

Sequencing and Progression of Learning

Subject: DT

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nat a range of logy is used in such as homes		material can improve	and thickness) of	bulbs, buzzers and	linkages]	,
logy is used in such as homes		material can improve	,	-		understanding of
such as homes			material affect strength	motors].		
		strength and stiffness		-		computing to program,
d schools.			1			monitor and control their
			Know how to reinforce			products.
		Know that a wide base	structures			
		makes structures more				
		stable	Know that triangles are			
			strong and stable,			
			especially equilateral			
			triangles			
Textiles	Textiles	Textiles	Textiles	Textiles	Textiles	Textiles
that different	Thread a needle, knot,	Use wax resist (wax resist	Use back stitch for	Join textiles with an	Create weavings and	Tape, pin, cut, shape
s have different	cut, glue and trim	stick), including	embroidery	appropriate sewing	weaving looms.	and join fabric with
extures	material.	colouring fabric using	ombroidery	technique, including		precision.
0/10/03		dye	Develop skills in	running and blanket		
Learn how to thread	Use the running stitch.	aye	decorating, cutting and	stitch.		Choose from a range of
		Decorate fabric using	joining fabric.	511011.		stitching and joining
	Manipulate fabrics in	sewing and other	johning tablic.	Learn to applique		techniques.
		-				
		memous				Use and apply skills learnt
						in a variety of techniques
				·		(e.g. sewing, using felt
				natoral objects.		squares, tie dyeing,
						weaving, plaiting, wax or
						oil resist, applique,
						embroidery and binca).
	Use techniques beyond	Use techniques beyond	Use techniques beyond	Use techniques beyond	Use techniques beyond	Use techniques beyond
niques beyond		. ,	. ,			that of expected, e.g.
niques beyond expected, e.g.	. ,					from year groups above
	auer bevond	simple ways to create the desired effect.ques beyond pected, e.g.Use techniques beyond that of expected, e.g.	simple ways to create the desired effect. methods ques beyond Use techniques beyond Use techniques beyond	simple ways to create the desired effect.methodsques beyond pected, e.g.Use techniques beyond that of expected, e.g.Use techniques beyond that of expected, e.g.Use techniques beyond that of expected, e.g.	simple ways to create the desired effect.methodsincluding attaching decorations such as buttons, sequins and natural objects.ques beyond pected, e.g.Use techniques beyond that of expected, e.g.	simple ways to create the desired effect.methodsincluding attaching decorations such as buttons, sequins and natural objects.ques beyond pected, e.g.Use techniques beyond that of expected, e.g.

Design Process –	Explore	Explore	Explore	Explore	Explore	
explore, design, make and evaluate	Experiment with colour, design, texture, form and function	Work in a range of relevant contexts, for example imaginary, story-based, home, school and the local environment.	Work in a range of relevant contexts, for example imaginary, story-based, home, school and the local or wider environment.	Work in a broader range of relevant contexts, for example entertainment, the home, school, leisure or the food industry.	Work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the local or wider environment.	Work in relev exam the hoi
	Design	Explore and evaluate a range of products. Understand how individuals have contributed to the designed and man- made world.	Explore and evaluate a range of products. Understand how individuals have contributed to the designed and man- made world.	Investigate and analyse a range of existing products. Understand how key events and individuals in design and technology have helped shape the world.	Investigate and analyse a range of existing products. Understand how key events and individuals in design and technology have helped shape the world.	Investig and exis Unde events desigr have b
	Design Represent their own ideas, thoughts and feelings through a variety of media.	Design Use their own experience to help generate their ideas. Explain how their products will look and work through talking and simple annotated drawings.	Design Use their knowledge of existing products and their own experience to help generate ideas. Explain how their products will look and work through talking, annotated drawings and testing similar products.	Design Use their knowledge of a broad range of existing products to help generate their ideas Use annotated sketches to develop and communicate their ideas. Explain how particular parts of their products work.	Design Generate ideas through brainstorming and identify a purpose for their product Use annotated sketches and cross-sectional drawings to develop and communicate their ideas including materials used and how to join them.	Gene item, Ic its pr Use and cross-se and ex to commu includi and h Explai parts Consic of re planr

