



St Barnabas' CE Primary School & Nursery

DT Progression Map



	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
EYFS	<p>Who Am I? Design and make their own house out of recyclable materials.</p> <p>Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. (EAD 3-5y)</p> <p>Healthy Eating Oliver's Fruit Salad Begin to understand the importance of a healthy diet. Demonstrate an understanding of nutritious and balance diet that contributes to a healthy life-style. Everyone should eat at least five portions of fruit and vegetables every day. (PD3-5y)</p>	<p>How Do We Celebrate? Design Diya Lamps/ Diwali. Preparation for Christmas Market, planning and making products out of clay and salt-dough. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. (EAD 3-5y) Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. (UtW4-5y) Christmas Baking Activities (gingerbread and star shortbread biscuits) Show an understanding of how to prepare simple</p>	<p>Who Helps Us? Junk modelling emergency vehicles.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. (EAD 3-5y)</p> <p>Making vehicles from junk modelling explore different materials understand what tools they need to join materials</p>	<p>Where Do We Live? Design a map of the area where they live.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. (UtW3-5y)</p>	<p>How Do Things Grow? Healthy Eating Jasper's Beanstalk Begin to understand the importance of a healthy diet. Demonstrate an understanding of nutritious and balance diet that contributes to a healthy life-style. Everyone should eat at least five portions of fruit and vegetables every day. (PD3-5y)</p>	<p>Traditional Stories Create visual props and cues to support their story-telling and role-play.</p> <p>Make use of props and materials when role playing characters in narratives and stories. Join different materials and explore different textures. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. (EAD 3-5y)</p>

		dishes safely and hygienically. (PD3-5y)	Be able to manipulate tools Talk about their design and model and how they made it			
Year 1	<p>Build house for 3 pigs DT1/1.1-1.4</p> <p>Design a house for the three pigs to live in. Begin to develop their ideas through talk and drawings. Begin to make their design using appropriate techniques. Begin to build structures, exploring how they can be made stronger, stiffer and more stable. With help measure, mark out, cut and shape a range of materials. Explore using tools e.g. scissors safely. Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape. Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria).</p>	<p>Christmas Crafts DT1/1.2</p> <p>Start to suggest ideas and explain what they are going to do. Understand how to identify a target group for what they intend to design and make based on a design criteria. Begin to use simple finishing techniques to improve the appearance of their product.</p>	<p>Junk modelling rockets DT1/1.1 – 1.3</p> <p>Begin to draw on their own experience to help generate ideas. Make templates and mock ups of their ideas in card and paper. Begin to build structures, exploring how they can be made stronger, stiffer and more stable. With help measure, mark out, cut and shape a range of materials.</p>	<p>Healthy Eating DT1/2.1a</p> <p>Begin to understand that all food comes from plants or animals. Start to understand how to name and sort foods into the five groups. Begin to understand that everyone should eat at least five portions of fruit and vegetables every day. Know how to prepare simple dishes safely and hygienically, without using a heat source. Know how to use techniques such as cutting, peeling and grating.</p> <p>Cooking DT1/2.1</p> <p>Know how to prepare simple dishes safely and hygienically.</p>	<p>Kites DT1/1.1-1.4</p> <p>Begin to understand the development of existing products: What they are for, how they work, materials used. Understand how to identify a target group for what they intend to design and make based on a design criteria. Begin to make their design using appropriate techniques. With help measure, mark out, cut and shape a range of materials. Begin to use simple finishing techniques to improve the appearance of their product. When looking at existing products explain what they like and dislike about products and why. Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.</p>	<p>Castle modelling DT1/1.2-1.4</p> <p>Begin to build structures, exploring how they can be made stronger, stiffer and more stable. When looking at existing products explain what they like and dislike about products and why. Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.</p>
Year 2	<p>Cooking DT1/2.1</p> <p>Understand that all food comes from plants or animals. Know that food has to be farmed, grown elsewhere (e.g. home) or caught.</p>	<p>Design and make Tudor houses DT1/1.1-1.4</p> <p>Start to generate ideas by drawing on their own and other people's experiences. Begin to develop their design ideas through</p>	-	-	<p>Design a shoebox garden DT1/1.1 – 1.4</p> <p>Start to generate ideas by drawing on their own and other people's experiences. Begin to develop their design ideas through</p>	<p>Props for the play DT1/1.1-1.4</p> <p>Identify a purpose for what they intend to design and make. Begin to select tools and materials; use correct</p>

