

D T Progression of Skills Map

Knowledge, Skills and Understanding

| | | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | Plan | | | <p>Plan and design 2D drawings of models</p> <p>Understand how 3D can be represented – labels</p> | <p>Produce accurate drawing to use for making/recording modifications and alterations. Plans should include explanatory labels.</p> | <p>Produce 3D drawings as a design for construction including detailed labels, measurements and refinements</p> | <p>Designs using accurate measurements and scale when necessary</p> <p>Labels to show information</p> <p>Notes to support</p> | <p>Draw parts of models showing mechanisms</p> <p>Shading to show form and texture</p> |

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| Materials and Structures | Cut | Experiment with the use of scissors and clay/dough tools | Introduce the use of scissors, saws and cutting tools for different purposes. | Develop the use of scissors, saws and cutting tools for different purposes. | Correct and safe use of scissors, saws and cutting tools | Correct and safe use of scissors, saws and cutting tools Use of appropriate saw for a particular purpose eg. hack-saw, tennon saw. | To be able to use tools more accurately to cut parts such as cogs, gears and other structures Cut and shape using tools appropriate to purpose Be able to use safely and accurately all cutting tools Understand the need for economy of materials | To be able to use all tools safely appropriately and accurately To be able to accurately estimate quantities required |
| | | | | | Accurate cutting to minimise waste | | | |

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| | Join | <p>Introduce a range of fixing materials, eg: glue, staples, fasteners, tape</p> | <p>Introduce a range of fixing materials, eg. glue, staples fasteners, hinges and joints.</p> | <p>Develop the use of a range of fixing materials eg. glue, staples nails, fasteners, hinges and joints</p> <p>Be able to choose the most appropriate fixing material for its intended use</p> <p>Know how to strengthen a structure when necessary</p> <p>Know how to use a hammer safely</p> | <p>Correct and safe use of a range of fixing materials, eg. glues, staples, nail fasteners, hinges or joints.</p> <p>Use of drilling to form a stronger join.</p> <p>Be able to choose the most appropriate join.</p> <p>Understand how to use a drill and hammer safely correctly.</p> | <p>Correct and safe use of a wide range of fixing materials</p> <p>Be able to choose the most appropriate join to suit the purpose</p> <p>Be able to use a jinx joint</p> | <p>Be able to mould and join clay using slip</p> <p>Be able to choose and use a wide range of fixing materials accurately and safely</p> | <p>To be able to use detailed construction and jointing techniques to produce a more sophisticated product</p> |
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| | | | | | | Understand when drilling is appropriate | Understand the best use of materials in order to strengthen a structure | |
| Mould | Introduce use of clay tools | Correct use of clay tools | Develop the use of clay tools in making simple 2D and 3D shapes eg. tiles and sculptures. | Understand how to use clay tools to mould and join more complex 3D shapes eg. thumb pot, coil pot sculpture. | Be able to mould clay, dough etc. to make a purposeful finished product eg. cooking, candle holder | Be able to use clay and handling techniques to improve earlier work Understand the need to keep clay moist over longer periods of use | To be able to select and combine malleable materials with others To design and make moulds for clay | |

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| | Construct | Introduce use of construction materials | Use of construction apparatus | Develop more detail in the use of construction apparatus. | <p>Be able to use more complex construction equipment.</p> <p>Generate a design that included levers and pop-up features.</p> | Use complex construction equipment including cogs, wheels, axles etc. (push, pull, rotate) | Be able to design and make a model using switches and outputs | <p>To develop an appreciation of 3D</p> <p>To develop constructions using accurate nets</p> <p>To use electricity in constructions</p> <p>Be able to use computer control or circuits</p> |
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| Textiles | Cut | Develop grip and independent use of scissors | Begin to develop the use of scissors | Develop the use of scissors Design simple 2 D pattern template | Be able to choose correct scissors for purpose | Design and make a pattern for cutting out, pin and tack Safe and correct use of a variety of scissors including pinking shears. | Design and make own pattern for cutting out | Accurate and safe use of all tools Design and make pattern consisting of 2 or more pieces |
| | Join | Glue for fixing Introduce stitching to join | Learn how to thread a needle Experiment with different sized needles for sewing Glue for fixing | Choose and use threads correctly Choose correct needle for purpose Choose appropriate adhesive for joining | Make appropriate choice of threads to suit purpose Make appropriate choice of adhesive to suit purpose | Choose from a range of threads to suit purpose | Develop an understanding of more advanced tools and techniques eg. knitting, weaving and sewing machines | Accurately and safely use more advanced tools and techniques eg. knitting, weaving, sewing machines and iron (under supervision) |

