



Vigo Primary - Progression of Skills In DT

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas.	<ul style="list-style-type: none"> To listen and talk, taking turns in conversation. Plan, do, review ('Discovery Time'). To plan and adapt a design to meet a desired purpose (a chair for baby bear). To draw plans, for example of a building they want to make in the construction area. 	<ul style="list-style-type: none"> Draw on their own experience to help generate ideas Suggest ideas and explain what they are going to do Identify a target group for what they intend to design and make Model their ideas in card and paper Develop their design ideas applying findings from their earlier research 	<ul style="list-style-type: none"> Generate ideas by drawing on their own and other people's experiences Develop their design ideas through discussion, observation, drawing and modelling Identify a purpose for what they intend to design and make Identify simple design criteria Make simple drawings and label parts 	<ul style="list-style-type: none"> Generate ideas for an item, considering its purpose and the user/s Identify a purpose and establish criteria for a successful product. Plan the order of their work before starting Explore, develop and communicate design proposals by modelling ideas Make drawings with labels when designing 	<ul style="list-style-type: none"> Generate ideas, considering the purposes for which they are designing Make labelled drawings from different views showing specific features 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 Evaluate products and identify criteria that can be used for their own designs 	<ul style="list-style-type: none"> Generate ideas through brainstorming and identify a purpose for their product Draw up a specification for their design 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 Use results of investigations, information sources, including ICT when developing design ideas 	<ul style="list-style-type: none"> Communicate their ideas through detailed labelled drawings Develop a design specification Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways Plan the order of their work, choosing appropriate materials, tools and techniques
Working with tools, equipment, materials and components to make quality products (inc food)	<ul style="list-style-type: none"> To develop fine motor control, showing control when using cutlery etc. To use tools such as scissors, large needles, hammers etc. By the end of the year they will manipulate materials with increased accuracy showing core strength, co-ordination and dexterity. To make objects linked to their cross curricular learning, for example a prop or puppet to help aid story telling. Follow a simple recipe (mud pies, play dough, making toast). Snack bar and at lunch time (children will have the opportunity to use cutlery). <p>Children will have access to a 'creation station' (junk modelling) area during 'Discovery Time' (child-initiated learning).</p>	<ul style="list-style-type: none"> Make their design using appropriate techniques With help measure, mark out, cut and shape a range of materials Use tools <i>eg scissors and a hole punch</i> safely Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape Select and use appropriate fruit and vegetables, processes and tools Use basic food handling, hygienic practices and personal hygiene Use simple finishing techniques to improve the appearance of their product 	<ul style="list-style-type: none"> Begin to select tools and materials; use vocab' to name and describe them Measure, cut and score with some accuracy Use hand tools safely and appropriately Assemble, join and combine materials in order to make a product Cut, shape and join fabric to make a simple garment. Use basic sewing techniques Follow safe procedures for food safety and hygiene Choose and use appropriate finishing techniques 	<ul style="list-style-type: none"> Select tools and techniques for making their product Measure, mark out, cut, score and assemble components with more accuracy Work safely and accurately with a range of simple tools Think about their ideas as they make progress and be willing change things if this helps them improve their work Measure, tape or pin, cut and join fabric with some accuracy Demonstrate hygienic food preparation and storage Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT 	<ul style="list-style-type: none"> Select appropriate tools and techniques for making their product Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques Join and combine materials and components accurately in temporary and permanent ways Sew using a range of different stitches, weave and knit Measure, tape or pin, cut and join fabric with some accuracy Use simple graphical communication techniques 	<ul style="list-style-type: none"> Select appropriate materials, tools and techniques Measure and mark out accurately Use skills in using different tools and equipment safely and accurately Weigh and measure accurately (time, dry ingredients, liquids) Apply the rules for basic food hygiene and other safe practices <i>e.g. hazards relating to the use of ovens</i> Cut and join with accuracy to ensure a good-quality finish to the product 	<ul style="list-style-type: none"> Select appropriate tools, materials, components and techniques Assemble components make working models Use tools safely and accurately Construct products using permanent joining techniques Make modifications as they go along Pin, sew and stitch materials together create a product Achieve a quality product
Evaluating processes and products	<ul style="list-style-type: none"> To reflect and alter what they have made. To work as part of a group (for example adapting and changing an obstacle course). 	<ul style="list-style-type: none"> Evaluate their product by discussing how well it works in relation to the purpose Evaluate their products as they are developed, identifying strengths and possible changes they might make Evaluate their product by asking questions about what they have made and how they have gone about it 	<ul style="list-style-type: none"> Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make Talk about their ideas, saying what they like and dislike about them 	<ul style="list-style-type: none"> Evaluate their product against original design criteria <i>e.g. how well it meets its intended purpose</i> Disassemble and evaluate familiar products 	<ul style="list-style-type: none"> Evaluate their work both during and at the end of the assignment Evaluate their products carrying out appropriate tests 	<ul style="list-style-type: none"> Evaluate a product against the original design specification Evaluate it personally and seek evaluation from others 	<ul style="list-style-type: none"> Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests Record their evaluations using drawings with labels Evaluate against their original criteria and suggest ways that their product could be improved