	<p>Understand how to name and sort foods into the five groups in 'The Eat Well Plate' .</p> <p>Know that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>Demonstrate how to use techniques such as cutting, peeling and grating.</p>	<p>discussion, observation, drawing and modelling.</p> <p>Start to assemble, join and combine materials in order to make a product.</p> <p>Christmas crafts DT1/1.2</p> <p>Identify a purpose for what they intend to design and make.</p> <p>Understand how to identify a target group for what they intend to design and make based on a design criteria.</p> <p>Start to assemble, join and combine materials in order to make a product.</p> <p>Start to choose and use appropriate finishing techniques based on own ideas.</p>			<p>discussion, observation, drawing and modelling.</p> <p>With help measure, cut and score with some accuracy.</p> <p>Learn to use hand tools safely and appropriately.</p> <p>Evaluate their work against their design criteria. Look at a range of existing products explain what they like and dislike about products and why. Start to evaluate their products as they are developed, identifying strengths and possible changes they might make. With confidence talk about their ideas, saying what they like and dislike about them.</p>	<p>vocabulary to name and describe them.</p> <p>Demonstrate how to cut, shape and join fabric to make a simple product.</p>
Year 3		<p>Christmas crafts DT2/1.1 + 1.2</p> <p>Understand how well products have been designed, made, what materials have been used and the construction technique.</p> <p>Start to understand whether products can be recycled or reused.</p> <p>Measure, mark out, cut, score and assemble components with more accuracy.</p> <p>Start to work safely and accurately with a range of simple tools.</p>		<p>Greek pottery with images DT2/1.1 – 1.3</p> <p>Start to order the main stages of making a product.</p> <p>Identify a purpose and establish criteria for a successful product.</p> <p>Know to make drawings with labels when designing.</p> <p>Measure, mark out, cut, score and assemble components with more accuracy. Start to work safely and accurately with a range of simple tools. Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work.</p>	<p>Modern Greek food DT2/2.1</p> <p>Start to know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>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> <p>Begin to understand how to use a range of techniques such as peeling,</p>	<p>Build a Roman colosseum DT2/1.1 – 1.4a</p> <p>With growing confidence generate ideas for an item, considering its purpose and the user/s.</p> <p>Understand how well products have been designed, made, what materials have been used and the construction technique.</p> <p>Learn about designers and engineers who have developed ground-breaking products.</p> <p>Know to make drawings with labels when designing.</p> <p>When planning explain their choice of materials</p>

					<p>chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Start to understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate'</p> <p>Cooking DT2/2.1</p> <p>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>	<p>and components including function and aesthetics.</p> <p>Select a wider range of tools and techniques for making their product.</p> <p>Start to work safely and accurately with a range of simple tools.</p> <p>Start to evaluate their product against original design criteria e.g. how well it meets its intended purpose.</p>
Year 4	-	<p>Design a chocolate box DT2/ 1.1 – 1.3</p> <p>Start to generate ideas, considering the purposes for which they are designing.</p> <p>Confidently make labelled drawings from different views showing specific features.</p> <p>When planning consider the views of others, including intended users, to improve their work.</p> <p>Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.</p> <p>Understand how to reinforce and strengthen a 3D framework.</p>	<p>Robot with lighting up parts – DT2/1.1 – 1.4c</p> <p>Start to generate ideas, considering the purposes for which they are designing.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making.</p> <p>Start to join and combine materials and components accurately in temporary and permanent ways. Know how mechanical systems such as cams or pulleys or gears create movement.</p> <p>Understand how more complex electrical circuits and components can be</p>	<p>Building a volcano – DT2/1.2 – 1.4a</p> <p>Select a wider range of tools and techniques for making their product safely.</p> <p>Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.</p> <p>Evaluate their products carrying out appropriate tests.</p> <p>Start to evaluate their work both during and at the end of the assignment.</p> <p>Be able to disassemble and evaluate familiar products and consider the views of others to improve them.</p>	<p>Saxon armour DT2/1.1 – 1.4a</p> <p>Start to generate ideas, considering the purposes for which they are designing.</p> <p>Identify the strengths and areas for development in their ideas and products.</p> <p>When planning, explain their choice of materials and components according to function and aesthetic.</p> <p>Demonstrate how to measure, tape or pin, cut and join fabric with some accuracy.</p> <p>Be able to disassemble and evaluate familiar products and consider the views of others to improve them.</p> <p>Evaluate the key designs of individuals in design and</p>	<p>Viking long boats DT2/1.1 – 1.4</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.</p> <p>When planning consider the views of others, including intended users, to improve their work.</p> <p>Start to join and combine materials and components accurately in temporary and permanent ways.</p> <p>Understand how to reinforce and strengthen a 3D framework.</p> <p>Evaluate their products carrying out appropriate tests.</p>

