



Subject: DT Progression Plan

Reception	Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. They will return to and build on their previous learning, refining their ideas and developing their ability to represent them. Children will create collaboratively, sharing ideas, resources and skills.					
	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Generating Ideas	Design products for themselves following design criteria. Use pictures and words to plan. Work in a range of contexts (imaginary, home, school, wider community, story based).	Design products for themselves and others based on design criteria. Describe their own ideas by talking, drawing, templates, mock-ups and, where appropriate, ICT. Work confidently in a range of contexts (imaginary, home, school, wider community, story based).	Create a design that meets a range of requirements. Consider the equipment and tools needed when planning. Describe a design using an accurately labelled diagram, and words.	Generate more than one idea for how to create a product. Gather information to help design a successful product (e.g. asking for other views). Produce a detailed plan with labelled diagrams, written explanation and step-by-step guide. Suggest improvements to develop and refine a planned idea.	Generate a range of ideas after collating relevant information (e.g. user views). Produce a detailed plan with step by step instructions, cross sectional diagram and prototypes.	Use a range of information to inform design. (e.g. market research, surveys, interviews, questionnaires or web based resources). Produce a detailed plan, with cross sectional diagrams and computer aided designs. Work within constraints, refining and justifying plans as necessary.
Vocabulary	Design, make, evaluate, user, purpose, ideas, design criteria, product, function, suitable		User, purpose, design, model, evaluate planning, design criteria, purpose, user, annotated sketch, sensory evaluations		Design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional, evaluate	
Making	Explain what is being made and why. Select appropriate tools and equipment for the purpose.	Explain what is being made and why the audience will like it. Choose appropriate tools and equipment, describing and explaining why they are being used.	Use a range of tools and equipment with accuracy. Measure, mark out, join, assemble materials and components with accuracy.	Use a range of tools and equipment with accuracy. Measure, mark out, join, assemble materials and components with accuracy.	Use a range of tools and equipment expertly. Consider the aesthetic qualities and functionality of own work when making it.	Use a range of tools and equipment precisely. Consider the aesthetic qualities and functionality of my product as making it, refining details as necessary.

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Vocabulary	Names of tools and equipment, metal, wood, plastic		Names of tools and equipment, joining, assemble, accuracy, material, stiff, strong		Names of tools, frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent	
Evaluating	To explore a range of existing products and talk about what is good and bad about them. Say whether the product does what it is meant to (does it fit the design criteria) and how it could be improved.	Describe how their own and pre-existing products work, evaluating what went well and what could be done differently. Say whether their own product does what it is meant to (does it fit the design criteria) and suggest ways to improve or do things differently.	Evaluate own and existing products. Suggest what could be changed to improve a design, beginning to link this to the design brief.	Evaluate the appearance and usability of own and pre-existing products. Explain how the original design could be improved, considering the appearance and usability and linking this to the design brief.	Evaluate the appearance and function of a product (own and pre-existing) against the design criteria, saying whether it is fit for purpose. Suggest improvements that could be made, considering materials and methods that have been used.	Evaluate the appearance and test the function of a product (own and existing) against the original criteria, saying whether it is fit for purpose. Suggest improvements that could be made, considering materials, methods, sustainability of the product and how much a product costs to make.
Vocabulary	Improve, change, adapt, evaluate		Evaluate, suggest, improve, design brief, usability		Evaluate, function, design criteria, purpose, improve, method, sustainability	
Food and Nutrition	Know how to peel, cut, grate and mould foods (with close supervision) and understand where food comes from.	Know how to peel, cut, grate and mould foods (with supervision). Use the basic principles of a healthy and varied diet.	Know how to peel, cut, grate, mix, and mould and begin to cook foods (using toasters and microwaves). Understand and apply the principles of a healthy and varied diet.	Know how to peel, cut, grate, mix, and mould and cook foods (using toasters and microwaves). Prepare and cook a variety of predominantly savoury dishes.	Cut, mix, mould and begin to use hobs to heat food with appropriate supervision. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	Cut, mix, mould and use hobs to heat food with developing independence. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.
Vocabulary	Fruit and vegetable names, names of equipment and utensils, sensory vocabulary (soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard), flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients		Name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet, sensory evaluations		Ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs, fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality, utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble	

