



Starcross Primary School - D & T Progression

Learning for life

	Nursery	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working technologically	<u>Structural</u> <u>Safety</u> Begin to use scissors and glue safely with supervision. <u>Equipment</u> Use appropriate equipment to complete the task with supervision. <u>Joining Techniques</u> Pupils can use glue, saws (with close adult supervision) and tape safely and successfully to achieve an outcome. <u>Cutting</u> Pupils to be able to use scissors to make incisions. Pupils can use scissors to make purposeful incisions to achieve a goal. Pupils can begin to select appropriate materials for their project.	<u>Structural</u> <u>Safety</u> Begin to use scissors and glue safely with supervision. <u>Equipment</u> Use appropriate equipment to complete the task with supervision. <u>Joining Techniques</u> Pupils can use glue, saws (with close adult supervision) and tape safely and successfully to achieve an outcome. <u>Cutting</u> Pupils to be able to use scissors to make incisions. Pupils can use scissors to make purposeful incisions to achieve a goal. Pupils can begin to select appropriate materials for their project. <u>Nutritional</u> <u>Hygiene</u> Pupils to ensure they wash their hands and long hair is tied up. -open wounds are covered with a plaster. <u>Safety</u> Pupils to use scissors, knives and peelers safely with supervision. <u>Equipment</u> Pupils to be given appropriate equipment for the task.	<u>Structural</u> <u>Safety</u> Use scissors and glue safely. <u>Equipment</u> Pupils use appropriate equipment to complete the task. <u>Joining Techniques</u> Pupils can use glue, saws (with close adult supervision) and tape (and needles - Year 2) safely and successfully to achieve an outcome. <u>Cutting</u> Pupils to be able to use scissors to make incisions. Pupils can use scissors to make purposeful incisions to achieve a goal. Pupils can begin to select appropriate materials for their project. <u>Nutritional</u> <u>Hygiene</u> Pupils to ensure they wash their hands and long hair is tied up. -open wounds are covered with a plaster. <u>Safety</u> Pupils to use scissors, knives and peelers safely. <u>Equipment</u> Pupils to be given appropriate equipment for the task.	<u>Structural</u> <u>Safety</u> Use scissors and glue safely. <u>Equipment</u> Pupils use appropriate equipment to complete the task. <u>Joining Techniques</u> Pupils can use glue, saws (with close adult supervision) and tape (and needles - Year 2) safely and successfully to achieve an outcome. <u>Cutting</u> Pupils to be able to use scissors to make incisions. Pupils can use scissors to make purposeful incisions to achieve a goal. Pupils can begin to select appropriate materials for their project. <u>Nutritional</u> <u>Hygiene</u> Pupils to ensure they wash their hands and long hair is tied up. -open wounds are covered with a plaster. <u>Safety</u> Pupils to use scissors, knives and peelers safely. <u>Equipment</u> Pupils to be given appropriate equipment for the task. <u>Measure and weigh (Year 2)</u> Pupils can use appropriate equipment to measure and weight ingredients.	<u>Nutritional</u> <u>Hygiene</u> Wash hands and work area thoroughly. Ensure that long hair is tied up and open wounds are covered with a plaster. <u>Safety</u> Pupils to use scissors, knives, graters and peelers safely. Handle equipment safely. <u>Equipment</u> Choose and use appropriate equipment for the task. <u>Combining</u> Pupils can use techniques such as folding, kneading and whisking.	<u>Nutritional</u> <u>Hygiene</u> Wash hands and work area thoroughly. Ensure that long hair is tied up and open wounds are covered with a plaster. <u>Safety</u> Pupils to use scissors, knives, graters and peelers safely. Handle equipment safely. <u>Equipment</u> Choose and use appropriate equipment for the task. <u>Combining</u> Pupils can use techniques such as folding, kneading and whisking. <u>Structural</u> <u>Safety</u> Use scissors, needles, saws and glue with safety and increasing accuracy. <u>Equipment</u> Choose specific tools and materials for the desired outcome. <u>Joining Techniques</u> Pupils can use glue, tape, saw (with increasing independence) and thread safely to achieve an outcome. <u>Cutting</u> Use scissors and saws to make accurate and purposeful incisions. <u>Electricals</u> Have a basic understanding of a simple circuit.	<u>Structural</u> <u>Safety</u> Use scissors, needles, saws and glue with safety and increasing accuracy and independence. <u>Equipment</u> Review available equipment and choose specific tools and justify why it is appropriate for the desired outcome. <u>Joining Techniques</u> Pupils can use glue, tape, saw (with increasing independence) and thread safely and successfully to achieve an outcome. <u>Cutting</u> Use scissors and saws to make accurate and purposeful incisions. <u>Electricals</u> Have a basic understanding of a simple circuit and can use this for purpose with their design. <u>Joining Techniques</u> Pupils can use glue, tape, saw (with increasing independence) and thread safely to achieve an outcome. <u>Cutting</u> Use scissors and saws to make accurate and purposeful incisions. <u>Electricals</u> Have a basic understanding of a simple circuit and can use this for purpose with their design.	<u>Structural</u> <u>Safety</u> Use scissors, needles, saws and glue with safety and increasing accuracy and independence. <u>Equipment</u> Review available equipment and choose specific tools and justify why it is appropriate for the desired outcome. <u>Joining Techniques</u> Pupils can use glue, tape, saw (with increasing independence) and thread safely and successfully to achieve an outcome. <u>Cutting</u> Use scissors and saws to make accurate and purposeful incisions. <u>Nutritional</u> <u>Hygiene</u> Wash hands and work area thoroughly. Ensure that long hair is tied up and open wounds are covered with a plaster. Understand the scientific reasons why they must do this. <u>Safety</u> Pupils to use scissors, knives, graters and peelers safely. Handle equipment safely with increasing independence. <u>Equipment</u> Choose and use appropriate equipment for the task and justify their choice. <u>Combining</u>