		<p>Christmas crafts DT2/1.1 + 1.2 Select a wider range of tools and techniques for making their product safely. Begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment</p>	<p>used to create functional products. Understand how to reinforce and strengthen a 3D framework. Start to evaluate their work both during and at the end of the assignment. Be able to disassemble and evaluate familiar products and consider the views of others to improve them.</p>		<p>technology has helped shape the world. Cooking DT2/2.1 Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>	<p>Evaluate the key designs of individuals in design and technology has helped shape the world.</p>
Year 5	-	<p>Puppetry DT2/1.1 – 1.3 Start to generate, develop, model and communicate their ideas through discussion and annotated sketches. Select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately. Select from and use a wider range of materials and components, including, textiles according to their functional properties and aesthetic qualities.</p> <p>Christmas crafts DT2/1.1 + 1.2 Start to understand how much products cost to make, how sustainable and innovative they are. Use finishing techniques to strengthen and improve the appearance</p>	-	<p>Tudor cooking DT2/2.1 Begin to understand that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking. Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. Start to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Begin to understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.</p> <p>Cooking DT2/2.1</p>	-	<p>Papier mache mask DT2/1.1-1.3 With growing confidence, apply a range of finishing techniques, including those from art and design. Draw up a specification for their design. Select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately. Begin to evaluate it personally and seek evaluation from others.</p>

		<p>Cooking DT2/2.1</p> <p>Start to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>		<p>Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>Start to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>		
Year 6	-	<p>Anderson Shelters DT2/1.1 – 1.4a</p> <p>Generate, develop, model and communicate their ideas through discussion and annotated sketches. Develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Confidently select appropriate tools, materials, components and techniques and use them. Use tools safely and accurately. Know how to reinforce and strengthen a 3D framework.</p> <p>Christmas crafts DT2/1.1 + 1.2</p> <p>Identify the strengths and areas for development in their ideas and products. Know how much products cost to make, how</p>	<p>Mechanical whales and penguins DT2/1.1 – 1.4b</p> <p>Draw up a specification for their design- link with Mathematics and Science. Plan the order of their work, choosing appropriate materials, tools and techniques. Assemble components to make working models. Demonstrate when make modifications as they go along. Construct products using permanent joining techniques. Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests. Evaluate their work both during and at the end of the assignment. Record their evaluations using drawings with labels. Evaluate against their</p>	<p>Cooking DT2/2.1</p> <p>Understand how food is processed into ingredients that can be eaten or used in cooking. Understand how to use a range of techniques such as, mixing, spreading, kneading and baking</p>	<p>Cooking DT2/2.1</p> <p>Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. Understand that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking. Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Know different food and drink contain different substances – nutrients,</p>	<p>Props for the show DT2/1.1 – 1.4a</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Accurately apply a range of finishing techniques, including those from art and design. Plan the order of their work, choosing appropriate materials, tools and techniques. Confidently select appropriate tools, materials, components and techniques and use them. Aim to make and to achieve a quality product. With confidence, pin, sew and stitch materials together to create a product.</p>

		<p>sustainable and innovative they are and the impact products have beyond their intended purpose. Use tools safely and accurately. Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment</p>	<p>original criteria and suggest ways that their product could be improved.</p>		<p>water and fibre – that are needed for health.</p>	
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