



D & T Curriculum and Skills Progression Overview

Foundation Stage

The DT curriculum is under the umbrella of Expressive arts and design. This will be covered through child initiated and adult led learning and will include the use of Technology and materials. Learning will cover finding out about colour mixing, collage and how to use resources correctly and safely.

In continuous provide opportunities for: exploration, motivation, problem solving, persistence, making connections, feeling of competence and achievement, comparing, exploration.

		Design	Make	Evaluate	Technical Knowledge
Nursery	Knowledge		<ul style="list-style-type: none"> Explore different materials to create own work Know how to join different materials 	<ul style="list-style-type: none"> Talk about what they see 	<ul style="list-style-type: none"> Realises tools can be used for a purpose. Understands use of objects (e.g. What do we use to cut things?)
	Skills	<ul style="list-style-type: none"> Draw lines and circles using gross motor movements. Holds pencil with between thumb and two fingers and uses it with good control. begin to understand some of the techniques and processes involved in food preparation. 	<ul style="list-style-type: none"> Use blocks and construction kits to create small worlds 	<ul style="list-style-type: none"> Begin to understand 'how' and 'why' questions. Questions why things happen and gives explanations. 	<ul style="list-style-type: none"> Understands that equipment and tools must be used safely.
Reception	Knowledge	<ul style="list-style-type: none"> Designs with a purpose in mind, using a variety of resources. 	<ul style="list-style-type: none"> Constructs with a purpose in mind, using a variety of resources 	<ul style="list-style-type: none"> Explain the process they have used 	<ul style="list-style-type: none"> Understand that different media can be combined to create new effects. Understands need for variety in food.
	Skills	<ul style="list-style-type: none"> Selects appropriate resources and adapts work where necessary. 	<ul style="list-style-type: none"> Manipulates materials to achieve a planned effect. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. 	<ul style="list-style-type: none"> Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. 	<ul style="list-style-type: none"> Shows understanding of how to transport and store equipment safely. Uses simple tools and techniques competently and appropriately. Practises some appropriate safety measures without direct supervision.

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Year 1				
	Autumn	Spring	Summer	A day
Curriculum Theme	Home & Away Aut1 (Structures)	Pirates Spr1 (Mechanics)	Castles Sum1 (Textiles)	Nutrition and food
Knowledge (NC)	<p>Design</p> <ul style="list-style-type: none"> To use knowledge of properties of materials to inform choices <p>Evaluate</p> <ul style="list-style-type: none"> talk about the advantages and disadvantages of different joining methods for different purposes e.g. gluing, stapling, taping. <p>Technical Knowledge</p> <ul style="list-style-type: none"> know that we live in many different types of homes to know the names of different buildings and the main features to observe carefully and draw simple shapes to recognise and name basic mathematical shapes in the context of houses and homes 	<p>Design</p> <ul style="list-style-type: none"> use knowledge of mechanisms to design own moving picture <p>Evaluate</p> <ul style="list-style-type: none"> talk about the advantages and disadvantages of different mechanisms for different purposes. <p>Technical Knowledge</p> <ul style="list-style-type: none"> know that simple levers and sliding mechanisms can be used to create movement know that levers are used in products <i>eg scissors, balances and moving books</i> how to use tools <i>eg scissors and a hole punch</i> safely 	<p>Design</p> <ul style="list-style-type: none"> to use existing fabric designs as inspiration for their own pattern-making <p>Evaluate</p> <ul style="list-style-type: none"> talk about the advantages and disadvantages of different joining methods <p>Technical Knowledge</p> <ul style="list-style-type: none"> know that some tasks have to be done prior to others know how to make repeat patterns know how to use a graphics program to try out different patterns know that a paper pattern can be used to mark out identical pieces 	<p>Technical Knowledge</p> <ul style="list-style-type: none"> to know the difference between a fruit and a vegetable know that all food comes from plants or animals know that everyone should eat at least five portions of fruit and vegetables every day
Skills	<p>Design</p> <ul style="list-style-type: none"> to design a structure based on a given design criteria. <p>Make</p> <ul style="list-style-type: none"> to use basic tools safely and effectively to assemble, join and combine 2D and 3D materials into a model to measure and mark out materials needed for structure to make materials for my structure stronger by folding, joining or rolling <p>Evaluate</p> <ul style="list-style-type: none"> to evaluate products they have made, commenting on the main features to evaluate work against given criteria 	<p>Design</p> <ul style="list-style-type: none"> develop their design ideas through talking and modelling <p>Make</p> <ul style="list-style-type: none"> choose and use a given technique to make a simple slider or lever mechanism and incorporate it into a moving picture try out their ideas to make simple levers (with some adult support) assemble strips of card to make simple sliders and lever mechanisms use tools safely <p>Evaluate</p> <ul style="list-style-type: none"> evaluate strengths and weaknesses of their product 	<p>Design</p> <ul style="list-style-type: none"> to develop and communicate their design ideas through drawing and modelling use and adapt ideas through a drawing/graphics program <p>Make</p> <ul style="list-style-type: none"> to follow their computer-generated pattern to make and/or use a simple paper pattern/template to cut, shape and join fabric to make a simple garment to use different techniques for joining fabric e.g. stapling, gluing, <p>Evaluate</p> <ul style="list-style-type: none"> say what they like/dislike about their final piece make simple judgements about the product, pattern, style and suggest improvements 	<p>Design</p> <ul style="list-style-type: none"> taste different fruits and vegetables describing them using their five senses. choose combinations of fruits/veg that work well together draw/design a healthy smoothie <p>Make</p> <ul style="list-style-type: none"> combine ingredients together safely and hygienically, <p>Evaluate</p> <ul style="list-style-type: none"> say what they like/dislike about their smoothie explain why they have chosen those ingredients.