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								Pupils can use techniques such as folding, kneading and whisking.
Design	To create a design and build a product based off the design. Begin to talk about the different stages of designing and producing a product.	Products are designed to fulfil a purpose. That different products have different specifications. A model is a prototype for a completed product. Create a design based on a set criteria that is fit for purpose. Nutrition is the process of providing or obtaining the food necessary for health and growth. Know where different types of food come from.	Research can be used to establish facts and current trends. Research can be used to inform designs. What criteria would make a product successful. When designing, other individuals' preferences may differ from our own; these are most important when designing for a specific audience. A design is a detailed plan or annotated drawing produced to show the look and function or workings of a product with a specific target audience in mind. Products are carefully designed to fulfil specific purposes. A model is a prototype for a completed product. This can consist of annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Where and how ingredients are grown, reared, caught and processed. That certain produce only grows in certain seasons naturally (discuss why imports have changed accessibility). Nutrition is the process of providing or obtaining the food necessary for health and growth. What a healthy, balanced diet is and apply these principles to demonstrate this.	Research can be used to establish facts, current trends and suitable materials. Research can be used to inform designs and manufacturing techniques. What criteria would make a product successful. When designing, other individuals' preferences and product purpose may differ from our own initial choices; these are most important when designing for a specific audience or purpose. A design is a detailed plan or annotated graphic drawing produced to show the look, materials, joining techniques and function or workings of a product with a specific target audience and purpose in mind. Products are carefully designed to fulfil specific purposes for specific audiences. A model is a prototype for a completed product. This can consist of annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. This can be evaluated prior to manufacture. Where and how ingredients are grown, reared, caught, processed and sold. That certain produce only grows in certain seasons naturally (discuss why imports have changed accessibility). Therefore, also understanding that out-of-season produce may come from other countries. Nutrition is the process of providing or obtaining the food necessary for health and growth. We need to obtain nutrients and minerals from food because they cannot be produced by the body itself and get used up quickly within the body. What a healthy, balanced diet is and apply these principles to demonstrate this with food type and portion size of each.				
Make		<u>Structures</u> To explore the properties of different materials. Begin to measure and cut materials with supervision. Begin to use different types of adhesion (glue and tape). Use scissors to make incisions.	<u>Cooking and Nutrition</u> To know different ingredients have different properties which makes them useful for different purposes (sweet, sour, bitter, salty, umami, hot, cool). Specific tools achieve specific outcomes (cut, chop, slice, grate, spread, mix, pour, roll, stir, rotate, thread, weave). <u>Structures</u> Different materials have different properties which	<u>Cooking and Nutrition</u> To know different ingredients have different properties which makes them useful for different purposes (sweet, sour, bitter, salty, umami, hot, cool). Specific tools achieve specific outcomes (cut, chop, slice, grate, spread, mix, pour, roll, stir, rotate, thread, weave). <u>Textiles</u>	<u>Structures</u> Different materials have different properties which makes them useful for different purposes (rigid, strong, weak, soft, flexible, durable, waterproof, elasticity, tactile, aesthetically pleasing). Measure and cut materials safely using appropriate equipment with increasing independence. Use different types of adhesion (glue, tape and thread).	<u>Structures</u> Different materials have different properties which makes them useful for different purposes (rigid, strong, weak, soft, flexible, durable, waterproof, elasticity, tactile, aesthetically pleasing). Measure and cut materials safely using appropriate equipment with increasing independence. Use different types of adhesion (glue, tape and thread).	<u>Structures</u> Different materials have different properties which makes them useful for different purposes and unsuitable for others (rigid, strong, weak, soft, flexible, durable, waterproof, elasticity, tactile, aesthetically-pleasing), and therefore I know which materials would be best for my specific product. Measure and cut materials safely using appropriate equipment with increasing independence and accuracy.	<u>Structures</u> Different materials have different properties which makes them useful for different purposes and unsuitable for others (rigid, strong, weak, soft, flexible, durable, waterproof, elasticity, tactile, aesthetically-pleasing), and therefore I know which materials would be best for my specific product. Measure and cut materials safely using appropriate equipment with increasing independence and accuracy.



