

## DT Progression of skills

Cooking and Nutrition					
		Year One	Year Two	Year Three	Year Four
Skills	Design	<ul style="list-style-type: none"> <li>I can design appealing products for myself.</li> <li>I can generate ideas through discussion, drawing and templates.</li> </ul>	<ul style="list-style-type: none"> <li>I can design appealing products for myself and others.</li> <li>I can generate ideas through discussion, drawing and templates and mock-ups.</li> </ul>	<ul style="list-style-type: none"> <li>I can discuss the recipe for a healthy and nutritious savoury dish.</li> <li>I can consider the taste and appearance of the dish.</li> </ul>	<ul style="list-style-type: none"> <li>I can adapt a recipe for a healthy and nutritious savoury dish (to improve or change it).</li> <li>I can design a healthy and nutritious savoury dish.</li> </ul>
	Make	<ul style="list-style-type: none"> <li>I can use appropriate tools to cut food safely.</li> <li>I know which foods are fruits and vegetables.</li> </ul>	<ul style="list-style-type: none"> <li>I can choose and use appropriate tools to slice food safely.</li> <li>I can use a bridge or claw grip when cutting.</li> </ul>	<ul style="list-style-type: none"> <li>I can follow a recipe.</li> <li>I know what a clean and safe cooking environment looks like.</li> <li>I can follow cleanliness procedures.</li> </ul>	<ul style="list-style-type: none"> <li>I can follow a recipe, including the preparation of ingredients.</li> <li>I can set up a clean and safe cooking environment.</li> <li>I can cook safely following hygiene procedures.</li> <li>I can use and discuss a range of cooking techniques (baking, roasting, frying).</li> </ul>
	Evaluate	<ul style="list-style-type: none"> <li>I can suggest packaging ideas and content needed.</li> </ul>	<ul style="list-style-type: none"> <li>I can design packaging designs.</li> <li>I can taste test my final product.</li> </ul>	<ul style="list-style-type: none"> <li>I can suggest improvements on the recipe followed.</li> <li>I can suggest improvements of the dish I have made.</li> </ul>	<ul style="list-style-type: none"> <li>I can discuss the impact on changing and adapting my recipe.</li> <li>I can share my ideas on how I could improve my dish.</li> <li>I can share my ideas on what went well during cooking.</li> </ul>
Knowledge		<ul style="list-style-type: none"> <li>I understand where and how fruits and vegetables grow.</li> <li>I understand there are healthy and unhealthy foods.</li> </ul>	<ul style="list-style-type: none"> <li>I understand where fruit and vegetables come from.</li> <li>I understand there are seeds in foods.</li> <li>I can recognise healthy and unhealthy foods.</li> </ul>	<ul style="list-style-type: none"> <li>I understand what a healthy and varied diet is.</li> <li>I know how grown food is prepared for sale.</li> </ul>	<ul style="list-style-type: none"> <li>I understand the difference between a healthy and unhealthy diet.</li> <li>I know how a variety of ingredients are grown.</li> <li>I understand foods are grown in different seasons.</li> </ul>

