



# DT Curriculum Progression Overview



Nursery	Reception
<p>By the end of Nursery children should have experience in:</p> <ul style="list-style-type: none"> <li>- Developing, planning and communicating ideas</li> <li>- Working with tools, equipment, materials and components to make quality products</li> <li>- Cooking and Nutrition</li> <li>- Evaluating processes and products</li> </ul>	<p>By the end of Reception children should be:</p> <ul style="list-style-type: none"> <li>- <b>Developing, planning and communicating ideas</b> <ul style="list-style-type: none"> <li>- Select appropriate resources</li> <li>- Use gestures, talking and arrangements of materials and components to show design</li> <li>- Use contexts set by the teacher</li> <li>- Use language of designing and making (join, build, shape, longer, shorter, heavier etc.)</li> </ul> </li> <li>- <b>Working with tools, equipment, materials and components to make quality products</b> <ul style="list-style-type: none"> <li>- Construct with a purpose, using a variety of resources</li> <li>- Use simple tools and techniques</li> <li>- Build / construct with a wide range of objects</li> <li>- Select tools &amp; techniques to shape, assemble and join</li> <li>- Replicate structures with materials / components</li> <li>- Record experiences by drawing, writing, voice recording</li> <li>- Understand different media can be combined for a purpose</li> </ul> </li> <li>- <b>Cooking and understanding nutrition</b> <ul style="list-style-type: none"> <li>- Discuss how to make an activity safe and hygienic</li> <li>- Begin to understand some food preparation tools, techniques and processes</li> <li>- Practise stirring, mixing, pouring, blending</li> <li>- Discuss how to make an activity safe and hygienic</li> <li>- Discuss use of senses</li> <li>- Understand need for variety in food</li> <li>- Begin to understand that eating well contributes to good health</li> </ul> </li> <li>- <b>Evaluating processes and products</b> <ul style="list-style-type: none"> <li>- Adapt work if necessary</li> <li>- Dismantle, examine, talk about existing objects/structures</li> <li>- Consider and manage some risks</li> <li>- Practise some appropriate safety measures independently</li> <li>- Talk about how things work</li> <li>- Look at similarities and differences between existing objects / materials / tools</li> <li>- Show an interest in technological toys</li> </ul> </li> </ul>



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	<ul style="list-style-type: none"><li>- Describe textures</li><li>-</li></ul> <p><u>Early Learning Goal:</u> Children at the expected level of development will: Be beginning to show evidence of planning, discussing, making and evaluating their products for both purpose and aesthetics.</p>
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Please ask Jane or Anna for the EYFS progression statements for your subject. These are taken directly from Development Matters and the Early Learning Goals.



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	Year 1	Year 2	Year 3
<b>Developing, planning and communicating ideas</b>	<ul style="list-style-type: none"> <li>• have own ideas</li> <li>• explain what I want to do</li> <li>• explain what my product is for, and how it will work</li> <li>• use pictures and words to plan, begin to use models</li> <li>• design a product for myself following design criteria</li> <li>• research similar existing products</li> </ul>	<ul style="list-style-type: none"> <li>• have own ideas and plan what to do next</li> <li>• explain what I want to do and describe how I may do it</li> <li>• explain purpose of product, how it will work and how it will be suitable for the user</li> <li>• describe design using pictures, words, models, diagrams, begin to use ICT</li> <li>• design products for myself and others following design criteria</li> <li>• choose best tools and materials, and explain choices</li> <li>• use knowledge of existing products to produce ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Generate ideas for an item considering its purpose and the user/s</li> <li>• Identify a purpose and establish criteria for a successful product.</li> <li>• Plan the order of their work before starting</li> <li>• Explore, develop and communicate design proposals by modelling ideas</li> <li>• Make drawings with labels when designing</li> </ul>
<b>Working with tools, equipment, materials and components to make quality products</b>	<ul style="list-style-type: none"> <li>• explain what I'm making and why</li> <li>• consider what I need to do next</li> <li>• select tools/equipment to cut, shape, join, finish and explain choices</li> <li>• measure, mark out, cut and shape, with support</li> <li>• choose suitable materials and explain choices</li> <li>• try to use finishing techniques to make product look good</li> <li>• begin to measure and join materials, with some support</li> <li>• <b>begin to use levers or slides</b></li> <li>• <b>measure, cut and join textiles to make a product, with some support</b></li> </ul>	<ul style="list-style-type: none"> <li>• explain what I am making and why it fits the purpose</li> <li>• make suggestions as to what I need to do next.</li> <li>• join materials/components together in different ways</li> <li>• measure, mark out, cut and shape materials and components, with support.</li> <li>• describe which tools I'm using and why</li> <li>• choose suitable materials and explain choices depending on characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• Select tools and techniques for making their product</li> <li>• Measure, mark out, cut, score and assemble components with more accuracy 🛠️ Work safely and accurately with a range of simple tools</li> <li>• Think about their ideas as they make progress and be willing change things if this helps them improve their work</li> <li>• Measure, tape or pin, cut and join fabric with some accuracy</li> <li>• Demonstrate hygienic food preparation and storage</li> </ul>