Vigo Primary - Progression of Knowledge in DT

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Structures <u>Developing, planning and communicating ideas.</u> Design and make a new playground. <ul style="list-style-type: none"> Draw on their own experience to help generate ideas. Suggest ideas and explain what they are going to do. Develop their design ideas applying findings from their earlier research. <u>Working with tools, equipment, materials and components to make quality products.</u> With help measure, mark out, cut and shape a range of materials <ul style="list-style-type: none"> Use tools eg scissors and a hole punch safely Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape <u>Evaluating processes and products</u> <ul style="list-style-type: none"> Evaluate their product by asking questions about what they have made and how they have gone about it. 	Puppets <u>Developing, planning and communicating ideas.</u> Design and create a puppet. <ul style="list-style-type: none"> Templates and joining techniques To explore a range of existing products Look at products such as clothing and toys. Check how they are fastened and which fastenings are most secure. To create a design Design a puppet considering finishing techniques and decoration. To make a glove puppet <u>Working with tools, equipment, materials and components to make quality products.</u> <ul style="list-style-type: none"> Recap plans, sew two pieces of material together and decorate. <u>Evaluating processes and products</u> <ul style="list-style-type: none"> To evaluate your puppet making simple judgements Think about what you liked, how well it fits your hand. What decoration was used to make it look like the chosen character, 	Food <u>Developing, planning and communicating ideas.</u> Design and create a meal linked to topic. <ul style="list-style-type: none"> Understand the principles of a healthy and varied diet. Prepare and cook a variety of savory dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. <u>Working with tools, equipment, materials and components to make quality products.</u> <ul style="list-style-type: none"> Select suitable tools, equipment, materials and components and discuss why they have chosen them. Order the main stages of making. Generate and follow health and safety procedures which includes food hygiene. <u>Evaluating processes and products</u> <ul style="list-style-type: none"> Discuss how the ground-breaking products of key chefs and manufacturers have shaped our world. 	Textiles <u>Developing, planning and communicating ideas.</u> <ul style="list-style-type: none"> Develop design criteria to inform the design of innovative functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Select from and use a wider range of tools and equipment to perform practical tasks – such as cutting, shaping, joining and finishing. Select from and use a wider range of materials and components including textiles, according to their functional properties and aesthetic qualities. <u>Working with tools, equipment, materials and components to make quality products.</u> <ul style="list-style-type: none"> Generate and follow health and safety procedures. Measure, mark out, cut, assemble and join materials with some accuracy. Sew using a range of different stitches eg. running stitch, backstitch. When sewing, to measure, pin, cut and join fabric with increasing accuracy <u>Evaluating processes and products</u>	Mechanical systems Pully and Gears <u>Developing, planning and communicating ideas.</u> Design and make a water well that could be used in Egypt (History) <ul style="list-style-type: none"> Generate ideas through brainstorming and identify a purpose for their product Draw up a specification for their design <u>Working with tools, equipment, materials and components to make quality Products.</u> <ul style="list-style-type: none"> Select appropriate materials, tools and techniques Measure and mark out accurately Use skills in using different tools and equipment safely and accurately <u>Evaluating processes and products</u> <ul style="list-style-type: none"> Evaluate a product against the original design specification 	