Mechanisms / Mechanical Systems					
		Year One	Year Two	Year Three	Year Four
Skills	Design	<ul style="list-style-type: none"> <li>I can talk about an item I am going to make, with moving parts.</li> <li>I can recognise the parts that are going to make the item move.</li> </ul>	<ul style="list-style-type: none"> <li>I can plan an object to have a moving mechanism, through discussion.</li> <li>I can design an object with a moving mechanism, through drawing.</li> </ul>	<ul style="list-style-type: none"> <li>I can select a suitable linkage system to produce a motion.</li> <li>I can discuss, plan and design an item with a mechanism or mechanical system.</li> <li>I can draw a plan with detailed pictures and labels.</li> <li>I can consider the purpose of my product.</li> </ul>	<ul style="list-style-type: none"> <li>I can consider the audience and the purpose for the product I am designing.</li> <li>I can personalise my design.</li> <li>I can plan and design simple pneumatic systems.</li> </ul>
	Make	<ul style="list-style-type: none"> <li>I can use objects (wheels and axels) to make my item, or something move.</li> </ul>	<ul style="list-style-type: none"> <li>I can use appropriate mechanisms to make something move.</li> <li>I can adapt and change to ensure my mechanism will work, when finished.</li> </ul>	<ul style="list-style-type: none"> <li>I can follow my plan to create an item with a moving part/s.</li> <li>I can select suitable materials to create an item with moving parts.</li> </ul>	<ul style="list-style-type: none"> <li>I can measure, mark and cut with increasing accuracy and precision.</li> <li>I can make a model based on my chosen design.</li> </ul>
	Evaluate	<ul style="list-style-type: none"> <li>I can test my item to see if the moving part works.</li> </ul>	<ul style="list-style-type: none"> <li>I can discuss the changes I needed to make when using moving mechanisms.</li> </ul>	<ul style="list-style-type: none"> <li>I can discuss the products strengths and weaknesses of my product.</li> <li>I can identify the changes I made throughout making my product.</li> <li>I can identify changes I would make to improve my product.</li> </ul>	<ul style="list-style-type: none"> <li>I can consider and explain how the final product can be improved.</li> <li>I can discuss how the end product meets my design criteria.</li> <li>I can discuss how I used my plan to support my product.</li> </ul>
Knowledge		<ul style="list-style-type: none"> <li>I understand that a mechanism is the parts of an object that move together.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the different parts used when making an item with a moving mechanism. (axel, wheel, axel holder, chassis)</li> </ul>	<ul style="list-style-type: none"> <li>I know how to use tools safely.</li> <li>I understand that different materials have different properties and are therefore suitable for different uses.</li> <li>To know that it is important to test my design as I go along so that I can solve any problems that may occur.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to use tools safely.</li> <li>I can explain how simple pneumatic systems work.</li> <li>I can recognise familiar objects that use air to make them work.</li> </ul>

Structures					
		Year One	Year Two	Year Three	Year Four
Skills	Design	<ul style="list-style-type: none"> <li>I can include individual preference in my design.</li> </ul>	<ul style="list-style-type: none"> <li>I can generate ideas through sketching, adapting my plan as I draw.</li> </ul>	<ul style="list-style-type: none"> <li>I can design a structure with key features for a specific purpose.</li> <li>I can draw and label my plan, noting shapes used (2D/3D) and the purpose of each section.</li> </ul>	<ul style="list-style-type: none"> <li>I can design a structure that is aesthetically pleasing to look at.</li> <li>I can design a structure to support a weight.</li> </ul>
	Make	<ul style="list-style-type: none"> <li>I can make a stable structure.</li> <li>I can cut evenly and carefully.</li> </ul>	<ul style="list-style-type: none"> <li>I can make a structure according to my design criteria.</li> <li>I can make a structure strong by selecting and using the appropriate materials.</li> </ul>	<ul style="list-style-type: none"> <li>I can construct a range of 3D geometric shapes using nets.</li> <li>I can make my design personable.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a range of shapes to create a framed structure.</li> <li>I can make a range of free standing structures of different shapes and sizes.</li> <li>I can reinforce the corners to strengthen my structure.</li> </ul>
	Evaluate	<ul style="list-style-type: none"> <li>I can discuss how to improve my structure.</li> <li>I can discuss what I liked about my structure.</li> </ul>	<ul style="list-style-type: none"> <li>I can test the strength of my structure.</li> </ul>	<ul style="list-style-type: none"> <li>I can test the strength of my structure.</li> <li>I can identify the weaknesses in my structure.</li> </ul>	<ul style="list-style-type: none"> <li>I can evaluate structures made by the class.</li> <li>I can discuss effective and ineffective design.</li> <li>I can test the structures to see if they are weight bearing.</li> </ul>
Knowledge		<ul style="list-style-type: none"> <li>I understand that a structure needs to be supported and strong to stand up.</li> <li>I can begin to understand that structures are designed for different purposes.</li> </ul>	<ul style="list-style-type: none"> <li>I understand that materials can be manipulated to improve their strength (e.g. folding paper).</li> </ul>	<ul style="list-style-type: none"> <li>I understand that wide and flat based objects are more stable.</li> <li>I understand and can discuss the importance of strength and stiffness in structures.</li> </ul>	<ul style="list-style-type: none"> <li>I understand what a free-standing structure is.</li> <li>I understand the meaning of aesthetics.</li> <li>I understand the importance of the aesthetics of a structure.</li> </ul>

