



DT Whole School Progression Document

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------|--|--|---|---|---|--|--|
| Product Focus | <p>Textiles: Angle making</p> <p>Food: Easter Nest Cakes</p> <p>Structure: Design/make a superhero cape and mask</p> | <p>Textiles: Design your own superhero costume/mask</p> <p>Structure: Build your own castle.</p> <p>Structure: make a bird scarer</p> | <p>Structure: create a safe habitat for a creature.</p> <p>Structure: create a fire engine for the Great Fire of London.</p> <p>Food: Design a healthy meal using the 5 food groups.</p> | <p>Textiles: Christmas Stockings</p> <p>Structure: Moving Monsters</p> <p>Food: Perfect Pizzas</p> | <p>Structure: String Telephones</p> <p>Textiles: Roman Drawstring Purse</p> <p>Food: Italy</p> | <p>Structure: Earth and Space</p> <p>Food: Burgers</p> <p>Textiles: Funky Furnishings</p> | <p>Structure: WW2 Shelters</p> <p>Food: Great British Dishes</p> <p>Textiles: Fashion and Textiles.</p> |
| Design | <ul style="list-style-type: none"> Choose the right resources to carry out their own plan. Explore how things work. Develop their own ideas and then decide which materials to use to express them. | <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology | <ul style="list-style-type: none"> 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design | | | | |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Make</p> | <ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use large-muscle movements to wave flags and streamers, paint and make marks. | <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics | <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • 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 |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Evaluate</p> | <ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Share their creations, explaining the process they have used. | <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria | <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Food and Nutrition</p> | | <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from. | <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. |

Indicates the progression or differences between KS1 and KS2.