

DT Skills and Progression

Knowledge Progression

Year 1/2 Cycle 1	<p>Do I understand how simple 3-D textile products are made?</p> <p>Can I use technical vocabulary relevant to textiles?</p>	<p>Do I know where a range of fruit and vegetables come from e.g. farmed or grown at home?</p> <p>Do I understand and use basic principles of a healthy and varied diet to prepare dishes?</p> <p>Do I know how to ensure good hygiene when working with food?</p> <p>Can I use technical and sensory vocabulary relevant to food and nutrition?</p>	<p>Can I distinguish between fixed and freely moving axles?</p> <p>Can I use technical vocabulary relevant to mechanisms?</p> <p>Can I select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics?</p>
Year 1/2 Cycle 2	<p>Do I understand where a range of fruit and vegetables come from e.g. farmed or grown at home?</p> <p>Do I understand and use basic principles of a healthy and varied diet to prepare dishes?</p> <p>Do I know how to ensure good hygiene when working with food?</p> <p>Do I know and can I use technical and sensory vocabulary relevant to food and nutrition?</p>	<p>Do I understand that different mechanisms produce different types of movement?</p> <p>Do I know and can use technical vocabulary relevant to the project?</p>	<p>Do I know how to make freestanding structures stronger, stiffer and more stable?</p> <p>Do I know and can use technical vocabulary relevant to the project?</p>
Year 3/4 Cycle 1	<p>Can I distinguish between fixed and loose pivots?</p> <p>Can I use technical vocabulary relevant to the project?</p> <p>Can I generate realistic ideas and develop my own design criteria?</p>	<p>Do I know about a range of fresh and processed ingredients appropriate for my product, and whether they are grown, reared or caught?</p> <p>Can I use relevant technical and sensory vocabulary appropriately?</p>	<p>Do I know how to strengthen, stiffen and reinforce existing fabrics?</p> <p>Do I understand the need for patterns and seam allowances?</p> <p>Can I use technical vocabulary relevant to textiles?</p>
Year 3/4 Cycle 2	<p>Do I understand how pneumatic mechanisms work?</p> <p>Can I use technical vocabulary relevant to mechanical systems?</p>	<p>Do I understand the electrical systems in my products, such as series circuits incorporating switches, bulbs and buzzers?</p> <p>Can I apply my understanding of computing to program and control my product?</p> <p>Can I use technical vocabulary relevant to electrical systems?</p>	<p>Do I know how to construct strong, stiff shell structures?</p> <p>Can I use technical vocabulary relevant to shell structures?</p>
Year 5/6 Cycle 1	<p>Can I explain ways in which a 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics?</p> <p>Can I explain ways that fabrics can be strengthened, stiffened and reinforced where appropriate?</p>	<p>Do I understand that mechanical systems have an input, process and an output, and can I give some examples?</p> <p>Do I understand how cams can be used to produce different types of movement and change the direction of movement?</p> <p>Do I know and can I use technical vocabulary relevant to cam toys?</p>	<p>Do I understand about seasonality in relation to food products and the source of different food products?</p> <p>Do I know and can I use relevant technical and sensory vocabulary?</p>
Year 5/6 Cycle 1	<p>Do I understand how to strengthen, stiffen and reinforce 3-D frameworks?</p> <p>Can I use technical vocabulary relevant to frame structures?</p>	<p>Do I understand how the electrical systems in my products work?</p> <p>Can I apply my understanding of computing to program, monitor and control my products?</p> <p>Can I use technical vocabulary relevant to pulleys and gears?</p>	<p>Can I plan the order of the main stages of making a shell structure?</p> <p>Can I select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble with some accuracy?</p> <p>Can I explain my choice of materials according to functional properties and aesthetic qualities?</p> <p>Can I use computer-generated finishing techniques suitable for the product I am creating?</p>