# DT Curriculum Progression Overview



	<ul style="list-style-type: none"> <li>● <b>choose suitable textiles</b></li> <li>● <b>measure textiles</b></li> <li>● <b>join textiles together to make a product, and explain how I did it</b></li> <li>● <b>carefully cut textiles to produce accurate pieces</b></li> </ul>	<ul style="list-style-type: none"> <li>● use finishing techniques to make product look good</li> <li>● work safely and hygienically</li> <li>● measure materials</li> <li>● describe some different characteristics of materials</li> <li>● join materials in different ways</li> <li>● use joining, rolling or folding to make it stronger</li> <li>● use own ideas to try to make product stronger</li> <li>● use levers or slides</li> <li>● begin to understand how to use wheels and axles</li> </ul>	<ul style="list-style-type: none"> <li>● Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT</li> </ul>
<b>Cooking and Nutrition</b>	<ul style="list-style-type: none"> <li>● work in a safe and hygienic manner</li> <li>● describe textures</li> <li>● wash hands &amp; clean surfaces</li> <li>● think of interesting ways to decorate food</li> <li>● say where some foods come from, (i.e. plant or animal)</li> <li>● describe differences between some food groups (i.e. sweet, vegetable etc.)</li> <li>● discuss how fruit and vegetables are healthy</li> <li>● cut, peel and grate safely, with support</li> </ul>	<ul style="list-style-type: none"> <li>● explain hygiene and keep a hygienic kitchen</li> <li>● describe properties of ingredients and importance of varied diet</li> <li>● say where food comes from (animal, underground etc.)</li> <li>● describe how food is farmed, home-grown, caught</li> <li>● draw eat well plate; explain there are groups of food</li> <li>● describe “five a day”</li> <li>● cut, peel and grate with increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li>● choose the right ingredients for a product</li> <li>● Say what to do to be hygienic and safe in preparing food</li> <li>● Use equipment safely</li> <li>● Make sure that my product looks attractive</li> <li>● Describe how my combined ingredients come together</li> </ul>



# DT Curriculum Progression Overview

<b>Evaluating processes and products</b>	<ul style="list-style-type: none"><li>• talk about my work, linking it to what I was asked to do</li><li>• talk about existing products considering: use, materials, how they work, audience, where they might be used</li><li>• talk about existing products, and say what is and isn't good</li><li>• talk about things that other people have made</li><li>• begin to talk about what could make product better</li></ul>	<ul style="list-style-type: none"><li>• talk about my work, linking it to what I was asked to do</li><li>• talk about existing products considering: use, materials, how they work, audience, where they might be used</li><li>• talk about existing products, and say what is and isn't good</li><li>• talk about things that other people have made</li><li>• begin to talk about what could make product better</li><li>• describe differences in materials</li><li>• suggest ways to make material/product stronger</li></ul>	<ul style="list-style-type: none"><li>• Evaluate their product against original design criteria e.g. how well it meets its intended purpose</li><li>• Disassemble and evaluate familiar products</li></ul>
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# DT Curriculum Progression Overview

	Year 4	Year 5	Year 6
Developing, planning and communicating ideas	<ul style="list-style-type: none"> <li>• Generate ideas considering the purposes for which they are designing</li> <li>• Make labelled drawings from different views showing specific features</li> <li>• 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</li> <li>• Evaluate products and identify criteria that can be used for their own designs</li> </ul>	<ul style="list-style-type: none"> <li>• Generate ideas considering the purposes for which they are designing</li> <li>• Make labelled drawings from different views showing specific features</li> <li>• 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</li> <li>• Evaluate products and identify criteria that can be used for their own designs</li> </ul>	<ul style="list-style-type: none"> <li>• Generate ideas through brainstorming and identify a purpose for their product</li> <li>• Draw up a specification for their design</li> <li>• 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</li> <li>• Use results of investigations, information sources, including ICT when developing design ideas</li> </ul>
Working with tools, equipment, materials and components to make quality products	<ul style="list-style-type: none"> <li>• Select appropriate tools and techniques for making their product</li> <li>• Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</li> <li>• Join and combine materials and components accurately in temporary and permanent ways</li> <li>• Sew using a range of different stitches, weave and knit</li> <li>• Measure, tape or pin, cut and join fabric with some accuracy</li> <li>• Use simple graphical communication techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Select appropriate tools and techniques for making their product</li> <li>• Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</li> <li>• Join and combine materials and components accurately in temporary and permanent ways</li> <li>• Sew using a range of different stitches, weave and knit</li> <li>• Measure, tape or pin, cut and join fabric with some accuracy</li> <li>• Use simple graphical communication techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Select appropriate materials, tools and techniques ■ Measure and mark out accurately</li> <li>• Use skills in using different tools and equipment safely and accurately</li> <li>• Weigh and measure accurately (time, dry ingredients, liquids)</li> <li>• Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens</li> <li>• Cut and join with accuracy to ensure a good-quality finish to the product</li> </ul>
Cooking and Nutrition	<ul style="list-style-type: none"> <li>• Prepare ingredients hygienically using appropriate utensils</li> <li>• Measure ingredients to the nearest gram accurately</li> <li>• Follow a recipe</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the importance of correct storage and handling of ingredients</li> <li>• Begin to measure accurately and calculate ratios of ingredients to scale up or down from a recipe</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the importance of correct storage and handling of ingredients</li> <li>• Begin to measure accurately and calculate ratios of ingredients to scale up or down from a recipe</li> </ul>



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	<ul style="list-style-type: none"> <li>Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking)</li> </ul>	<ul style="list-style-type: none"> <li>Begin to demonstrate a range of baking and cooking techniques</li> <li>Begin to create and refine recipes, including ingredients, methods, cooking times and temperatures</li> </ul>	<ul style="list-style-type: none"> <li>Begin to demonstrate a range of baking and cooking techniques</li> <li>Begin to create and refine recipes, including ingredients, methods, cooking times and temperatures</li> </ul>
Evaluating processes and products	<ul style="list-style-type: none"> <li>Evaluate their work both during and at the end of the assignment</li> <li>Evaluate their products carrying out appropriate tests</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate a product against the original design specification</li> <li>Evaluate it personally and seek evaluation from other</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</li> <li>Record their evaluations using drawings with labels</li> <li>Evaluate against their original criteria and suggest ways that their product could be improved</li> </ul>