

DT PROGRESSION

	Knowledge	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Deconstruction and context	Disciplinary	<p>I can explore how things work.</p> <p>I can explore different materials freely, in order to develop ideas about how to use them and what to make.</p>	<p>I can explore the natural world around me.</p>	<p>I can look at examples of designs and share my likes or dislikes.</p> <p>I can talk about existing products considering: use, materials, how they work, audience, where they might be used.</p>	<p>I can talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion.</p> <p>I can use knowledge of existing products to produce my own ideas.</p>	<p>I can research inventors, designers, engineers, chefs and manufacturers who have developed products throughout history.</p> <p>I can talk about how well products have been designed and made considering: materials, techniques and skills used.</p>	<p>I can research some of the designers relevant to areas of study to generate ideas for my designs.</p> <p>I can deconstruct existing designs/products, looking at design features and suitability for the intended audience.</p>	<p>I can research and deconstruct existing designs and identify features that have been used, suggesting reasons for these.</p> <p>I can begin to research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p>	<p>I can research and deconstruct existing designs and products to identify the technical elements that will be applied to my own design, giving reasons for these.</p> <p>I can research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p>

Design, make and evaluate	Disciplinary	<p>I can use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>I can explore collections of materials with similar and/or different properties.</p> <p>I can develop my own ideas and then decide which materials to use to express them.</p> <p>I can join different materials and explore different textures.</p>	<p>I can develop my fine motor skills so that I can use a range of tools competently, safely and confidently.</p> <p>I can explore, use and refine a variety of artistic effects to express my ideas and feelings.</p> <p>I can return to and build on my previous learning, refining ideas and developing my ability to represent them.</p> <p>I can create collaboratively, share ideas, resources and skills.</p> <p>ELG</p> <p>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>I can share my creations, explaining the process they have used.</p>	<p>I can explain what my product is for and how it will work.</p> <p>I can use drawings, words or models to communicate my design.</p> <p>I can identify and name the tools/equipment to cut, shape, join, finish and explain my choices.</p> <p>I can measure, mark out, cut and shape, with support.</p> <p>I can identify what I like about a product and begin to talk about what could make it better in relation to the intended purpose.</p>	<p>I can design products that have a clear purpose and an intended user, following a design criteria.</p> <p>I can use pictures, annotations, diagrams and models to convey what they want to design and make.</p> <p>I can measure, mark out, cut and shape materials and components, with support.</p> <p>I can choose suitable materials and tools needed and explain my choices depending on characteristics or functions.</p> <p>I can use finishing techniques to make product look good.</p> <p>I can evaluate my work identifying strengths and ways to improve.</p>	<p>I can consider the views and needs of the intended audience in the design process.</p> <p>I can follow a given design criteria.</p> <p>I can create a plan which shows order, equipment and tools.</p> <p>I can communicate designs through annotated diagrams.</p> <p>I can measure, mark out, cut and shape materials/components with some accuracy.</p> <p>I can explain my choices and select suitable materials and components for the task.</p> <p>I can assemble, join and combine materials and components with some accuracy.</p> <p>I can apply a range of finishing techniques with some accuracy.</p> <p>I can evaluate my work in relation to the design criteria.</p>	<p>I can gather information on the requirements of suggested users and develop a design criteria.</p> <p>I can use annotated sketches and diagrams to communicate ideas.</p> <p>I can use model ideas using prototypes and pattern pieces.</p> <p>I can select suitable tools and equipment, explain my choices in relation to required techniques and use accurately.</p> <p>I can select appropriate materials, fit for purpose and explain my choices.</p> <p>I can measure, mark out, cut and shape materials/components with increasing accuracy.</p> <p>I can assemble, join and combine materials and components with increasing accuracy.</p> <p>I can apply a range of finishing techniques with increasing accuracy.</p> <p>I can use design criteria to evaluate strengths and areas for development in order to improve products throughout the design process.</p>	<p>I can generate, develop, model and communicate my ideas through discussion, cross-sectional diagrams or CAD.</p> <p>I can select materials carefully, considering intended use of product and appearance.</p> <p>I can cut materials with precision and refine the finish with appropriate tools.</p> <p>I can confidently assemble, join and combine a range of materials using different techniques including, temporary, fixed or moving joints.</p> <p>I can apply a range of finishing techniques accurately.</p> <p>I can evaluate quality of design during the designing and making process.</p> <p>I can evaluate ideas and finished products against a specification, taking into account the view of others.</p>	<p>I can generate, develop, model and communicate my ideas through discussion, cross-sectional/exploded diagrams or CAD.</p> <p>I can use selected tools and equipment precisely.</p> <p>I can select appropriate materials, fit for purpose, considering functionality and aesthetics and explain my choices.</p> <p>I can cut materials with precision and refine the finish with appropriate tools.</p> <p>I can confidently assemble, join and combine a range of materials using different techniques including, temporary, fixed or moving joints.</p> <p>I can evaluate quality of design during the designing and making process.</p> <p>I can evaluate ideas and finished products against a specification, taking into account the view of others.</p>
----------------------------------	---------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Food	Substantive			I know where food comes from.	I know how food is farmed.	I know about food being grown, reared or caught in the UK or wider world.	I know which countries are key producers of different food types.	I know ingredients can be fresh, pre-cooked or processed. I know about seasonality of foods. I know the importance of correct storage and handling of ingredients.	I know about some food processing methods.
	Disciplinary			I can identify which foods are healthy or unhealthy. I can group familiar food products e.g. fruit and vegetables. I can cut ingredients safely. I can prepare simple dishes-safely and hygienically-without using a heat source.	I can group foods into the five groups in The Eatwell Plate. I can cut, grate or peel ingredients safely. I can prepare simple dishes-safely and hygienically-without using a heat source.	I can identify that a healthy diet is made up from a variety of different food and drink, as depicted in The Eatwell Plate. I can cut materials accurately and safely by selecting appropriate tools. I can prepare and cook some dishes safely and hygienically. I can use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.	I can use knowledge of The Eatwell Plate to design a balanced and healthy dish. I can prepare ingredients hygienically and using the appropriate utensils. I can refine some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading and baking	I can identify some different substances in food / drink needed for health. I can assemble or cook ingredients, using a heat source safely and hygienically.	I can describe some of the different substances in food and drink, and how they can affect health. I can create and refine recipes, including ingredients, methods, cooking times and temperatures. I can assemble or cook ingredients, using a heat source safely and hygienically.
Structures	Disciplinary		I can make imaginative and complex 'small worlds' with blocks and construction kits.	I can explore how structures can be made stronger, stiffer and more stable.	I can use joining, rolling or folding to make it stronger. I can create a moving vehicle with an axle and wheel. (Use a range of materials to create models with wheels and axels e.g. glue, tape, dowel and cotton reels.)	I can choose stronger shapes to strengthen my structure. I can strengthen strengthening triangles.	I can strengthen 3d structures with diagonal struts and strengthening triangles. I can use a glue gun with close one to one supervision.	I can strengthen 3d structures with diagonal struts and cross braces.	I can cut strip wood, dowel and square section wood accurately. I can select the most appropriate method to strength 3D structures and frames.
Textiles	Substantive							I know why there is a need for a seam allowance.	