		how well does it move and how could the puppet have improved.	<ul style="list-style-type: none"> - Evaluate strengths and areas for development in ideas and products. - Analyse how well our products are designed and made. - Did the equipment we used work and achieve purpose. - Consider the views of others and themselves when thinking about how to improve their work. 	<ul style="list-style-type: none"> - Evaluate strengths and areas for development in ideas and products - Analyse how well products are designed and made. - Were the materials chosen good and why? - Did the materials used achieve their purpose? - How well they meet users' needs. - Investigate where/ when and how products are designed/ made and who did this. - Investigate whether products can be recycled/ reused. - Use their design criteria when evaluating their completed products. - Consider views of others, including users to improve work, to include the redesign of a final product, taking into account these ideas. 		
Spring	Moving pictures	Fire engines	Mechanical Systems	Food	Food	
	<p><u>Developing, planning and communicating ideas.</u> <i>To design and make a moving book (levers/sliders)</i></p> <ul style="list-style-type: none"> • Draw on their own experience to help generate ideas • Suggest ideas and explain what they are going to do • Identify a target group for what they intend to design and make • Model their ideas in card and paper • Develop their design ideas applying findings from their earlier research. <p><u>Working with tools, equipment, materials and components to make quality products.</u></p>	<p><u>Developing, planning and communicating ideas.</u> <i>To design and make a fire engine.</i></p> <ul style="list-style-type: none"> • Mechanisms- wheels and axles • To identify how wheels function on a vehicle. • Think about the Great fire of London and the need to transport water. • Explore current toys that have wheels thinking about how they move, what shape the wheels are and how they are connected. • To recognise the features of a wheels toy. • Think about the purpose of different vehicles. • How toy cars move and relate to real cars. Vocab: axle, axle 	<p><u>Developing, planning and communicating ideas.</u></p> <p><u>Working with tools, equipment, materials and components to make quality products.</u></p> <ul style="list-style-type: none"> • Gather data/research to feed into design criteria. • Understand how to strengthen, stiffen and reinforce more complex structures. • Incorporate mechanical systems such as levers, linkages 	<p><u>Developing, planning and communicating ideas.</u></p> <ul style="list-style-type: none"> • Generate ideas through brainstorming and identify a purpose for their product. • Draw up a specification for their design • 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><u>Working with tools, equipment, materials and components to make quality products.</u></p>	<p><u>Developing, planning and communicating ideas.</u> Design and make Fairtrade bars (Geography)</p> <ul style="list-style-type: none"> • Generate ideas through brainstorming and identify a purpose for their product. • Draw up a specification for their design • 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><u>Working with tools, equipment, materials and components to make quality products.</u></p>	<p><u>Developing, planning and communicating ideas.</u> <i>Design and make a bag to carry school books.</i></p> <ul style="list-style-type: none"> • Generate ideas through brainstorming and identify a purpose for their product • Draw up a specification for their design <p><u>Working with tools, equipment, materials and components to make quality products.</u></p> <ul style="list-style-type: none"> • Select appropriate materials, tools and techniques • Use skills in using different tools and equipment safely and accurately



