materials needed list ● Make and use a template ● Work to 3 given constraints (including age of audience) ● Design for function and aesthetics 	<ul style="list-style-type: none"> ● Children have a free reign over their choice of materials ● Make annotated sketches for plans ● Make a working order list ● Make a prototype ● Use computing to control an element of design (use flowol to control lights in a lighthouse) ● Develop own constraints after research ● Design for function and aesthetics

	texture, form and function.		<ul style="list-style-type: none"> Use CAD (computer aided design) to create a scone cutter (2D image only required) 	<ul style="list-style-type: none"> Use CAD (computer aided design) to design packaging for soup Use a control package to control the display on a microbit and the sequence of lights in a lighthouse simulation.
DT3 Make products according to their own design and critique them.	<ul style="list-style-type: none"> Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. 	<ul style="list-style-type: none"> Apply the practical and creative skills listed above when making their product Follow their own design Be able to work with a partner Y1 verbally critique their final product Y2 complete sentences as a critique of their final product 	<ul style="list-style-type: none"> Apply the practical and creative skills listed above when making their product Follow their own design Be able to work with a partner and a small group Make products with some degree of accuracy Critique the final product and making process with prompts from a teacher 	<ul style="list-style-type: none"> Apply the practical and creative skills listed above when making their product Follow their own design Be able to work independently, with a partner and a group Make products with a high level of accuracy Complete an independent critique of their own / group product
DT4 Understand the principles of nutrition and learn to cook a small selection of savoury dishes.	<ul style="list-style-type: none"> Understand the need for a variety in food. Show some good practices with regard to eating. Know the importance of good health and a healthy diet. Make healthy choices in relation to healthy eating. 	<ul style="list-style-type: none"> Understand where food comes from (caught, grown, reared, processed) Know the 5 sections of the healthy plate Spread butter, jam etc with a cutlery knife or the back of a teaspoon Make a healthy sandwich by spreading and cutting with a cutlery knife Make a healthy wrap by spreading sauce and cutting with a cutlery knife 	<ul style="list-style-type: none"> Understand the need for the 5 sections of the healthy plate and what food items go in each section Understand the dietary benefits of eating foods from each section of the healthy plate Understand which foods are in season when in Britain Use the bridge hold with a sharp knife to cut a food in half to get 2 flat sides Use the claw hold with a sharp knife to slice or dice food Use a cheese grater with support Weigh dry ingredients on a set of scales with support Measure wet ingredients in a 	<ul style="list-style-type: none"> Know how a variety of foods are grown, reared, caught and processed Plan a balanced dish based on their knowledge of the healthy plate Use a sharp knife with the bridge and claw holds to chop foods finely Use a cheese grater Use a vegetable peeler Weigh dry ingredients on a set of scales independently Measure wet ingredients in a measuring jug independently Mix wet and dry ingredients into a dough Knead bread dough Make unleavened bread dough for pizza Make vegetable soup

			<p>measuring jug with support</p> <ul style="list-style-type: none">● Mix wet and dry ingredients into a dough● Knead bread dough● Make bread● Make savoury scones	
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