Explore in a broad range of evant contexts, for mple conservation, ome, school, leisure and culture.	Explore Work in a broad range of relevant contexts, for example conservation, the home, school, leisure, culture, enterprise, industry and the wider environment.
tigate and critically halyse a range of xisting products.	Investigate and critically analyse a range of existing products.
derstand how key ts and individuals in gn and technology e helped shape the world.	Understand how key events and individuals in design and technology have helped shape the world.
Design	Design
nerate ideas for an largely considering purpose and the user/s annotated sketches, -sectional drawings exploded diagrams to develop and municate their ideas ding materials used thow to join them. lain how particular ts of their products work. sider the availability resources when nning out designs.	Use their knowledge and in-depth research to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market. Use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their ideas. explain how particular parts of their products work.
	Consider the availability and costings of resources when planning out designs.
	Use a full range of materials and components confidently, independently selecting which material would be most effective.

	Make	Make	Make	Make	Make	
	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.	Assemble, join and combine materials.	Assemble, join and combine materials.	Assemble, join and combine materials and components with some degree of accuracy.	Cut a range of materials with precision; shape and score materials with precision; assemble, join and combine materials and components.	Cut a re with p and sco precisio and co and c make the
	Selects resources needed to shape, assemble and join materials they are using. Use simple tools to effect changes to materials.	Begin to select from a range of hand tools and equipment, such as scissors, hole punchers, rulers	Select and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].	Carefully select from a range of familiar tools and equipment, including joining, explaining their choices.	With growing confidence, select from a wide range of tools and equipment, including joining, explaining their choices.	Select tools a includir accur functi
	Handle tools, objects, construction and malleable materials safely and with increasing control.	Learn to use hand tools and equipment safely and appropriately with adult support where necessary.	Continue to learn, apply and practise using hand tools and equipment safely and appropriately.	Learn to use a range of tools and equipment safely, appropriately and accurately.	Learn to use a range of tools and equipment safely, appropriately and accurately with increasing independence.	Under assessr agre safet
	Understands that different media and materials can be combined to create new effects.	Use a range of construction materials and components including cardboard, textiles with support from an adult.	Use a range of construction materials and components including textiles, cardboard and recycled materials.	Use a wide range of materials and components, including, textiles, wood and metal construction materials.	Use a wider range of materials and components, including textiles, construction materials, and electrical components.	Use c rr comp textil m r c
	Use scissors accurately. Can measure using non- standard units.	With help, measure and mark out templates for a product.	Measure and mark out templates for a product.	Start to measure and mark out to the nearest cm and millimetre.	With growing independence, measure and mark out to the nearest cm and millimetre.	Inde mc measur out, to
	Shows a preference for a dominant hand.	Learn how to cut, shape and score materials.	Practise and apply skills learnt when cutting, shaping and scoring materials.	Cut, shape and score materials with some degree of accuracy.	Cut, shape and score materials accurately.	Cut, s mate
	Evaluate Able to discuss things they like about their products and ways to improve whilst making	Evaluate Evaluate their ideas and products against design criteria	Evaluate Evaluate their ideas and products against design criteria	Evaluate Evaluate their ideas and products against design criteria and suggest ways to improve work	Evaluate Evaluate their ideas and products against design criteria and suggest ways to improve work	Evalua produc criteria viev in
Greater Depth in Design Process	Create pieces with a very high level of finish.	Create pieces with a very high level of finish.	Create pieces with a very high level of finish.	Create pieces with a very high level of finish.	Create pieces with a very high level of finish.	Crea very h
	Explain design choices linked to properties of materials and choice of joining.	Explain design choices linked to properties of materials and choice of joining.	Explain design choices linked to properties of materials and choice of joining.	Explain design choices linked to properties of materials and choice of joining.	Explain design choices linked to properties of materials and choice of joining.	Explair linked materio

Make

a range of materials h precision; shape score materials with ision; assemble, join combine materials d components and ke modifications as they go along.

ect from a range of s and components, uding joining, talking curately about their actional properties.

erstand what a risk ssment is and follow greed health and ety measures as a class.

e a wider range of materials and ponents, including tiles, construction materials, and mechanical components.

dependently take mostly accurate surements and mark to within 1 millimetre;

, shape and score terials accurately.

