



RADDLEBARN PRIMARY SCHOOL PROGRESSION IN D&T



Year Group Area of Study	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Resources
Design	<p>C&L Learn new vocabulary.</p> <p>EAD Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>EAD Develop their own ideas and then decide which materials to use to express them.</p>	<p>C&L Articulate ideas and thoughts in well informed sentences.</p> <p>C&L Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>EAD Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Develop and communicate ideas by talking and drawing.</p> <p>Use their own knowledge to generate their ideas.</p> <p>Design a functional product for other users based on design criteria.</p> <p>State who products are for, why they're used & how it will work.</p>	<p>Use their own knowledge of existing products to generate their ideas.</p> <p>Develop, model and communicate ideas through templates models, mock ups and ICT.</p> <p>State who products are for, why they're used & how it will work.</p>	<p>Use research & develop design criteria to inform design.</p> <p>Talk about design features and communicate ideas through discussion and annotated sketches.</p>	<p>Use research and develop design criteria to inform their designs.</p> <p>Research designers & key individuals (evaluate).</p> <p>Generate ideas through discussion, annotated sketches, prototypes and computer aided design.</p>	<p>Use research & design criteria to inform design of a functional product.</p> <p>Generate, develop, model & communicate ideas through annotated sketches and exploded diagrams.</p>	<p>Develop design criteria to inform design of an innovative & appealing product.</p> <p>Generate, develop, model & communicate ideas through annotated sketches, cross sectional diagrams, prototypes and pattern pieces.</p>	
Make	<p>PSED Select and use activities and resources, with help when needed.</p> <p>PD Use one-handed tools and equipment, for example, making snips in</p>	<p>PD Develop their small motor skills so that they can use a range of tools competently, safely and confidently: pencils paintbrushes, scissors, knives etc.</p>	<p>Select & use a range of tools and equipment to perform practical tasks, explaining their choices.</p> <p>Select from a range of materials and components according to their</p>	<p>Select from a range of tools and equipment, explaining their choices.</p> <p>Select from a range of materials (including textiles) and components</p>	<p>Select and use wide range of ingredients.</p>	<p><i>Select and use wide range of materials including construction materials.</i></p> <p>Explain their choice of skills and</p>	<p>Select & use wide range of materials & components according to functional properties.</p> <p>Use techniques involving a number of steps.</p>	<p>Select and use wide range of tools & equipment accurately.</p> <p>E.g. Accurately assembling, joining and</p>	<p>Large Construction Variety of collage materials Felt Binca Sewing Material and thread Wheels Axels Dowl</p>

	<p>paper with scissors.</p> <p>EAD Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>EAD Join different materials and explore different textures.</p> <p>*fly a kite</p>	<p>EAD Create collaboratively, sharing ideas, resources and skills.</p> <p>ELG PD - Fine Motor Skills (use small tools).</p> <p>ELG EAD - Creating With Materials (safely using and exploring materials, textures, tools, techniques).</p>	<p>characteristics explaining their choices.</p> <p>Develop skills and follow procedures for working safely.</p>	<p>according to their characteristics explaining their choices.</p> <p>Measure, mark out and cut materials.</p> <p>Assemble, join and combine materials and components.</p>		<p>Apply knowledge of how to strengthen, stiffen and reinforce complex structures.</p> <p>Become more accurate with measuring, cutting, joining & assembling.</p> <p>*Create a display</p>	<p>Understand & use mechanical systems e.g. gears, pulleys, cams, levers, linkages.</p> <p>*make a large scale model</p>	<p>combining materials.</p> <p>Select & use range of textiles according to functional properties & aesthetic qualities.</p> <p>*Design a product or business idea</p>	<p>Clay Wood Glue guns</p> <p>Usual E.G paper, card, pva glue, paint, glue gun sticks, staples</p>
Evaluate	<p>EAD Develop their own ideas and then decide which materials to use to express them.</p> <p>Critical thinking.</p>	<p>EAD Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>ELG EAD - Creating with Materials (Share creations, explaining processes).</p>	<p>Evaluate their ideas & products Talk about their design ideas and what they have made.</p> <p>Explore & evaluate existing products what products are, who products are for, how products work and how they used, what materials are products made from.</p>	<p>Evaluate their ideas & products.</p> <p>Evaluate against design criteria. Written evaluation.</p> <p>Make suggestions on how to improve they've made.</p> <p>Explore & evaluate a range of existing</p>	<p>Evaluate their ideas and products & consider views of others to improve their work.</p> <p>Investigate & analyse a range of existing products (tasting food).</p>	<p>Understand how key events and individuals in D&T have helped shape the world.</p> <p>Evaluate their products.</p>	<p>Evaluate ideas and products against design criteria.</p>	<p>Investigate & analyse range of existing products.</p> <p>Evaluate their ideas and products against own design criteria and consider views of others.</p>	