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Skills Progression			
Year 1/2 Cycle 1	<p>Can I use a template to create two identical shapes?</p> <p>Can I join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling?</p> <p>Can I use a range of finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons?</p>	<p>Do I know where a range of fruit and vegetables come from e.g. farmed or grown at home?</p> <p>Do I understand and use basic principles of a healthy and varied diet to prepare dishes?</p> <p>Do I know how to ensure good hygiene when working with food?</p> <p>Can I use technical and sensory vocabulary relevant to food and nutrition?</p>	<p>Can I develop and communicate ideas through drawings and mock-ups?</p> <p>Can I use wheels, axles and axle holders?</p> <p>Can I select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing?</p>
Year 1/2 Cycle 2	<p>Can I use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely?</p>	<p>Can I plan by suggesting what to do next?</p> <p>Can I select and use tools suitable for the task, explaining my choices, to cut, shape and join paper and card?</p> <p>Can I use simple finishing techniques suitable for the product they are creating?</p> <p>Can I use sliders and levers?</p>	<p>Can I plan by suggesting what to do next, selecting and using tools, skills and techniques suitable for the task, explaining my choices?</p> <p>Can I select new and reclaimed materials and construction kits to build my structures?</p> <p>Can I use simple finishing techniques suitable for the structure I am creating?</p>
Year 3/4 Cycle 1	<p>Can I understand and use lever and linkage mechanisms?</p> <p>Can I select from and use appropriate tools with some accuracy to cut, shape and join paper and card?</p> <p>Can I select from and use finishing techniques suitable for the product I am creating?</p>	<p>Can I plan the main stages of a recipe, listing ingredients, utensils and equipment?</p> <p>Can I select and use appropriate utensils and equipment to prepare and combine ingredients?</p> <p>Can I select from a range of ingredients to make appropriate food products, thinking about sensory characteristics?</p>	<p>Can I plan the main stages of making my textile product?</p> <p>Can I select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing?</p> <p>Can I select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern?</p>
Year 3/4 Cycle 2	<p>Can I order the main stages of making a mechanical system?</p> <p>Can I select from and use appropriate tools with some accuracy to cut and join materials and components such as tubing, syringes and balloons?</p> <p>Can I select from and use finishing techniques suitable for the product I am creating?</p>	<p>Can I order the main stages of making an electrical system?</p> <p>Can I select from and use tools and equipment to cut, shape, join and finish with some accuracy?</p> <p>Can I select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities?</p>	<p>Can I plan the order of the main stages of making a shell structure?</p> <p>Can I select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble with some accuracy?</p> <p>Can I explain my choice of materials according to functional properties and aesthetic qualities?</p> <p>Can I use computer-generated finishing techniques suitable for the product I am creating?</p>
Year 5/6 Cycle 1	<p>Can I produce detailed lists of equipment and fabrics relevant to the tasks I am given?</p> <p>Can I formulate step-by-step plans and, if appropriate, allocate tasks within a team?</p> <p>Can I select from and use a range of tools and equipment to make a product that is accurately assembled and well finished, working within the constraints of time, resources and cost?</p>	<p>Can I produce detailed lists of tools, equipment and materials, formulate step-by-step plans and, if appropriate, allocate tasks within a team?</p> <p>Can I select from and use a range of tools and equipment to make a cam toy that is accurately assembled and well finished, working within the constraints of time, resources and cost?</p>	<p>Do I know how to use utensils and equipment including heat sources to prepare and cook food?</p> <p>Can I produce detailed lists of tools, equipment and materials, formulate step-by-step plans and, if appropriate, allocate tasks within a team?</p> <p>Can I select from and use a range of tools and equipment to make a food item that works within the constraints of time, resources and cost?</p>
Year 5/6 Cycle 1	<p>Can I formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used?</p> <p>Can I competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks?</p> <p>Can I use finishing and decorative techniques suitable for the product I am designing and making?</p>	<p>Can I formulate a step-by-step plan to guide making, listing tools, equipment, materials and components?</p> <p>Can I competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product?</p> <p>Can I create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment?</p>	<p>Can I produce detailed lists of tools, equipment and materials, formulate step-by-step plans and, if appropriate, allocate tasks within a team?</p> <p>Can I select from and use a range of tools and equipment to make products that are accurately assembled and well finished, working within the constraints of time, resources and cost?</p>