Textiles					
		Year One	Year Two	Year Three	Year Four
Skills	Design	<ul style="list-style-type: none"> <li>I can use a template to support my design.</li> </ul>	<ul style="list-style-type: none"> <li>I can design something that would be useful, using fabric.</li> </ul>	<ul style="list-style-type: none"> <li>I can design and make a template using fabric.</li> </ul>	<ul style="list-style-type: none"> <li>I can design and make a template using fabric.</li> </ul>
	Make	<ul style="list-style-type: none"> <li>I can cut fabric neatly.</li> <li>I can use joining methods (sewing, gluing).</li> </ul>	<ul style="list-style-type: none"> <li>I can thread a needle.</li> <li>I can select and cut fabrics for sewing.</li> <li>I can begin tying a knot.</li> </ul>	<ul style="list-style-type: none"> <li>I can thread a needle.</li> <li>I can tie a knot.</li> <li>I can stitch using a specifically selected stitch.</li> </ul>	<ul style="list-style-type: none"> <li>I can thread a needle with greater independence.</li> <li>I can tie a knot with greater independence.</li> <li>I can stitch using a specifically selected stitch with greater independence.</li> <li>I can decorate my fabric.</li> </ul>
	Evaluate	<ul style="list-style-type: none"> <li>I can explain what I like and if there are any improvements.</li> </ul>	<ul style="list-style-type: none"> <li>I can discuss the success of my stitching.</li> </ul>	<ul style="list-style-type: none"> <li>I can think of other items I could create using the skills revisited.</li> </ul>	<ul style="list-style-type: none"> <li>I can test my product.</li> <li>I can think of ways to improve my product.</li> </ul>
Knowledge		<ul style="list-style-type: none"> <li>I understand what 'joining technique' is.</li> <li>I understand that there are a variety of ways to join fabric (sew, stitch, glue, pin).</li> </ul>	<ul style="list-style-type: none"> <li>I can discuss and recognise some different sewing stitches (running, straight, backstitch, cross ect).</li> </ul>	<ul style="list-style-type: none"> <li>I know that two edges of fabric need to be joined together, this I called a seam.</li> <li>To understand that some products are turned inside out after sewing so the stitching is hidden.</li> </ul>	<ul style="list-style-type: none"> <li>I know that two edges of fabric need to be joined together, this I called a seam.</li> <li>To understand that some products are turned inside out after sewing so the stitching is hidden.</li> </ul>

Digital World					
		Year One	Year Two	Year Three	Year Four
Skills	Design			<ul style="list-style-type: none"> <li>I can begin to use the virtual microbit.</li> </ul>	
	Make			<ul style="list-style-type: none"> <li>I can follow the instructions to create an algorithm.</li> <li>I can create a name tag using a virtual microbit.</li> </ul>	
	Evaluate			<ul style="list-style-type: none"> <li>I can discuss what else a can the 'name tag' function could be used for.</li> </ul>	
Knowledge				<ul style="list-style-type: none"> <li>I can discuss current technology that can be worn, used ect.</li> <li>I understand that a microbit it a tiny, pocket size computer.</li> </ul>	
Electrical Systems					
		Year One	Year Two	Year Three	Year Four
Skills	Design				<ul style="list-style-type: none"> <li>I can design an electrical system, giving consideration to the target audience.</li> </ul>
	Make				<ul style="list-style-type: none"> <li>I can make an electrical system with a circuit and switch.</li> </ul>
	Evaluate				<ul style="list-style-type: none"> <li>I can test and evaluate the success of the final product.</li> </ul>
Knowledge					<ul style="list-style-type: none"> <li>I understand that an electrical circuit must be complete for electricity to flow.</li> <li>I can recognise the features of a torch: case, contacts, batteries, switch, reflector, lamp, lens.</li> </ul>