

Skills Progression in DT

| Year 3 | Year 4 | Year 5 | Year 6 |
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| Design | | | |
| <p>gather information about the needs and wants of particular individuals and groups –</p> <p>develop their own design criteria and use these to inform their ideas – use scaffolded sheet</p> <p>generate realistic ideas, focusing on the needs of the user – ABC</p> <p>make design decisions that take account of the availability of resources – Questions. Record answers</p> <p>Show their ideas with annotated sketches and prototypes</p> | <p>gather information about the needs and wants of particular individuals and groups</p> <p>develop their own design criteria and use these to inform their ideas – use modelled example and steps to success</p> <p>generate realistic ideas, focusing on the needs of the user</p> <p>make design decisions that take account of the availability of resources – Class discussion. Children establish questions. Record answers</p> <p>Show their ideas annotated sketches, begin to use cross-sectional drawing and prototypes</p> | <p>carry out research, using surveys, interviews, questionnaires and web-based resources – in year group/families</p> <p>identify the needs, wants, preferences and values of particular individuals and groups – use research</p> <p>develop a simple design specification to guide their thinking - explains briefly some key aspects of the project (use sentence stems to scaffold)</p> <p>generate innovative ideas, drawing on research</p> <p>make design decisions, taking account of constraints such as time, resources and cost – scaffolded</p> <p>Use annotated sketches, cross sectional drawing and prototypes</p> | <p>carry out research, using surveys, interviews, questionnaires and web-based resources – whole school/families</p> <p>identify the needs, wants, preferences and values of particular individuals and groups – independently use research</p> <p>develop a simple design specification to guide their thinking – use the following sub-headings to scaffold their specification</p> <ul style="list-style-type: none"> • Function • User Group • Appearance • Materials • Durability and Reliability • Sustainability • Instructions • Cost <p>generate innovative ideas, drawing on research</p> <p>make design decisions, taking account of constraints such as time, resources and cost – refer back to year 5 – as independent as possible</p> <p>Use annotated sketches, cross sectional drawing and prototypes</p> <p>Begin to use exploded diagrams</p> |

Make

Planning

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| order the main stages of making – discussion and scaffolded sheet | order the main stages of making – discussion, independent and redo if order illogical | produce appropriate lists of tools, equipment and materials that they need formulate step-by-step plans as a guide to making - scaffolded | produce appropriate lists of tools, equipment and materials that they need formulate step-by-step plans as a guide to making refer back to year 5 – as independent as possible |
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Practical skills and techniques

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| <p>risk assessment before each make taking into account tools being used – mind map - class</p> <p>measure, mark out, cut and shape materials and components with some accuracy - Measure and mark and accurately use marks</p> <p>Cutting - within the perimeter of the material (such as slots or cut outs) with support</p> <p>assemble, join and combine materials and components with some accuracy</p> <p>apply a range of finishing techniques, including those from art and design, with some accuracy –</p> | <p>risk assessment before each make taking into account tools being used – mind map - class</p> <p>measure, mark out, cut and shape materials and components with some accuracy - Measure and mark out to the nearest millimetre.</p> <p>After modelling apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</p> <p>assemble, join and combine materials and components with some accuracy</p> <p>apply a range of finishing techniques, including those from art and design, with some accuracy</p> | <p>risk assessment before each make taking into account tools being used – mind map – individual and assess for understanding</p> <p>Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</p> <p>accurately assemble, join and combine materials and components</p> <p>accurately apply a range of finishing techniques, including those from art and design</p> <p>use techniques that involve a number of steps</p> <p>demonstrate resourcefulness when tackling practical problems</p> | <p>risk assessment before each make taking into account tools being used – mind map independently and refer back to during make</p> <p>Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</p> <p>accurately assemble, join and combine materials and components</p> <p>accurately apply a range of finishing techniques, including those from art and design</p> <p>use techniques that involve a number of steps</p> <p>demonstrate resourcefulness when tackling practical problems</p> |
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Evaluating

Own and existing ideas and products

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| <p>Explore who designed and made the products, where and when products were designed and made</p> <p>Introduce the idea of products being recycled or reused</p> <p>refer to their design criteria as they design and make</p> <p>use their design criteria to evaluate their completed products</p> <p>My... was successful because...</p> | <p>Explore who designed and made the products, where and when products were designed and made</p> <p>Explore if products can be recycled or reused ABC</p> <p>refer to their design criteria as they design and make</p> <p>use their design criteria to evaluate their completed products</p> <p>Use design criteria to make steps for success and then use sentence stem: My... was successful because...</p> | <p>how much products cost to make</p> <p>how innovative products are</p> <p>how sustainable the materials in products are</p> <p>what impact products have beyond their intended purpose</p> <p>critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make</p> <p>evaluate their ideas and products against their original design specification</p> <p>What's good, what could be better?</p> <p>How is it the same as your original idea?</p> <p>How is it different?</p> <p>Peer evaluation</p> | <p>how much products cost to make</p> <p>how innovative products are</p> <p>how sustainable the materials in products are</p> <p>what impact products have beyond their intended purpose</p> <p>critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make</p> <p>evaluate their ideas and products against their original design specification</p> <p>What's good, what could be better?</p> <p>How is it the same as your original idea?</p> <p>How is it different?</p> <p>Peer evaluation</p> |
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Food preparation and cooking

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| <p>how to prepare and cook a variety of mainly savoury dishes safely and hygienically including, where appropriate, the use of a heat source – risk assessment – adult availability, nature of the group</p> <p>Begin to understand the importance of a healthy and varied diet.</p> <p>Begin to understand where ingredients come from.</p> <p>how to use a range of techniques such as peeling, slicing, grating, mixing</p> | <p>how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source – risk assessment – adult availability, nature of the group</p> <p>Understand the importance of a healthy and varied diet.</p> <p>Understand where ingredients come from.</p> <p>how to use a range of techniques such as peeling, slicing, grating and baking</p> | <p>how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source – risk assessment – adult availability, nature of the group</p> <p>Understand the importance of a healthy and varied diet. Use this knowledge to impact ingredient choices.</p> <p>Begin to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p> | <p>how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source – risk assessment – adult availability, nature of the group</p> <p>Understand the importance of a healthy and varied diet. Use this knowledge to impact chosen dishes and ingredient.</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p> |
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Adapt recipes to change the appearance,
taste, texture and aroma

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