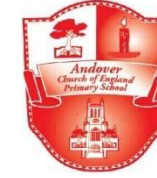


# Andover CE Primary – DT Progression of **Knowledge** and **Skills**



EYFS	KS1	KS2
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery.</li> </ul>	<p>When designing and making, pupils should be taught to:</p> <p>Design:</p> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p>Make:</p> <ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p>Evaluate:</p> <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> </ul> <p>Technical knowledge: build structures, exploring how they can be made stronger, stiffer and more stable</p> <ul style="list-style-type: none"> <li>• explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</li> </ul> <p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> <li>• use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• understand where food comes from.</li> </ul>	<p>When designing and making, pupils should be taught to:</p> <p>Design:</p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p>Make:</p> <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p>Evaluate:</p> <ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p>Technical knowledge:</p> <ul style="list-style-type: none"> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>• understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>• apply their understanding of computing to program, monitor and control their products</li> </ul> <p>Cooking and nutrition:</p> <ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Design</b>	<p>To speak in a familiar group about ideas.</p> <p>To choose resources which they need for chosen activities.</p> <p>To use what they have learnt about media and materials in original ways, thinking about unique uses and purposes.</p>	<p>To develop their own ideas. Explain what they would like to do.</p> <p>To use a combination of pictures and words to plan.</p> <p>To explain what they are making.</p> <p>To know that in Design and technology we call a plan a 'design'.</p>	<p>To think of their own ideas, planning next steps.</p> <p>To describe their design and ideas by using pictures, diagrams and words in the correct order.</p> <p>To design products which meet one design criteria.</p>	<p>To design products which are purposeful, functional and appealing for themselves and others based on design criteria.</p> <p>To generate, develop, model and communicate ideas through drawing, writing and templates.</p>	<p>To devise a template.</p> <p>To experiment with and combine materials and processes to design and make (to include products in 3D form.)</p> <p>To explain and understand a few different methods for joining.</p>	<p>To develop a range of ideas after they've collected information.</p> <p>To produce detailed step-by-step plan.</p> <p>To suggest alternative plans and say what good points and drawbacks are about each.</p> <p>To explain why a finished product is going to be of good quality.</p> <p>To know that a design brief is a description of what I am going to design and make.</p>	<p>To use the skills learned previous and a range of information gathered to inform designs.</p> <p>To use research to inform plans which are detailed and follow a clear step-by-step.</p> <p>To follow their own and others plans, refining ideas if necessary.</p> <p>To justify their plan to someone else.</p>
<b>Make</b>	<p>To show good control and coordination in large and small movements.</p> <p>To handle equipment and tools effectively.</p> <p>To select and use technology for particular purposes.</p> <p>To safely use and explore a variety of materials, tools and techniques.</p> <p>To chop and cut play dough safely.</p>	<p>To make a structure/model using different materials they have selected.</p> <p>To cut materials.</p> <p>To select appropriate tools and resources for their building projects.</p> <p>To know that 'joining technique' means connecting two pieces of material together.</p> <p>To know that there are various temporary methods of joining fabric by using staples, glue or pins.</p> <p>To understand that different techniques for joining materials can be used for different purposes.</p> <p>To understand that a template (or fabric pattern) is used to cut out the same shape multiple times.</p>	<p>To choose the best tools and materials using ideas developed in designing.</p> <p>To join things (materials/components) together in different ways.</p>	<p>To select from and use a range of tools/equipment to perform practical tasks [for example, cutting, shaping, joining and finishing.]</p> <p>To select from and use a wider range of materials and components including construction materials, textiles and ingredients, according to characteristics.</p> <p>To thread needles with greater independence.</p> <p>To tie knots with greater independence.</p> <p>To know that when two edges of fabric have been joined together it is called a seam.</p>	<p>To show a good level of expertise when using a range of tools and equipment.</p> <p>To develop confidence in trying and testing out new or different ideas.</p> <p>To experiment with and combine materials and processes to design and make products (including in 3D form)</p>	<p>To use a range of tools and equipment with control and care.</p> <p>To keep checking that their design meets the design criteria they have developed.</p>	<p>To use tools and materials precisely with control and care.</p> <p>To justify why they selected specific materials.</p> <p>To ensure that their work is precise and accurate. Work economically with materials, reducing waste where possible.</p>

