



Design and Technology

Progression of knowledge, skills and understanding

The design, make, evaluate and improve section skills will be followed through each 'section' of the DT skills progression. For each design and make, these skills will be practised along with those specific to the topic, along with taking inspiration from design throughout history. All DT projects will include looking at a creation either from history or modern day, as a starting point for work. Vocabulary in *blue* shows new vocabulary progression by class.

| Skills | Class 1 | Class 2 |
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| Design, make, evaluate and improve | <p>Explain what they are making and which materials they are using.</p> <p>Use pictures and words to convey what they want to make.</p> <p>With support, make products, using a range of tools to cut, shape, join and finish.</p> <p>Say what they like and don't like about their product and explain why.</p> <p>Talk about how closely their finished product meets their design criteria.</p> | <p>Select appropriate materials for making what they have designed.</p> <p>Follow a design criteria.</p> <p>Design products that have a clear purpose and an intended user.</p> <p>Label designs using materials and tools.</p> <p>With support, make products, selecting appropriate tools to cut, shape, join and finish.</p> <p>Evaluate design saying what they found difficult and what they changed from their design.</p> |
| Vocab | <p>Tools, design, cut, shape, join, product, materials</p> <p>(to include tool names and material names-depending on topic followed)</p> | <p>Tools, design, cut, shape, join, product, <i>evaluate, changes, criteria</i></p> <p>(to include tool names and material names-depending on topic followed)</p> |
| Cooking and nutrition | <p>Understand where food comes from.</p> <p>Group familiar food products e.g. fruit and vegetables.</p> | <p>Group foods into the five groups in The Eatwell Plate.</p> <p>Cut, grate or peel ingredients safely.</p> |



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| | <p>Cut ingredients safely.</p> <p>Prepare simple dishes-safely and hygienically-without using a heat source</p> | <p>Prepare simple dishes-safely and hygienically-without using a heat source.</p> <p>Measure or weigh using cups or electronic scales.</p> |
| Vocab | <p>Fruit, vegetable, ingredients, food source, fruit and vegetable names, names of equipment and utensils, cut, chop, peel</p> <p>sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard</p> | <p>Fruit, vegetable, ingredients, food source, fruit and vegetable names, names of equipment and utensils, cut, chop, peel, grate</p> <p>sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients,</p> |
| Construction and mechanics | <p>Explore and use sliders and levers.</p> <p>Understand that different mechanisms produce different types of movement.</p> <p>Mark out materials to be cut using a template.</p> <p>Know and use technical vocabulary relevant to the project.</p> | <p>Explore and use sliders, levers, wheels, axles and axle holders.</p> <p>Use a range of materials to create models with wheels and axles e.g. tubes, dowel and cotton reels.</p> <p>Distinguish between fixed and freely moving axles.</p> <p>With support cut strip wood/dowel using a hacksaw.</p> <p>Know and use technical vocabulary relevant to the project.</p> |
| Vocab | <p>slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards</p> | <p>slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards</p> <p>vehicle, wheel, axle, axle holder, chassis, body, cab assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism names of tools, equipment and materials used</p> |
| Materials including textiles | <p>Fold, tear and cut paper or card.</p> <p>Investigate strengthening sheet materials.</p> <p>Roll paper to create tubes.</p> | <p>Demonstrate a range of joining techniques such as gluing, taping or creating hinges.</p> <p>Cut materials safely using tools provided.</p> |



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| | <p>Demonstrate a range of joining techniques such as gluing or taping.</p> <p>Measure and mark out lines.</p> <p>Begin to use the terminology textile, fabric and material and think about the difference between these.</p> <p>Discuss how simple 3-D textile products are made, using a template to create two identical shapes.</p> <p>Understand how to join fabrics using different techniques e.g. running stitch, glue.</p> <p>Know and use technical vocabulary relevant to the project.</p> | <p>Demonstrate a range of cutting and shaping techniques such as tearing, cutting, folding and curling.</p> <p>Use simple pop-ups.</p> <p>Understand how simple 3-D textile products are made, using a template to create two identical shapes.</p> <p>Understand and use the term fabric, textile and material correctly when describing and designing products (textile rather than material when using fabric)</p> <p>Understand how to join fabrics using different techniques e.g. running stitch, glue., over stitch, stapling</p> <p>Discuss and identify what gives a product a good quality finish.</p> |
| <p>Vocab</p> | <p>cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder</p> <p>needle, thread, sew, fabric, template, pattern pieces, mark out, join, material, fabric, textile</p> | <p>cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder</p> <p>needle, thread, sew, fabric, template, pattern pieces, mark out, join, material, fabric, textile</p> <p>joining and finishing techniques, tools, fabrics and components, decorate,</p> |
| <p>Take inspiration from design throughout history</p> | <p>Explore objects and designs to identify likes and dislikes.</p> <p>Explore how products have been created.</p> <p>Use an object/design as a starting point for a project.</p> | |