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Outcome	Outcome: Structure of a home	Outcome: Moving pictures – e.g. pirate ship moving along sea, pirates legs dancing, pirates hat putting on and off, parrot sitting on pirates soldier up and down	Outcome: join fabric to make something for a King or queen e.g. crown, coat, glove, jewelled sock	Outcome: blend chosen fruits and vegetables to make smoothies
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Year 2				
	Autumn	Spring	Summer	day
Curriculum Theme	WW1 Aut 2 (Textiles)	Victorians Sp 2 (mechanics)	Around the World Sum 2 (Structures)	Nutrition and Food
Knowledge (NC)	<p>Design</p> <ul style="list-style-type: none"> I can select the appropriate textile so that it does the job I want it to. <p>Evaluate</p> <ul style="list-style-type: none"> talk about the advantages and disadvantages of different stitching methods <p>Technical Knowledge</p> <ul style="list-style-type: none"> know that some tasks have to be done prior to others know what a running stitch/ blanket stitch looks like know how to thread a needle know that a template/ruler can be used mark out identical pieces/make straight lines 	<p>Design</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products to identify a purpose for what they intend to design and make draw on their investigation of toys to inform their own design ideas <p>Evaluate</p> <ul style="list-style-type: none"> say what mechanism they have chosen to use and why. <p>Technical Knowledge</p> <ul style="list-style-type: none"> know that there are many types of toys know that toys are made up of different parts give examples of how different toys are used for different purposes and what features they may contain 	<p>Design</p> <ul style="list-style-type: none"> select an appropriate size for a particular product use their knowledge of stable buildings they know already to inform design choices <p>Evaluate</p> <ul style="list-style-type: none"> begin to understand how they can make their structures more stable <p>Technical Knowledge</p> <ul style="list-style-type: none"> recognise and name some different types of homes and their main features show through simple drawings the main features of a building, with a sense of proportion recognise and name mathematical shapes <i>eg square, rectangle, triangle, circle</i> in the context of buildings 	<p>Technical Knowledge</p> <ul style="list-style-type: none"> knows what a healthy and varied diet looks like know that food has to be farmed, grown elsewhere (e.g. home) or caught name and sort foods into the five groups
Skills	<p>Design</p> <ul style="list-style-type: none"> I can think of ideas and plan what to do next based on what I know about materials and components. use and adapt ideas from traditional fabric patterns <p>Make</p> <ul style="list-style-type: none"> follow a sequence of activities to make their product make and/or use a simple paper pattern/template to cut out accurate pieces join fabric pieces together use different stitching techniques (running/blanket) <p>Evaluate</p> <ul style="list-style-type: none"> make simple judgements about their product 	<p>Design</p> <ul style="list-style-type: none"> generate and develop ideas through discussion, drawing, templates and mock ups suggest how they might make the toy they have designed make simple drawings and label parts <p>Make</p> <ul style="list-style-type: none"> select own resources use a range of construction materials create movement use hand tools safely and appropriately choose and use appropriate finishing techniques assemble, join and combine materials to make a toy. 	<p>Design</p> <ul style="list-style-type: none"> say how they are going to make their model <p>Make</p> <ul style="list-style-type: none"> join 2D and 3D materials effectively in different ways make an effective base construct a model by joining and combining 2D and 3D materials in appropriate ways use basic tools <i>eg scissors and snips</i> safely and effectively develop skills in marking out, cutting, scoring and assembling <p>Evaluate</p> <ul style="list-style-type: none"> talk about their finished building saying what they have done well, what they are particularly pleased with 	<p>Design</p> <ul style="list-style-type: none"> Taste test different fruits and vegetables and describe them using 5 senses. choose combinations of foods that work well together draw/design a healthy wrap <p>Make</p> <ul style="list-style-type: none"> prepare simple cold dishes safely and hygienically, use techniques such as cutting, peeling and grating <p>Evaluate</p> <ul style="list-style-type: none"> Explain how they included foods from different food groups. suggest ways in which they



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	<ul style="list-style-type: none"> • say what they like/dislike about their final piece • suggest improvements 	<ul style="list-style-type: none"> • to use wheels and axles, understanding that wheels and axles can be assembled in different ways • to measure and cut accurately • add detail to product <p>Evaluate</p> <ul style="list-style-type: none"> • evaluate against their design criteria • explain how their model works. • evaluate their finished toy, recording how it works and how/if matches the original ideas 	<ul style="list-style-type: none"> • suggest ways in which parts might have been done better 	<p>could improve their wrap and what could have been done better</p> <ul style="list-style-type: none"> • say what they like/dislike about their final piece
Outcome	Outcome: sew fabric to make something for a WW1 soldier e.g photo frame, sock, glove, bag, noughts and crosses board	Outcome: to make a moving Victorian toy (wind up, mechanism-lever, movement-wheels)	Outcome: to build a structure of a well know building from around the world.	Outcome: to prepare a healthy wrap