		To know that drawing a design idea is useful to see how an idea will look.					
<b>Evaluate</b>	To say what they like or dislike about a product given to them or something they have made.	To talk about their own work and things that other people have made.  To say what they like or dislike.	To explain what went well with their work.  To explain what they would improve, if they were to do it again.	To explore and evaluate a range of existing products similar to those they will design and make	To evaluate products by discussing the appearance and functionality.  To take time to consider how they could have improved their ideas.	To check products for improvements independently before finishing.  To evaluate the appearance and function against design criteria they originally generated.	To test and evaluate final products to determine whether they are fit for purpose.  To consider improvements which can be made to products.
<b>Technical</b>	To recognise that a range of technology is used in places such as homes and schools.  To know there are a range to different materials that can be used to make a model and that they are all slightly different.  To make simple suggestions to fix their junk model. To know that some objects float and others sink.	To describe materials.  To make a model stronger if it needs to be.  To know and explain which tools they are using.  To understand and describe how something works.  To understand that axles are used in structures and mechanisms to make parts turn in a circle.  To know that a mechanism is the parts of an object that move together.	Use joining, folding or rolling to make products stronger.  Incorporate movements into models.  To know that different materials have different properties and are therefore suitable for different uses.	To use a range of advanced techniques to shape and mould.  To strengthen products following design and evaluation if needed.	To use a range of advanced techniques to shape and mould.  To attempt to make products stronger following evaluation and design.  To use axles to create moving parts.	To ensure products are strong and fit for purpose. Be motivated to refine and further improve products.  To use motors and moving parts in models.	To use circuits in products.  To understand and use mechanical systems in products (e.g. gears and pulleys.)  To use templates to cut shapes from fabrics.  To embellish designs using previously learned skills, making effective decisions about the best way to join materials.

<p style="text-align: center;"><b>Cooking and nutrition</b></p>	<p>To begin to develop food vocabulary using taste, texture and feel.</p> <p>To explore familiar food products (e.g. fruit and vegetables, baking.)</p> <p>To stir, spread, knead or shape a range of food and ingredients.</p> <p>To begin to work hygienically and safely with guidance.</p> <p>To think about the needs for a variety of food in diet.</p> <p>To know that vegetables are grown</p>	<p>To measure and weigh food items using non-standardised measurements.</p> <p>To chop/cut fruit safely.</p> <p>To that all food comes from plants or animals.</p> <p>To know how to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>To know how to use techniques such as cutting, peeling and grating.</p>	<p>To recognise the need for a variety of food in a diet.</p> <p>To demonstrate how to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>To demonstrate how to use techniques such as cutting, peeling and grating.</p> <p>To understand that food comes from plants and animals.</p> <p>To understand how to name and sort foods into the 5 food groups.</p>	<p>To understand how to prepare and cook a dish.</p> <p>To begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>To know how a healthy diet is made up from a variety and balance of different foods and drinks.</p> <p>To begin to know that to be active and healthy, food and drink are needed to provide energy for the body.</p>	<p>To measure and weigh ingredients appropriately.</p> <p>To understand what to do to be hygienic and safe.</p> <p>To know how to use a range of techniques such as peeling, chopping, slicing, grating and mixing.</p> <p>To know that food is grown, reared and caught in the UK, Europe and the wider world.</p>	<p>To demonstrate increasing confidence in how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>To explain what times of year particular foods are eaten in.</p> <p>To use appropriate tools and equipment, weighing and measuring with scales.</p> <p>To know how to prepare and cook a savoury dish.</p> <p>To begin to understand that seasons may affect the food available.</p>	<p>To use appropriate tools and equipment, weighing and measuring with scales.</p> <p>To know how to prepare and cook a dish, safely and hygienically, including the use of a heat source.</p> <p>To understand how to use a range of techniques such as peeling, slicing, chopping, grating, mixing, spreading and baking.</p>
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