	Disciplinary			<p>I can mark and cut fabric with using given templates.</p> <p>I can use a running stitch.</p>	<p>I can measure and cut fabrics accurately using my own template.</p> <p>I can join fabrics by over sewing.</p> <p>I can decorate my product with buttons, beads, sequins, braids, ribbons.</p>	<p>I can create a simple pattern.</p> <p>I can use join fabric using over sewing or running stitch to fit the intended finish.</p> <p>I can decorate my product by sewing on details such as buttons, beads, sequins, braids, ribbons.</p>	<p>I can join textiles with appropriate stitching.</p> <p>I can select the most appropriate techniques to decorate textiles.</p> <p>I can add decoration to my design using applique.</p> <p>I can use a blanket stitch or over sewing to join two pieces of fabric.</p>	<p>I can create a pattern.</p> <p>I can decorate textiles appropriately using applique or embroidery.</p> <p>I can use a ladder stitch.</p> <p>I can join fabrics confidently using appropriate stitches confidently.</p>	<p>I can create 3D products using pattern pieces and seam allowance.</p> <p>I can join fabrics using over sewing, back stitch, blanket stitch, slip stitch or ladder stitch.</p> <p>I can decorate textiles appropriately using applique or embroidery with accuracy.</p>
Mechanisms	Substantive			<p>I know how a simple lever and slider works.</p>	<p>I know how a wheel and axel mechanism works.</p>	<p>I know how a pulley system work.</p>	<p>I know how a simple pneumatic system works.</p>	<p>I know how a cams mechanism works.</p>	<p>I know how a mechanism with gears works.</p>
	Disciplinary			<p>I can construct a simple slider with support.</p> <p>I can construct a simple lever with support and create a product with a lever.</p>	<p>I can create a product with wheel and axel mechanism.</p>	<p>I can construct a simple pulley system.</p>	<p>I can deconstruct and reconstruct a range of levers and look at the relationship of the pivot point.</p> <p>I can construct a simple pneumatic system with one moving part</p>	<p>I can discuss the relationship between a cam and follower, an off-centre cam, a peg cam, a pear-shaped cam and a snail cam.</p> <p>I can choose and construct the most appropriate can for my product.</p>	<p>I can use my knowledge of mechanisms to create movement and suggest suitability for given product.</p> <p>I can use cams, pulleys and gears to create movement.</p>