



Progression of DT Knowledge and Skills

	Autumn 2023	Spring 2024	Summer 2024	Autumn 2024	Spring 2025	Summer 2025
EYFS	<p>Expressive Arts and Design (Exploring and Using Media and Materials) Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Expressive Arts and Design (Being Imaginative) Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Physical Development (Moving and Handling) Children handle equipment and tools effectively, including pencils for writing.</p>			<p>Expressive Arts and Design (Exploring and Using Media and Materials) Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Expressive Arts and Design (Being Imaginative) Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Physical Development (Moving and Handling) Children handle equipment and tools effectively, including pencils for writing.</p>		
KS1 DT ½ term per term (Cornerstones)	<ul style="list-style-type: none"> Remarkable Recipes 	<ul style="list-style-type: none"> Push and Pull 	<p>DT Cut stitch and join SUMMER 2</p>	<ul style="list-style-type: none"> Moon zoom 	Towers tunnels and turrets	<ul style="list-style-type: none"> Beach Hut
	<p>Developing, planning and communicating ideas. Draw on their own experience to help to generate ideas Suggest ideas Develop their ideas through discussion Identify simple design criteria Working with tools, equipment, materials and components to make quality products (inc- food) Make their design using appropriate techniques Select and use appropriate fruit and vegetables, processes and tools. Use basic food handling, hygienic practices and personal hygiene Evaluating processes and products Evaluate their product by discussing how well it works in relation to the purpose. Talk about their ideas, saying what they like and dislike about them.</p>	<p>Developing, planning and communicating ideas. Draw on their own experience to help generate ideas. Suggest ideas about what they are going to do. Identify a target group for what they intend to make Generate ideas by drawing on their own experiences. Develop their ideas through discussion, observation and modelling. Identify a purpose for what they intend to design and make Identify simple design criteria Make simple drawings and talk about the parts. Working with tools, equipment, materials and components to make quality products (inc- food) Make their design using appropriate techniques With help, measure, mark out, cut and shape a range of materials Use tools, e.g. scissors and hand tools safely Assemble, join and combine materials together using a variety of temporary methods ie glue, or masking tape.</p>	<p>Developing, planning and communicating ideas. Draw on their own experience to help generate ideas. Suggest ideas about what they are going to do. Identify a target group for what they intend to make Generate ideas by drawing on their own experiences. Develop their ideas through discussion and observation Identify simple design criteria Make simple drawings and talk about the parts Working with tools, equipment, materials and components to make quality products (inc- food) Make their design using appropriate techniques With help, measure, mark out, cut and shape a range of materials Use tools, e.g. scissors and hand tools safely Use simple finishing techniques Begin to select tools and materials Cut, shape and join fabric to make a simple garment. Use basic sewing techniques. Evaluating processes and products</p>	<p>Developing, planning and communicating ideas. Draw on their own experience to help generate ideas. Suggest ideas about what they are going to do. Identify a target group for what they intend to make Generate ideas by drawing on their own experiences. Develop their ideas through discussion, observation and modelling. Identify a purpose for what they intend to design and make Identify simple design criteria Make simple drawings, label and talk about the parts. Working with tools, equipment, materials and components to make quality products (inc- food) Make their design using appropriate techniques With help, measure, mark out, cut and shape a range of materials Use tools, e.g. scissors and hand tools safely Assemble, join and combine materials together using a variety of temporary methods ie glue, or masking tape. Use simple finishing techniques Begin to select tools and materials</p>	<p>Developing, planning and communicating ideas. Draw on their own experience to help generate ideas. Suggest ideas about what they are going to do. Generate ideas by drawing on their own experiences. Develop their ideas through discussion, observation and modelling. Identify a purpose for what they intend to design and make Identify simple design criteria Make simple drawings, label and talk about the parts. Working with tools, equipment, materials and components to make quality products (inc- food) Make their design using appropriate techniques With help, measure, mark out, cut and shape a range of materials Use tools, e.g. scissors and hand tools safely Assemble, join and combine materials together using a variety of temporary methods ie glue, or masking tape. Use simple finishing techniques Begin to select tools and materials</p>	<p>Developing, planning and communicating ideas. Draw on their own experience to help generate ideas. Suggest ideas about what they are going to do. Generate ideas by drawing on their own experiences. Develop their ideas through discussion, observation and modelling. Identify a purpose for what they intend to design and make Identify simple design criteria Make simple drawings, label and talk about the parts. Working with tools, equipment, materials and components to make quality products (inc- food) Make their design using appropriate techniques With help, measure, mark out, cut and shape a range of materials Use tools, e.g. scissors and hand tools safely Assemble, join and combine materials together using a variety of temporary methods ie glue, or masking tape. Use simple finishing techniques Begin to select tools and materials</p>