		Critical thinking.	2. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Explore if existing products be reused or recycled.	products – as Year 1 and what they like and dislike about products. *walk to a local landmark					
Technical Knowledge	PD Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. UW Explore collections of materials with similar and/or different properties. UW Explore how things work.	C&L Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. ELG EAD Creating With Materials (Safely using and exploring materials, textures, tools, techniques).	Know the characteristics of materials and ingredients. Know how freestanding structures can be made stronger, stiffer and more stable	Know the characteristic of materials and textiles. Explore & use mechanisms Understand the movement of simple mechanisms.		Apply knowledge of how to strengthen, stiffen and reinforce complex structures.	Understand & use mechanical systems e.g. gears, pulleys, cams, levers, linkages.	Understand & use electrical systems (E.g. series circuit with switches, bulbs, motors, buzzers). Apply understand of a computing to program, monitor and control their products.	
Cooking and Nutrition	PS&ED Make healthy choices about food, drink, activity and toothbrushing.	PS&ED Know and talk about the different factors that support their overall health and wellbeing: regular	Use basic principle of a healthy diet to prepare dishes. Without a heat source.		Understand & apply principles of healthy varied diet The Eatwell Guide – looking	Understand principles of healthy and varied diet.		Understand seasonality. Know that seasons can affect food availability.	Food Ingredients Cooking equipment E.G graters, peelers,

		<p>physical activity, healthy eating.</p> <p>ELG PSED – Managing Self (Importance of healthy food choices).</p> <p>*taste new fruit</p>	<p>Skills – peeling, cutting/chopping (soft foods bridge hold) craps, mixing, pouring, blending, tasting, spreading.</p> <p>Name & sort food into 5 food groups. The Eatwell Guide – basic.</p> <p>Know we should eat 5 portions of fruit and vegetable a day.</p> <p>Understand where food comes from. Know that all food comes from plants or animals.</p> <p>Understand and apply basic hygiene – e.g. handwashing, not touching hair, face, washing hands again if they do. Not tasting food during a making or cooking session. Unless it's a specific tasting lesson).</p> <p>*Make and taste some food</p>		<p>at proportions of food each group.</p> <p>Understand seasonality, know where & how a variety of ingredients are grown, reared, caught & processed.</p> <p>Use a heat source.</p> <p>Prepare & cook variety predominately savoury dishes using a range cooking techniques – skills as year 1 but with increasing independence.</p> <p>Plus cutting – claw grip, sieve, peel, bake.</p> <p>Begin to measure ingredients accurately with measuring jugs and measuring spoons.</p> <p>Use weighing scales with support.</p>	<p>Prepare and cook healthy dishes – some savoury.</p> <p>Use a range of cooking techniques – skills as Y3 plus slice, grate, beat, knead.</p> <p>Use a heat source.</p> <p>Prepare dishes safely and hygienically.</p>	<p>Know where & how variety of ingredients grown, reared, caught & processed.</p> <p>Make a dish using prescribed ingredients - Know how recipes can adapted.</p> <p>Use all skills taught.</p> <p>Measure out ingredients accurately with weighing scales, jugs and spoons.</p>	<p>mixing bowls, spoons, chopping boards, knives.</p>
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