



DT Progression Ladder



Progression of Skills in DT	Designing	Making	Evaluating	Technical Knowledge	Cooking and Nutrition
Year 1	<p>Use a range of contexts to impact design (i.e. stories/ school/ home etc) through experience.</p> <p>Create a simple design for a product.</p> <p>Say how their products will work.</p> <p>Use a simple criterion to develop ideas further.</p> <p>Talk about their ideas and draw them.</p> <p>Use knowledge of existing products to impact their own ideas.</p> <p>Model ideas by accessing materials, construction kits, make mock-ups etc.</p> <p>Use ICT where appropriate to develop ideas.</p>	<p>Select from a range of tools and equipment and explain their choices according to their characteristics.</p> <p>Follow procedures for safety when using a range of simple tools to cut, join, shape and combine materials and components.</p> <p>Use finishing techniques from art and design.</p> <p>Explore what products are.</p> <p>Explore what products are for.</p> <p>Explore how products work and where they might be used– axels and wheels.</p> <p>Explore what products are made from.</p>	<p>Explore what they like/ dislike about a product.</p> <p>Talk about their ideas and what they are making.</p> <p>Make simple judgements about their products against a simple success criterion.</p> <p>Ask simple questions about existing products and those that have been made.</p>	<p>Know about simple characteristics of materials and components.</p> <p>Know about movement of simple mechanisms - - wheels and axles.</p> <p>Know how to strengthen a free-standing structure to make it stiffer, stronger and more stable.</p>	<p>Prepare simple dishes safely and hygienically without a heat source.</p> <p>Cut, peel and grate.</p> <p>Talk about what I eat at home and discuss what healthy foods are.</p> <p>Say where some food comes from and give examples of food that is grown.</p>

By the end of year 1 pupils should be able to

Talk about what they eat at home and discuss what healthy foods are. Know where food comes from and give examples of food that is grown. Use simple tools to help to prepare food safely (cut, peel, grate).

Create a simple design for a product, using pictures and words to describe what they want to do. Select tools and equipment to perform practical tasks safely. Ask simple questions about existing products and those that they have made. Know how to stiffen and make structures stronger and more stable. Use wheels and axels in a project.



DT Progression Ladder



Progression of Skills in DT	Designing	Making	Evaluating	Technical Knowledge	Cooking and Nutrition
Year 2	<p>Use a range of contexts to impact design through their own experiences – including industry and the local and wider environment.</p> <p>Generate, develop, model and communicate ideas through talking, drawing, templates, mock ups and IT for a specific that they are designing.</p> <p>State who their products are for (themselves or others) and how it will be made suitable for their intended user/s.</p> <p>Give their product a purpose.</p> <p>Use existing products to impact my design.</p> <p>Model ideas using templates and mock ups.</p>	<p>Plan by thinking what to do next.</p> <p>Select tools and select a range of materials based on knowledge of their properties.</p> <p>Safely measure, mark out, cut and shape materials and components using a range of tools.</p> <p>Assemble, join and combine materials and components.</p> <p>Improve finishing techniques.</p> <p>Explore who products are for</p>	<p>Critique what they like/ dislike about their work.</p> <p>Make judgements about their ideas and product using a specific design criterion as well as existing products.</p>	<p>Know that a 3D shape can be assembled from two identical fabric shapes.</p> <p>Know that food ingredients should be combined due to their sensory characteristics.</p> <p>Technical vocabulary for projects undertaking.</p> <p>Know about simple characteristics of materials and components.</p> <p>Know about movement of simple mechanisms such as levers, sliders, wheels and axles.</p> <p>Identify different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable.</p>	<p>Use a wider range of cookery techniques (mix, chop, cook) to prepare food safely and hygienically.</p> <p>Know that food comes from plants or animals.</p> <p>Know that food needs to be farmed, grown (elsewhere) or caught.</p> <p>Name and sort food into the 5 groups – Eatwell Plate.</p> <p>Understand that everyone should eat at least 5 portions or fruit and vegetables a day.</p>

By the end of year 2 pupils should be able to

Explain why they need a variety of foods in their diet. Know that all food has to be farmed, grown and caught. Use a wide range of cookery techniques to prepare food safely.

Design pleasing products for themselves and others based on a design. Generate, develop, model and communicate ideas through talking, drawing, templates, mock ups and ICT. Choose tools and select materials based on their knowledge and properties. Safely measure, mark out, cut and shape materials and components using a wide range of tools. Evaluate and assess products using a design criteria. Investigate techniques for stiffening materials and enable structures to remain stable. Explore mechanisms such as levers, sliders, wheels and axles.