Evaluate

uate their ideas and ucts against design ia and consider the iews of others to improve work

eate pieces with a high level of finish.

ain design choices ed to properties of erials and choice of joining.

Make

Cut a range of materials with precision; shape and score materials with precision; assemble, join and combine materials and components and make modifications as they go along.

Select from a range of tools and components, including joining, talking accurately about their functional properties.

Understand what a risk assessment is and follow agreed health and safety measures as a class.

Use a wider range of materials and components, including textiles, construction materials, and computing components.

Independently take exact measurements and mark out, to within 1 millimetre

Cut, shape and score materials accurately.

Evaluate

Evaluate their ideas and products against design criteria and consider the views of others to improve work

Create pieces with a very high level of finish.

Explain design choices linked to properties of materials and choice of joining.

Cooking and	Hygiene and safety	Hygiene and safety	Hygiene and safety	Hygiene and safety	Hygiene and safety	Hygiene and safety	Hygiene and safety
Nutrition	Understand how to wash hands properly Become increasingly confident managing basic hygiene and personal needs successfully.	Practice and apply basic hygiene practices. Understand how to wash hands properly and with independence.	Understand the importance of good personal hygiene.	Demonstrate hygienic food preparation and storage (such as storing food effectively and learning about mould and decay.	Apply the rules for basic food hygiene and other safe practices.	Understand and risk assess hazards relating to the use of ovens, utensils and kitchen appliances.	Understand national food hygiene regulations (such as best before and use by dates, allergy information and cross contamination.
	Origins of food Know that farms can contain plants and/or animals, and that farms create food	Origins of food Understand where food comes from (planting and growing)	Origins of food Understand that all food comes from plants or animals	Origins and seasonality of food Understand where food comes from (food lifecycles – seed to fruit, grain to bread)	Origins and seasonality of food Start to know when, where and how food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world.	Origins and seasonality of food Apply understanding of when where and how food is grown when planning and designing food products.	Origins and seasonality of food Know, explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world.
	Healthy diet Talk about ways to keep healthy and safe. Begin to understand the importance of good health and a healthy diet.	Healthy diet Understand the basic principles of a healthy and varied diet	Healthy diet Understand what a balanced plate looks like. Name and sort foods into the five groups.	Healthy diet Understand the further principles of a healthy and varied diet (vitamins and minerals in foods)	Healthy diet Understand different foods impact on muscle and brain performance.	Healthy diet Read and understand food nutrition labels.	Healthy diet Apply understanding of food nutrition labels in planning and preparing dishes.
	Prepare and cook Listen and respond to verbal and pictorial instructions while preparing food dishes.	Prepare and cook Begin to select from a range of hand tools and equipment, such as graters, zesters, safe knives, juicer; Learn to use hand tools and equipment safely and appropriately with adult support where necessary.	Prepare and cook Use and combine a range of ingredients Measure and weigh ingredients to the nearest gram and millilitre.	Prepare and cook Prepare food using a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking.	Prepare and cook Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	Prepare and cook Use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven.	Prepare and cook Demonstrate how to use a range of cooking techniques, such as baking, grilling and boiling (such as soup in a saucepan, led by an adult)
		Start to independently follow a recipe. Prepare ingredients using appropriate cooking utensils.					
Greater Depth in Cooking and Nutrition	Create pieces with a very high level of finish.	Create pieces with a very high level of finish.	Create pieces with a very high level of finish.	Create pieces with a very high level of finish.	Create pieces with a very high level of finish.	Create pieces with a very high level of finish.	Create pieces with a very high level of finish.
	Use techniques beyond that of expected, e.g.	Use techniques beyond that of expected, e.g.	Use techniques beyond that of expected, e.g.	Use techniques beyond that of expected, e.g.	Use techniques beyond that of expected, e.g.	Use techniques beyond that of expected, e.g.	Use techniques beyond that of expected, e.g.