



# St Margaret's CE Primary School

## DT: Progression of Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Design</b>	<p>To draw on their own experience to help generate ideas.</p> <p>To suggest ideas and explain what they are going to do.</p> <p>To identify a target group for what they intend to design and make.</p> <p>To model their ideas in card and paper</p>	<p>Generate ideas by drawing on their own and other people's experiences.</p> <p>To develop their design ideas through discussion, observation, drawing and modelling.</p> <p>To make simple drawings and label parts.</p> <p>To identify a purpose for what they intend to design and make.</p> <p>To make simple drawings and label parts.</p>	<p>To generate ideas for an item, considering its purpose and the user/s.</p> <p>To identify a purpose and establish criteria for a successful product.</p> <p>To plan the order of their work before starting.</p> <p>To explore, develop and communicate design proposals by modelling ideas.</p> <p>To make drawings with labels when designing.</p>	<p>How to generate ideas, considering the purposes for which they are designing.</p> <p>To make labelled drawings from different views showing specific features.</p> <p>To 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.</p> <p>To evaluate products and identify criteria that can be used for their own designs.</p>	<p>To generate ideas through brainstorming and identify a purpose for their product.</p> <p>To draw up a specification for their design.</p> <p>To 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.</p> <p>To use results of investigations, information sources, including ICT when developing design ideas.</p>	<p>To communicate their ideas through detailed labelled drawings.</p> <p>To develop a design specification.</p> <p>To explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways.</p> <p>To plan the order of their work, choosing appropriate materials, tools and techniques.</p>
<b>Make</b>	<p>To make their design using appropriate techniques.</p> <p>With help measure, mark out, cut and shape a range of materials.</p> <p>How to use tools e.g. scissors and a hole punch safely.</p> <p>Use simple finishing techniques to improve the appearance of their product.</p> <p>To assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p>	<p>Begin to select tools and materials; use vocab' to name and describe them.</p> <p>To measure, cut and score with some accuracy.</p> <p>To use hand tools safely and appropriately.</p> <p>To assemble, join and combine materials in order to make a product.</p> <p>To cut, shape and join fabric to make a simple garment. Use basic sewing techniques.</p>	<p>To select tools and techniques for making their product.</p> <p>Measure, mark out, cut, score and assemble components with more accuracy.</p> <p>To work safely and accurately with a range of simple tools.</p> <p>To think about their ideas as they make progress and be willing to change things if this helps them to improve their work.</p> <p>To measure, tape or pin, cut and join fabric with some accuracy.</p> <p>To use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ict.</p>	<p>To select appropriate tools and techniques for making their product.</p> <p>To measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.</p> <p>To join and combine materials and components accurately in temporary and permanent ways.</p> <p>To sew using a range of different stitches, to weave and knit.</p> <p>To measure, tape or pin, cut and join fabric with some accuracy.</p> <p>To use simple graphical communication techniques.</p>	<p>To select appropriate materials, tools and techniques.</p> <p>To measure and mark out accurately.</p> <p>To use skills in using different tools and equipment safely and accurately.</p> <p>To weigh and measure accurately (time, dry ingredients, liquids).</p> <p>To cut and join with accuracy to ensure a good-quality finish to the product.</p>	<p>To select appropriate tools, materials, components and techniques.</p> <p>To assemble components to make working models.</p> <p>To use tools safely and accurately.</p> <p>To construct products using permanent joining techniques.</p> <p>To make modifications as they go along.</p> <p>To pin, sew and stitch materials together to create a product.</p> <p>To achieve a quality product.</p>

<p>Evaluate</p>	<p>To evaluate their product by discussing how well it works in relation to the purpose.</p> <p>To evaluate their product by asking questions about what they have made and how they have gone about it.</p>	<p>To evaluate against their design criteria.</p> <p>To evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Talk about their ideas, saying what they like and dislike about them.</p>	<p>To evaluate their product against original design criteria e.g. How well it meets its intended purpose.</p> <p>To disassemble and evaluate familiar products.</p>	<p>To evaluate their work both during and at the end of the assignment.</p> <p>To evaluate their products carrying out appropriate tests.</p> <p>Understand key events in DT that have shaped the world.</p>	<p>To evaluate a product against the original design specification.</p> <p>To evaluate it personally and seek evaluation from others.</p> <p>Understand how key events and individuals in DT have helped shape the world.</p>	<p>To evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.</p> <p>To evaluate against their original criteria and suggest ways that their product could be improved.</p> <p>Understand how key events and individuals in DT have helped shape the world.</p>
<p>Technical knowledge</p>	<p>To develop their design ideas applying findings from their earlier research.</p> <p>To explore structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p>To explore and use mechanisms in their products.</p>	<p>Apply their understanding of how to stiffen, strengthen and reinforce more complex structures.</p>	<p>Understand and use mechanical systems in their products.</p>	<p>Understand and use electrical systems in their products.</p>	<p>Apply their understanding of computing to program, monitor and control their products.</p>
<p>Cooking and Nutrition</p>	<p>To understand where food comes from.</p> <p>Basic food handling, hygienic practices and personal hygiene.</p>	<p>Follow safe procedures for food safety and hygiene.</p> <p>To understand where food comes from</p>	<p>Understand seasonality.</p> <p>Understand the principles of a healthy and varied diet.</p>	<p>Prepare and cook a variety of predominantly savoury dishes.</p> <p>Understand seasonality and know where a variety of ingredients are grown.</p>	<p>To apply the rules for basic food hygiene and other safe practices e.g. Hazards relating to the use of ovens.</p> <p>Understand seasonality and know where a variety of ingredients are reared, caught.</p>	<p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality and know where a variety of ingredients are reared, caught and processed.</p>