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Construction	Use sheet materials and construction tools with appropriate supervision.	Use sheet materials and construction tools with appropriate supervision.	Confidently use sheet materials and construction tools with appropriate supervision.	Confidently use sheet materials and construction tools with appropriate supervision.	Confidently use sheet materials and construction tools appropriately.	Confidently use sheet materials and construction tools appropriately.
Vocabulary	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		Mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output, linear, rotary, oscillating, reciprocating		Mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output, linear, rotary, oscillating, reciprocating	
Textiles	Cut then join textiles using a running stitch over sewing or glue. Decorate with a range of items (buttons, sequins, bead etc.).	Cut then join textiles using a running stitch over sewing or glue. Decorate with a range of items (buttons, sequins, bead etc.).	Cut then join textiles using a running stitch, over sewing, back stitch or fastenings. Understand seam allowances, create simple patterns and appropriate decoration techniques.	Cut then join textiles using a running stitch, over sewing, back stitch or fastenings. Understand seam allowances, create simple patterns and appropriate decoration techniques.	Pin and tack fabrics, use patterns and seam allowances and join fabrics to make quality products.	Pin and tack fabrics, use patterns and seam allowances and join fabrics to make quality products.
Vocabulary	Names of existing products, joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish, features		Fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance, prototype, annotated sketch, functional, innovative, investigate, label, drawing, aesthetics, function, pattern pieces		Scale, modify, repeat, copy, flip, design brief, design criteria, design decisions, innovative, prototype, seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, names of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings, iron transfer paper, annotate, functionality	
Mechanisms	Know about movement of simple mechanisms such as sliders, levers, wheels and axles.	Know about movement of simple mechanisms such as sliders, levers, wheels and axles.	Know about movement of simple mechanisms such as levers and linkages.	Know about movement of simple mechanisms such as levers and linkages.	Understand how mechanical systems such as pulleys, cams or gears create movement.	Understand how mechanical systems such as pulleys, cams or gears create movement.

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Vocabulary	Slider, lever, pivot, slot, bridge/guide card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards	Vehicle, wheel, axle, axle holder, chassis, body, cab assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism names of tools, equipment and materials used	Mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output, linear, rotary, oscillating, reciprocating
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Year 1
<p>A Year 1 Designer should be able to:</p> <ul style="list-style-type: none"> ➤ use their own ideas to make something ➤ describe how something works ➤ cut food safely ➤ make a product which moves ➤ make their model stronger ➤ explain to someone else how they want to make their product ➤ choose appropriate resources and tools ➤ make a simple plan before making

Year 2
<p>A Year 2 Designer should be able to:</p> <ul style="list-style-type: none"> ➤ think of an idea and plan what to do next ➤ choose tools and materials and explain why they have chosen them ➤ join materials and components in different ways ➤ explain what went well with their work ➤ explain why they have chosen specific textiles ➤ measure materials to use in a model or structure ➤ describe the ingredients they are using



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Year 3

A Year 3 Designer should be able to:

- prove that their design meets some set criteria
- follow a step-by-step plan, choosing the right equipment and materials
- design a product and make sure that it looks attractive
- choose a material for both its suitability and its appearance
- select the most appropriate tools and techniques for a given task
- make a product which uses both electrical and mechanical components
- work accurately to measure, make cuts and make holes

Year 4

A Year 4 Designer should be able to:

- use ideas from other people when they are designing
- produce a plan and explain it
- evaluate and suggest improvements for their designs
- evaluate products for both their purpose and appearance
- explain how they have improved their original design
- present a product in an interesting way
- measure accurately
- persevere and adapt their work when their original ideas do not work
- know how to be both hygienic and safe when using food



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Year 5

A Year 5 Designer should be able to:

- come up with a range of ideas after collecting information from different sources
- produce a detailed, step-by-step plan
- suggest alternative plans, outlining the positive features and draw backs
- explain how a product will appeal to a specific audience
- evaluate appearance and function against original criteria
- use a range of tools and equipment competently
- make a prototype before making a final version
- show that they can be both hygienic and safe in the kitchen

Year 6

A Year 6 Designer should be able to:

- use market research to inform their plans and ideas
- follow and refine their plans
- justify their plans in a convincing way
- show that they consider culture and society in their plans and designs
- show that they can test and evaluate their products
- explain how products should be stored and give reasons
- work within a budget
- evaluate their product against clear criteria