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			makes them useful for different purposes (rigid, strong, weak, soft, flexible, durable, waterproof, elasticity, tactile). Measure and cut materials safely using appropriate equipment. Use different types of adhesion (glue and tape). Use scissors to make purposeful incisions. Begin to select appropriate materials for their project. <u>Mechanisms</u> Use wheels and axels to make a simple moving model. Know examples of simple mechanisms such as sliders and levers. Know that mechanisms make parts move in different ways.	Cut and join materials using glue and simple stitches (running stitch) Accurately join two pieces of material together using running stitch. <u>Structures</u> Different materials have different properties which makes them useful for different purposes (rigid, strong, weak, soft, flexible, durable, waterproof, elasticity, tactile). Measure and cut materials safely using appropriate equipment. Use different types of adhesion (glue and tape). Use scissors to make purposeful incisions. Begin to select appropriate materials for their project. To explore how a structure can be made stiffer and more stable.	Use scissors to make accurate and purposeful incisions. <u>Textiles</u> Decorate using embellishments such as beads, sequins, ribbon and buttons. Cut and join materials with thread by hand sewing using a running stitch. <u>Cooking and Nutrition</u> To know different ingredients have different degrees of properties which makes them more purposeful for different situations (degrees of: sweet, sour, bitter, salty, umami, hot, cool). <u>Mechanisms</u> Know how linkages and levers change the direction of movement. Understand how mechanisms are joined to create movement. Plan and test simple moving parts before assembling.	Use scissors to make accurate and purposeful incisions. Create shell or frame structures using diagonal struts to strengthen them. How electrical systems work (series circuits incorporating switches, bulbs, buzzers and motors). <u>Cooking and Nutrition</u> To know different ingredients have different degrees of properties which makes them more purposeful for different situations (degrees of: sweet, sour, bitter, salty, umami, hot, cool). <u>Textiles</u> Decorate using embellishments such as beads, sequins, ribbon and buttons. Cut and join materials with thread by hand sewing using a running stitch.	That different joins/adhesives are suitable for different purposes (glue, tape, thread) and how they are used can also differ. Use scissors to make accurate and purposeful incisions. How electrical systems work (various types of circuits incorporating switches, bulbs, buzzers and motors). <u>Cooking and Nutrition</u> To know different ingredients, have different degrees of properties which makes them more purposeful for different situations (degrees of: sweet, sour, bitter, salty, umami, hot, cool) and therefore different amounts of different ingredients need to be used in a recipe. <u>Mechanisms</u> Know how pulleys, gears and cams create different types of movement and mechanical advantage. Know how to reinforce or stabilise structures to support mechanisms.	That different joins/adhesives are suitable for different purposes (glue, tape, thread) and how they are used can also differ. Use scissors to make accurate and purposeful incisions. How electrical systems work (various types of circuits incorporating switches, bulbs, buzzers and motors). <u>Textiles</u> Combine stiches and fabrics using running stitch and backstitch. Pin and tack fabrics in preparation for sewing. Use applique to add decoration to a product. Use different methods of fastening for function and decoration. <u>Mechanisms</u> Understand how complex mechanical systems (gears, pulleys, cams, levers) combine to achieve movement. Know how to transfer and control motion between components.
Evaluate	To think about the successes and failures of products. Begin to use appropriate vocabulary when evaluating a product.	Evaluation is looking at the successes and failures of products. Products have criteria that they are measured against. After a product has been evaluated it may need to be improved and remade. Products are never completed/can always be improved. How to use vocabulary accurately when evaluating a product (stronger, stiffer, stable).	Evaluation is looking at the successes and failures of products. Criteria that products are measured against evolve over time. After a product has been evaluated it may need to be improved and remade multiple times. Products continually reviewed for improvements this is called plan, do and review. How to use precise vocabulary accurately when evaluating a product.	Evaluation is looking at the successes and failures of products. Criteria that products are measured against evolve over time. After a product has been evaluated it may need to be improved and remade multiple times. Products continually reviewed for improvements this is called plan, do and review. How to use precise vocabulary accurately when evaluating a product.	Evaluation is looking at the successes and failures of both existing products and prototypes for new products and giving suggestions on how to improve them. Criteria that products are measured against evolve over long periods of time as well as throughout the designing and manufacturing processes. Products are continually reviewed for improvements on function, structure, audience etc, and this is called plan, do and review. How to use precise vocabulary accurately when evaluating and improving desians, models and products.			