

Grange View C of E First School

DT Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4
Developing, Planning, Communicating	<ul style="list-style-type: none"> • Explain what they are making. • Shows two channelled attention - can listen and do for a short amount of time. • Responds to instructions involving a two-part sequence. • Listens and responds to ideas expressed by others in conversation or discussion. • Uses talk to organise, sequence and clarify thinking, ideas ,feelings and events. 	<ul style="list-style-type: none"> • Explain what they are making and which materials they are using. • Name the tools they are using. • Describe what they need to do next. • Select materials from a limited range that will meet the design criteria. • Explore ideas by rearranging materials • Model ideas with kits, reclaimed materials • Select pictures to help develop ideas • Use drawings to record ideas as they are developed • Make templates and mock ups of their ideas in card and paper or using ICT. 	<ul style="list-style-type: none"> • Select appropriate technique explaining First.....Next.....Last • Select and name the tools needed to work the materials. • Use pictures and words to convey what they want to design and make. • Describe their models and drawings of ideas and intentions. • Use kits/reclaimed materials to develop an idea. • Discuss their work as it progresses. • Add notes to drawings to help explanations. • Make templates and mock ups of their ideas in card and paper or using ICT. 	<ul style="list-style-type: none"> • Investigate similar products to the one to be made to give starting points for a design. • Draw/sketch products to help analyse and understand how products are made. • Plan a sequence of actions to make a product. • Record the plan by labelled sketches or writing. • When planning explain their choice of materials and components including function and aesthetics. 	<ul style="list-style-type: none"> • Think ahead about the order of their work and decide upon tools and materials. • Develop more than one design or adaptation of an initial design. • Propose realistic suggestions as to how they can achieve their design ideas. • When planning explain their choice of materials and components including function and aesthetics.

<p style="text-align: center;">Cooking and Nutrition</p>	<ul style="list-style-type: none"> Shows increasing control over an objects including pushing and pulling it. Children show good control and coordination in large and small movements. 	<ul style="list-style-type: none"> Know how to peel, cut, grate, mix and mould foods under supervision. Begin to understand that all food comes from plants or animals. Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught. Start to understand how to name and sort foods into the five groups in 'The Eat well plate'. 	<ul style="list-style-type: none"> Know how to peel, cut, grate, mix and mould foods under supervision. Understand that all food comes from plants or animals. Know that food has to be farmed, grown elsewhere (e.g. home) or caught. Understand how to name and sort foods into the five groups in 'The Eat well plate'. Know that everyone should eat at least five portions of fruit and vegetables every day. 	<ul style="list-style-type: none"> Know how to peel, cut, grate, mix, mould and begin to cook foods. Start to know that food is grown, reared and caught. Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. 	<ul style="list-style-type: none"> Know how to peel, cut, grate, mix, mould and begin to cook foods. Start to know that food is grown, reared and caught. Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.
<p style="text-align: center;">Textiles</p>	<ul style="list-style-type: none"> Children know about similarities and differences in relation to objects and materials. Experiments to create different textures. Manipulates materials to achieve a planned effect. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<ul style="list-style-type: none"> Colour fabrics using a range of techniques e.g. fabric paints, printing, painting. Cut out shapes which have been created by drawing round a template onto the fabric. 	<ul style="list-style-type: none"> Join fabrics by using glue, staples or tape. Decorate fabrics with buttons, beads, sequins, braids, ribbons 	<ul style="list-style-type: none"> Join fabrics using running stitch, over sewing, back stitch. Use appropriate decoration techniques. Create a simple pattern. Understand the need for patterns. 	<ul style="list-style-type: none"> Join fabrics using running stitch, over sewing, back stitch. Use appropriate decoration techniques. Create a simple pattern. Understand the need for patterns.
<p style="text-align: center;">Construction</p>	<ul style="list-style-type: none"> Uses simple tools to effect changes to materials. Handles tools, construction and malleable materials safely and with increasing control. 	<ul style="list-style-type: none"> Make vehicles with construction kits which contain free running wheels. Attach wheels to a chassis using an axle. 	<ul style="list-style-type: none"> Join appropriately for different materials and situations e.g. glue, tape. Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels. Mark out materials to be cut using a template 	<ul style="list-style-type: none"> Make structures more stable by giving them a wide base. Prototype frame structures. Measure and mark square selection, strip and dowel accordingly to 1cm. 	<ul style="list-style-type: none"> Incorporate a circuit with a bulb or buzzer into a model. Create shell or frame structures, strengthen frames with diagonal struts. Use glue gun with close supervision (one to one).

Sheet Materials	<ul style="list-style-type: none"> • Uses simple tools to effect changes to materials. • Handles tools, construction and malleable materials safely and with increasing control. 	<ul style="list-style-type: none"> • Fold, tear and cut paper and card. • Roll paper to create tubes. • Cut along lines, straight and curved. • Curl paper. • Use a hole punch. 	<ul style="list-style-type: none"> • Insert paper fasteners for card linkages. • Use lolly sticks/card to make levers and linkages. • Use simple pop ups. • Investigate joining, temporary, fixed and moving. 	<ul style="list-style-type: none"> • Use simple pop ups. • Investigate strengthening sheet materials. • Investigate joining temporary, fixed and moving. • Cut slots. • Cut internal shapes. 	<ul style="list-style-type: none"> • Use linkages to make movement larger or more varied. • Use and explore complex pop ups. • Create nets.
Evaluating	<ul style="list-style-type: none"> • Enjoy achieving what they set out to achieve. • Show satisfaction in meeting their own goals. • Being proud of how they accomplished something. • Enjoy meeting the end results. 	<ul style="list-style-type: none"> • Say what they like and do not like about items they have made and attempt to say why. • Talk about changes made during the making process. • Discuss how closely their finished products meet their design criteria. • Say whether their product does what it is meant to (fits the design brief) and how it could be improved. 	<ul style="list-style-type: none"> • Explore what existing products are/what for/how they work/how they are used/materials used/likes and dislikes. • Describe how their own and pre-existing products work, evaluating what went well and what could be done differently. 	<ul style="list-style-type: none"> • Identify the strengths and weaknesses of their design ideas. • Decide which design idea to develop. • Consider and explain how the finished product could be improved • Suggest what could be changed to improve a design, beginning to link this to the design brief. 	<ul style="list-style-type: none"> • Discuss how well the finished product meets the design criteria and how well it meets the needs the needs of the user. • Explain how the original design could be improved, considering the appearance and usability and linking this to the design brief