

Knowledge Progression in DT at Foundation Stage

EAD						
Shaded = knowledge	Expectations for Nursery			Expectations for Reception		ELG
Sculpture	Explore malleable materials	Begin to make marks and cut malleable materials	Mould and create simple shapes with malleable materials and gives meaning	Use simple tools to cut, shape and impress patterns and textures into a range of materials	Buils structures by manipulating malleable materials using hands and tools	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture and function
	Buils towers using blocks	Begins to use junk modelling resources to create objects based on their experience		Makes something that they can give meaning to	Makes something with clear intentions	
	Can use a glue stick with support	Can use a glue spatula with support	Can join items with pva glue, glue stick and sellotape	Begins to use a variety of ways to join items – glue, masking tape, sellotape, string ribbon	Chooses and uses the most appropriate joining method	
Physical development						
Fine motor	Is beginning to use scissors. Uses large tweezers, large nuts and bolts and is able to thread. Is able to use other large one-handed tools such as hammers		Uses one-handed tools and equipment	Can use scissors with precision. Uses small tweezers, smaller nuts and bolts and geo boards. Is able to use other small one-handed tools such as screwdrivers	Can use appropriate tools with precision to achieve a planned effect.	Use a range of small tools, including scissors, paintbrushes and cutlery

Knowledge Progression in DT at Key Stage One

	Food	Mechanisms	Structures	Textiles	Design	Make	Evaluate
Year 1 & 2	<ul style="list-style-type: none"> ✓ Work safely and hygienically. ✓ Understand the need for a variety of foods in a diet. ✓ Develop a food vocabulary using taste, smell, texture and feel. ✓ Group familiar food products e.g. fruit and vegetables. ✓ Explain where food comes from. 	<ul style="list-style-type: none"> ✓ Skills based (See skills document) 	<ul style="list-style-type: none"> ✓ Skills based (See skills document) 	<ul style="list-style-type: none"> ✓ Skills based (See skills document) 	<ul style="list-style-type: none"> ✓ Use pictures and words to convey what they want to design/make. ✓ Propose more than one idea for their product. ✓ Select appropriate technique explaining: First... Next... Last.... ✓ Select pictures to help develop ideas. ✓ Add notes to drawings to help explanations. ✓ Describe their models and drawings of ideas and intentions. 	<ul style="list-style-type: none"> ✓ Discuss their work as it progresses. ✓ Select materials from a limited range that will meet the design criteria. ✓ Select and name the tools needed to work the materials. ✓ Explain what they are making. ✓ Explain which materials they are using and why. ✓ Name the tools they are using. ✓ Describe what they need to do next. 	<ul style="list-style-type: none"> ✓ Explore existing products and investigate how they have been made. ✓ Decide how existing products do/do not achieve their purpose. ✓ Talk about their design as they develop and identify good and bad points. ✓ Say what they like and do not like about items they have made and attempt to say why. ✓ Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.

Knowledge Progression in DT at Key Stage Two

	Food	Mechanical and electrical systems	Structures	Textiles	Design	Make	Evaluate
Year 3 & 4	<ul style="list-style-type: none"> ✓ Develop sensory vocabulary/knowledge using, smell, taste, texture and feel. ✓ Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury). ✓ Follow instructions/recipes. ✓ Make healthy eating choices – use the Eatwell plate. ✓ Explore seasonality of vegetables and fruit. ✓ Find out which fruit and vegetables are grown in countries/continents studied in Geography. ✓ Develop understanding of how meat/fish are reared/caught. 	<ul style="list-style-type: none"> ✓ Develop vocabulary related to the project. 	<ul style="list-style-type: none"> ✓ Develop vocabulary related to the project. 	<ul style="list-style-type: none"> ✓ Develop vocabulary for tools materials and their properties. ✓ Understand seam allowance. 	<ul style="list-style-type: none"> ✓ Plan a sequence of actions to make a product. ✓ Think ahead about the order of their work and decide upon tools and materials. ✓ Propose realistic suggestions as to how they can achieve their design ideas. ✓ Consider aesthetic qualities of materials chosen. 	<ul style="list-style-type: none"> ✓ Select from a range of tools for cutting shaping joining and finishing. ✓ Select from techniques for different parts of the process. ✓ Select from materials according to their functional properties. ✓ Plan the stages of the making process. 	<ul style="list-style-type: none"> ✓ Investigate similar products to the one to be made to give starting points for a design. ✓ Research needs of user. ✓ Identify the strengths and weaknesses of their design ideas in relation to purpose/user. ✓ Decide which design idea to develop. ✓ Consider and explain how the finished product could be improved. ✓ Discuss how well the finished product meets the design criteria of the user. ✓ Investigate key events and individuals in Design and Technology.

<p style="text-align: center;">Year 5 & 6</p>	<ul style="list-style-type: none"> ✓ Select and prepare foods for a particular purpose. ✓ Work safely and hygienically. ✓ Show awareness of a healthy diet (using the eatwell plate). ✓ Know where and how ingredients are grown and processed. ✓ Consider influence of chefs e.g. Jamie Oliver and school meals, Hugh Fearnley-Whittingstall and sustainable fishing etc. 	<ul style="list-style-type: none"> ✓ Develop a technical vocabulary appropriate to the project. 	<ul style="list-style-type: none"> ✓ Use the correct terminology for tools materials and processes. 	<ul style="list-style-type: none"> ✓ Use the correct vocabulary appropriate to the project. ✓ Understand pattern layout. 	<ul style="list-style-type: none"> ✓ List tools needed before starting the activity. ✓ Plan the sequence of work e.g. using a storyboard. ✓ Devise step by step plans which can be read / followed by someone else. ✓ Decide which design idea to develop. 	<ul style="list-style-type: none"> ✓ Develop one idea in depth. ✓ Use researched information to inform decisions. ✓ Produce detailed lists of ingredients / components / materials and tools. ✓ Refine their product – review and rework/improve. 	<ul style="list-style-type: none"> ▪ Research and evaluate existing products (including book and web based research). ▪ Consider user and purpose. ▪ Identify the strengths and weaknesses of their design ideas. ▪ Give a report using correct technical vocabulary. ▪ Consider and explain how the finished product could be improved related to design criteria. ▪ Discuss how well the finished product meets the design criteria of the user. Test on the user! ▪ Understand how key people have influenced design.
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