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		<p>Use simple finishing techniques Begin to select tools and materials</p> <p>Evaluating processes and products Evaluate their product by discussing how well it works in relation to the purpose Evaluate products as they are developed, identifying possible changes they might make Evaluate against their design criteria Talk about their ideas, saying what they like and dislike about them.</p>	<p>Evaluate their product by discussing how well it works in relation to the purpose Evaluate products as they are developed, identifying possible changes they might make Evaluate against their design criteria Talk about their ideas, saying what they like and dislike about them.</p>	<p>Use simple finishing techniques Begin to select tools and materials</p> <p>Evaluating processes and products Evaluate their product by discussing how well it works in relation to the purpose Evaluate products as they are developed, identifying possible changes they might make Evaluate against their design criteria Talk about their ideas, saying what they like and dislike about them.</p>	<p>Evaluating processes and products Evaluate their product by discussing how well it works in relation to the purpose Evaluate products as they are developed, identifying possible changes they might make Evaluate against their design criteria Talk about their ideas, saying what they like and dislike about them.</p>	<p>Evaluating processes and products Evaluate their product by discussing how well it works in relation to the purpose Evaluate products as they are developed, identifying possible changes they might make Evaluate against their design criteria Talk about their ideas, saying what they like and dislike about them.</p>
	Scrumdidlyumptious	<ul style="list-style-type: none"> Greenhouse 	<p>DT Functional and Fancy Fabrics (William Morris)</p>	<p>Cook well eat well</p>	Tomb Builders	Making it Move
<p>LKS2 DT ½ term per term (Cornerstones)</p>	<p>Developing, planning and communicating ideas. Plan the order of work before starting. Develop a clear idea of what has to be done, planning to how to use materials, equipment and processes. Evaluate products and identify criteria that can be used for their own designs. Working with tools, equipment, materials and components to make quality products (inc- food) Select tools and techniques for making their product. Work safely and accurately with a range of simple tools. Think about their ideas as they make progress and be willing to change things if this helps them improve their work. Demonstrate hygienic food preparation and storage. Evaluating processes and products Evaluate their product against original design criteria</p>	<p>Developing, planning and communicating ideas. Generate ideas for an item considering its purpose and the users. Identify a purpose and establish success criteria for a successful product. Plan the order of work before starting. Explore and communicate design proposals by modelling ideas. Make drawings with labels when designing. Begin to make labelled drawings form a different perspective. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes and suggest alternative methods of making, if the first attempts fail. Working with tools, equipment, materials and components to make quality products (inc- food) Select tools and techniques for making their product. Measure, mark out, cut and assemble components with more</p>	<p>Developing, planning and communicating ideas. Establish criteria for a successful product. Plan the order of their work before starting. Explore, develop and communicate design proposals Make drawings with labels when designing Develop a clear idea of what ha to be done, planning how to use materials, equipment and processes and suggesting alternative methods of making if the first attempts fail. Evaluate products and identify criteria that can be used for their own designs. Working with tools, equipment, materials and components to make quality products (inc- food) Select tools and techniques for making their product. Measure, mark out and assemble components with more accuracy Measure, tape or pin, cut and join fabric with some accuracy.</p>	<p>Developing, planning and communicating ideas. Plan the order of work before starting. Develop a clear idea of what has to be done, planning to how to use materials, equipment and processes. Evaluate products and identify criteria that can be used for their own designs. Working with tools, equipment, materials and components to make quality products (inc- food) Select tools and techniques for making their product. Work safely and accurately with a range of simple tools. Think about their ideas as they make progress and be willing to change things if this helps them improve their work. Demonstrate hygienic food preparation and storage. Evaluating processes and products Evaluate their product against original design criteria</p>	<p>Developing, planning and communicating ideas. Generate ideas for an item considering its purpose and the users. Identify a purpose and establish success criteria for a successful product. Plan the order of work before starting. Explore and communicate design proposals by modelling ideas. Make drawings with labels when designing. Begin to make labelled drawings form a different perspective. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes and suggest alternative methods of making, if the first attempts fail. Working with tools, equipment, materials and components to make quality products (inc- food) Select tools and techniques for making their product.</p>	<p>Developing, planning and communicating ideas. Generate ideas for an item considering its purpose and the users. Identify a purpose and establish success criteria for a successful product. Plan the order of work before starting. Explore and communicate design proposals by modelling ideas. Make drawings with labels when designing. Begin to make labelled drawings form a different perspective. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes and suggest alternative methods of making, if the first attempts fail. Working with tools, equipment, materials and components to make quality products (inc- food) Select tools and techniques for making their product.</p>