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| | Stitch | Simple threading and weaving | Simple free stitching on paper backed hessian Simple stitched patterns on binca Running stitch and cross stitch | Simple stitching to form a collage Stitched patterns on binca or hessian Back stitch, chain stitch | Understand how to start and finish stitching correctly Use more complex stitches on binca, hessian and collage work eg. French knots etc. | Correct use of start and finish techniques Be able to use more complex stitches particularly for adornment Understand how to weave | Be able to use a range of complex stitches to join and adorn work | Use detailed stitching and embroidery for surface decoration Understand how to use applique techniques Develop an understanding of soft sculpture 3D |
| | Finish | | | | | Be able to produce a product as a final piece Design and print a fabric | Understand how to "finish off" a product Design and print a more complex pattern on fabric eg. tie dye and batik | Understand washing instructions re: symbols on labels |

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| Food | Cooking and Nutrition | <p>Introduce hygiene procedures</p> <p>Handle different types of food</p> <p>Experience properties, eg: smell, colour, texture, taste etc</p> | <p>Develop hygiene procedures</p> <p>Handle different types of food</p> <p>Prepare simple foods</p> <p>Begin to understand properties eg. smell, colour, texture, taste etc.</p> <p>Follow a simple recipe</p> | <p>Understand the need for hygiene procedures</p> <p>Handle different types of food</p> <p>Handle and prepare different foods correctly</p> <p>Understand the properties of food</p> <p>Follow a simple recipe</p> <p>Understand the requirements of a</p> | <p>Understand the necessity for safety and hygiene</p> <p>Handle and prepare everyday foods but predominantly savoury</p> <p>Handle and experiment with more unusual foods</p> <p>Follow a detailed recipe</p> | <p>Understand and use safety and hygiene procedures</p> <p>Handle and taste a wide range of unusual/unfamiliar foods</p> <p>Be able to develop own simple recipe</p> <p>Be able to follow own or other more complex recipes</p> <p>Understand the elements of a</p> | <p>Understand and use correctly safety and hygiene procedures</p> <p>Understand how, why and when foods are combined</p> <p>Be able to choose a recipe to fit a purpose</p> | <p>Understand and use correctly safety and hygiene procedures</p> <p>Make simple informed choices when combining foods</p> <p>Devise a more complex recipe/menu</p> <p>Plan a simple meal taking</p> |
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| | | <p>Measuring using spoons, cups and scales with support</p> | <p>Understand the idea of a healthy diet</p> <p>Measuring using spoons, cups and scales</p> <p>How to use kitchen tools safely and correctly</p> | <p>healthy and varied diet</p> <p>Measuring more accurately using spoons, cups and scales</p> <p>Use correctly and safely a range of kitchen tools</p> <p>Understand that food comes from different sources</p> | | <p>healthy and varied diet</p> <p>Use more accurate measures such as gms and mls</p> <p>Use correctly and safely a range of kitchen tools</p> <p>Understand how food should be correctly stored</p> <p>Understand "seasonality" of food, how it is grown, reared, caught and processed.</p> | <p>Be able to accurately use measurements</p> <p>Understand the control and transfer of heat when preparing foods</p> | <p>into account diet and health</p> <p>Understand the importance of finished appearance and presentation</p> |
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DT Progression of Technical Knowledge

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Materials / Structures |  |  |  | |  |  | |
| Mechanisms |  |  |  |  | | |  |
| Textiles |  |  |  |  |  |  |  |
| Food and Nutrition |  |  |  Mango Lassi Recipe Veg Recipes Of India |  |  |  |  |
| Electrical Systems | | | | |  | |  |