	<ul style="list-style-type: none"> Make their design using appropriate techniques With help measure, mark out, cut and shape a range of materials Use tools eg scissors and a hole punch safely Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape Use simple finishing techniques to improve the appearance of their product <p><u>Evaluating processes and products</u></p> <ul style="list-style-type: none"> Evaluate their product by discussing how well it works in relation to the purpose Evaluate their products as they are developed, identifying strengths and possible changes they might make 	<p>holder, body, wheels and chassis. Children label the parts.</p> <ul style="list-style-type: none"> To design a fire engine. <p>To think of the purpose of a fire engine and why the wheels are far apart/ designed different to cars. Children draw and label their plan.</p> <p><u>Working with tools, equipment, materials and components to make quality products.</u></p> <ul style="list-style-type: none"> To make a wheeled vehicle using a design plan. Children to make their fire engine by measuring where the axle goes and lining the wheels up so that it moves correctly. <p><u>Evaluating processes and products</u></p> <ul style="list-style-type: none"> To evaluate our wheeled vehicle. Look at photos of finished fire engines and think about what went well, what didn't go well, and what could be improved. 	<p>or simple sliders into their product.</p>	<ul style="list-style-type: none"> Learn to safely use a wider range of culinary tools to cut, shape, join and finish (e.g. mastering the claw and bridge grips to slice vegetable and fruit). Demonstrate independent mastery of basic food safety, hygienic surface preparation, proper handwashing, and cross-contamination prevention. Prepare and cook a variety of predominantly savory dishes using techniques such as peeling, grating, mixing, assembly, and controlled heating where relevant. <p><u>Evaluating processes and products</u></p> <ul style="list-style-type: none"> Critically evaluate their final dish directly against their original design criteria. Assess how well the food product appeals to the intended user group (considering taste, texture, aroma, and visual presentation). Identify areas for improvement in preparation efficiency or ingredient balancing for future iterations. 	<ul style="list-style-type: none"> Weigh and measure accurately (time, dry ingredients, liquids) Apply the rules for basic food hygiene and other safe practices e.g. hazards relating 	<ul style="list-style-type: none"> Cut and join with accuracy to ensure a good-quality finish to the product <p><u>Evaluating processes and products</u></p> <ul style="list-style-type: none"> Evaluate it personally and seek evaluation from others
Summer	<p>Food</p> <p><u>Developing, planning and communicating ideas.</u></p> <p><i>Designing and preparing a fruit salad</i></p> <ul style="list-style-type: none"> Identify a target group for what they intend to design and make. Develop their design ideas applying findings from their earlier research. <p><u>Working with tools, equipment, materials and components to make quality products.</u></p>	<p><u>Developing, planning and communicating ideas</u></p> <p><i>Design and make a meal from the Titanic</i></p> <ul style="list-style-type: none"> Identify a target group for what they intend to design and make (1st/2nd/3rd class Titanic passengers) Develop their design ideas applying findings from their earlier research. 	<p>Structures</p>	<p>Mechanical systems- levers and linkages</p> <p><u>Developing, planning and communicating ideas</u></p> <ul style="list-style-type: none"> Describe the purpose of their product and how it will appeal to their intended user. Gather information about the needs and wants of the intended user and present this information. 	<p>Textiles</p>	



	<ul style="list-style-type: none"> • With help measure, mark out, cut and shape a range of materials • Select and use appropriate fruit and vegetables, processes and tools • Use basic food handling, hygienic practices and personal hygiene • Use simple finishing techniques to improve the appearance of their product. <p><u>Evaluating processes and products</u></p> <ul style="list-style-type: none"> ▪ Evaluate their product by discussing how well it works in relation to the purpose. • Evaluate their product by asking questions about what they have made and how they have gone about it. 	<p><u>Working with tools, equipment, materials and components to make quality products.</u></p> <ul style="list-style-type: none"> • With help measure, mark out, cut and shape a range of materials • Use basic food handling, hygienic practices and personal hygiene • Use simple finishing techniques to improve the appearance of their product. <p><u>Evaluating processes and products</u></p> <ul style="list-style-type: none"> ▪ Evaluate their product by discussing how well it works in relation to the purpose. • Evaluate their product by asking questions about what they have made and how they have gone about it. 		<ul style="list-style-type: none"> - Develop their own design criteria and use it to inform their ideas. <p><u>Working with tools, equipment, materials and components to make quality products.</u></p> <ul style="list-style-type: none"> • Understand and use mechanical systems in their products – such as gears, pulleys, cams, levers and linkages. <p><u>Evaluating processes and products</u></p> <ul style="list-style-type: none"> • Analyse and evaluate a range of existing products against the design criteria. 		
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