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		<p>accuracy using appropriate tools, equipment and techniques. Work safely and accurately with a range of simple tools. Use finishing techniques to strengthen and improve the appearance of their product. Evaluating processes and products Evaluate their product against the original design criteria Evaluate their work both during and at the end of the assignment</p>	<p>Sew using a range of different stitches and weave. Evaluating processes and products Evaluate their product against original design criteria Evaluate their work both during and at the end of the assignment.</p>		<p>Measure, mark out, cut and assemble components with more accuracy using appropriate tools, equipment and techniques. Work safely and accurately with a range of simple tools. Use finishing techniques to strengthen and improve the appearance of their product. Evaluating processes and products Evaluate their product against the original design criteria Evaluate their work both during and at the end of the assignment Evaluate their products by carrying out appropriate tests</p>	<p>Measure, mark out, cut and assemble components with more accuracy using appropriate tools, equipment and techniques. Work safely and accurately with a range of simple tools. Use finishing techniques to strengthen and improve the appearance of their product. Evaluating processes and products Evaluate their product against the original design criteria Evaluate their work both during and at the end of the assignment Evaluate their products by carrying out appropriate tests</p>
<p>UKS2 DT ½ term per term (Cornerstones)</p>	<p>Scream Machine</p> <p>Developing, planning and communicating ideas. Use mechanical systems in their products, such as pneumatics.</p> <p>Use pattern pieces and computer-aided design packages to design a product.</p> <p>Working with tools, equipment, materials and components to make quality products (inc- food) Link a physical device to a computer or tablet so that it can be controlled (such as changing motor speed or turning an LED on and off) by a program.</p> <p>Select and combine materials with precision.</p> <p>Evaluating processes and products Test and evaluate products against a detailed design specification and make adaptations as they develop the product.</p>	<p>Stargazers</p> <p>Developing, planning and communicating ideas. Use pattern pieces and computer-aided design packages to design a product.</p> <p>Explain how the design of a product has been influenced by the culture or society in which it was designed or made.</p> <p>Working with tools, equipment, materials and components to make quality products (inc- food) Select and combine materials with precision.</p> <p>Evaluating processes and products Test and evaluate products against a detailed design specification and make adaptations as they develop the product.</p>	<p>Engineer</p> <p>Developing, planning and communicating ideas. Analyse how an invention or product has significantly changed or improved people's lives.</p> <p>Choose the best materials for a task, showing an understanding of their working characteristics.</p> <p>Develop design criteria for a functional and appealing product that is fit for purpose, communicating ideas clearly in a range of ways.</p> <p>Present a detailed account of the significance of a favourite designer or inventor.</p> <p>Working with tools, equipment, materials and components to make quality products (inc- food) Select the most appropriate materials and frameworks for different structures, explaining what makes them strong.</p>	<p>Make Do and Mend</p> <p>Developing, planning and communicating ideas. Analyse how an invention or product has significantly changed or improved people's lives.</p> <p>Choose the best materials for a task, showing an understanding of their working characteristics.</p> <p>Create a detailed comparative report about two or more products or inventions.</p> <p>Working with tools, equipment, materials and components to make quality products (inc- food) Pin and tack fabrics in preparation for sewing and more complex pattern work.</p> <p>Select appropriate tools for a task and use them safely and precisely.</p> <p>Use different methods of fastening for function and decoration, including press studs, Velcro and buttons.</p>	<p>Moving Mechanisms</p> <p>Developing, planning and communicating ideas. Explain the functionality and purpose of safety features on a range of products.</p> <p>Use mechanical systems in their products, such as pneumatics.</p> <p>Working with tools, equipment, materials and components to make quality products (inc- food) Build a framework using a range of materials to support mechanisms.</p> <p>Name and select increasingly appropriate tools for a task and use them safely. Select and combine materials with precision.</p> <p>Evaluating processes and products Survey users in a range of focus groups and compare results.</p> <p>Test and evaluate products against a detailed design specification and</p>	<p>Allotments</p> <p>Developing, planning and communicating ideas. Describe what seasonality means and explain some of the reasons why it is beneficial.</p> <p>Working with tools, equipment, materials and components to make quality products (inc- food) Select and combine materials with precision.</p> <p>Use an increasing range of preparation and cooking techniques to cook a sweet or savoury dish.</p> <p>Evaluating processes and products Test and evaluate products against a detailed design specification.</p>



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			<p>Evaluating processes and products Demonstrate modifications made to a product as a result of ongoing evaluation by themselves and to others.</p>	<p>Evaluating processes and products Test and evaluate products against a detailed design specification</p>	<p>make adaptations as they develop the product.</p>	
	<p><i>This project teaches children about mechanisms and forces, developing their knowledge about the properties of materials, pulleys and prototypes.</i></p>	<p><i>This project develop children's knowledge of the Solar System. It teaches children about the Moon, planets and significant individuals, including Galileo and Newton.</i></p>	<p><i>This project teaches children about remarkable engineers and significant bridges, learning to identify features, such as beams, arches and trusses. They complete a bridge-building engineering challenge to create a bridge prototype.</i></p>	<p><i>This project teaches children a range of simple sewing stitches, including ways of recycling and repurposing old clothes and materials.</i></p>	<p><i>This project teaches children about pneumatic systems. They experiment with pneumatics before designing, making and evaluating a pneumatic machine that performs a useful function.</i></p>	<p><i>This project helps to develop children's knowledge of plants, agriculture and where food comes from. Children learn about plant reproduction, cooking, nutrition and land use across the world.</i></p>