PROGRESSION IN DT: KNOWLEDGE MILESTONES - SKILLS MILESTONES (YEAR BY YEAR)

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
DESIGN	* Use what I have learnt about materials, thinking about uses and purposes. * Think about and discuss what I want to make. * Discuss my work as it progresses. * Begin to work safely and hygienically * Begin to use some techniques e.g. chop * Make healthy choices in relation to eating * Know the importance of a healthy diet * Explore a variety of materials, tools and techniques, experimenting with design, form and function * Represent and construct my own ideas, thoughts and feelings through design * Explore different techniques for joining materials, such as how to use adhesive tape and different sorts of glue * Use a range of materials and tools with care. * Describe what I like and dislike about my creation * Adapt work where necessary * Sample food from familiar groups. * Discuss where food comes from. * Think of different kinds of food in our diet. * Begin to cut out shapes on different materials. * Decorate and colour materials to create effect. * Children begin to use different techniques for joining materials i.e. adhesive tape, glue. **THESE RUN, AS RELEVANT, ACROSS THE DESIGN, MAKE, EVALUATE, FOOD & DIET, TEXTILES, STRUCTURES AND MOVEABLE MECHANICS AREAS OF THIS DOCUMENT.**	* Draw on their own experience to help generate ideas * Suggest ideas and explain what they are going to do * Identify a target group for what they intend to design and make * Model their ideas in card and paper * Develop their design ideas applying findings from their earlier research	* Generate ideas by drawing on their own and other people's experiences * Develop their design ideas through discussion, observation , drawing and modelling * Identify a purpose for what they intend to design and make * Identify simple design criteria * Make simple drawings and label parts	* Generate ideas for an item, considering its purpose and the user/s * Identify a purpose and establish criteria for a successful product. * Plan the order of their work before starting * Explore, develop and communicate design proposals by modelling ideas * Make drawings with labels when designing	* Generate ideas, considering the purposes for which they are designing * Make labelled drawings from different views showing specific features * 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 * Evaluate products and identify criteria that can be used for their own designs	* Generate ideas through brainstorming and identify a purpose for their product * Draw up a specification for their design * 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 * Use results of investigations, information sources, including ICT when developing design ideas	* Communicate their ideas through detailed labelled drawings * Develop a design specification * Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways * Plan the order of their work, choosing appropriate materials, tools and techniques
MAKE		* Make their design using appropriate techniques * With help measure, mark out, cut and shape a range of materials * Use tools *e.g. scissors and a hole punch* safely * Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape * Select and use appropriate fruit and vegetables, processes and tools * Use basic food handling, hygienic practices and personal hygiene * Use simple finishing techniques to improve the appearance of their product	* Begin to select tools and materials; use vocab' to name and describe them * Measure, cut and score with some accuracy * Use hand tools safely and appropriately * Assemble, join and combine materials in order to make a product * Cut, shape and join fabric to make a simple garment. Use basic sewing techniques * Follow safe procedures for food safety and hygiene * Choose and use appropriate finishing techniques	* Select tools and techniques for making their product * Measure, mark out, cut, score and assemble components with more accuracy * Work safely and accurately with a range of simple tools * Think about their ideas as they make progress and be willing change things if this helps them improve their work * Measure, tape or pin, cut and join fabric with some accuracy * Demonstrate hygienic food preparation and storage * Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT.	* Select appropriate tools and techniques for making their product * Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques * Join and combine materials and components accurately in temporary and permanent ways * Sew using a range of different stitches, weave and knit * Measure, tape or pin, cut and join fabric with some accuracy * Use simple graphical communication techniques	* Select appropriate materials, tools and techniques * Measure and mark out accurately * Use skills in using different tools and equipment safely and accurately * Weigh and measure accurately (time, dry ingredients, liquids) * Apply the rules for basic food hygiene and other safe practices *e.g. hazards relating to the use of ovens* * Cut and join with accuracy to ensure a good-quality finish to the product	* Select appropriate tools, materials, components and techniques * Assemble components make working models * Use tools safely and accurately * Construct products using permanent joining techniques * Make modifications as they go along * Pin, sew and stitch materials together create a product * Achieve a quality product
EVALUATE		* Evaluate their product by discussing how well it works in relation to the purpose * Evaluate their products as they are developed, identifying strengths and possible changes they might make * Evaluate their product by asking questions about what they have made and how they have undertaken it.	* Evaluate against their design criteria * Evaluate their products as they are developed, identifying strengths and possible changes they might make * Talk about their ideas, saying what they like and dislike about them	* Evaluate their product against original design criteria *e.g. how well it meets its intended purpose* * Disassemble and evaluate familiar products	* Evaluate their work both during and at the end of the assignment * Evaluate their products carrying out appropriate tests	* Evaluate a product against the original design specification * Evaluate it personally and seek evaluation from others	* Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests * Record their evaluations using drawings with labels * Evaluate against their original criteria and suggest ways that their product could be improved

Mayfield Primary School Curriculum Documents

PROGRESSION IN DT: KNOWLEDGE MILESTONES - SKILLS MILESTONES (YEAR BY YEAR)

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
FOOD & DIET	**CONTINUED FROM PREVIOUS PAGE.** **EYFS Framework 2021** **Expressive Arts & Design** **"…enabling them to explore and play with a wide range of media and materials."** **Early Learning Goals** **Physical Development** **Fine Motor Skills** *** Use a range of small tools, including scissors, paint brushes and cutlery.** **Early Learning Goals** **Expressive Arts & Design** **Creating with Materials** *** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.** *** Share their creation explaining the process they have used.**	○ Develop a food vocabulary using taste, smell, texture and feel. ○ Group familiar food products e.g. fruit and vegetables. ○ Explain where food comes from. ○ Cut, peel, grate, chop a range of ingredients ○ Work safely and hygienically. ○ Understand the need for a variety of foods in a diet. ○ Measure and weigh food items, non-statutory measures e.g. spoons, cups.		○ Develop sensory vocabulary/knowledge using, smell, taste, texture and feel. ○ Analyse the taste, texture, smell and appearance of a range of foods. ○ Follow instructions/recipes. ○ Make healthy eating choices. ○ Join and combine a range of ingredients. ○ Develop sensory vocabulary/knowledge using, smell, taste, texture and feel. ○ Follow instructions/recipes. ○ Make healthy eating choices e.g. *the eatwell plate* ○ Join and combine a range of ingredients. ○ Find out which fruit, vegetables and other foods are grown in countries/continents studied in Geography.		○ Prepare food products taking into account the properties of ingredients and sensory characteristics. ○ Weigh and measure using scales. ○ Select and prepare foods for a particular purpose. ○ Work safely and hygienically. ○ Show awareness of a healthy diet e.g. *the eatwell plate.* ○ Use a range of cooking techniques. ○ Know where and how ingredients are grown and processed. ○ Consider influence of chefs – both from the past and present day.	
TEXTILES		○ Cut out shapes which have been created by drawing round a template onto the fabric. ○ Join fabrics by using e.g. running stitch, glue, staples, over sewing, tape. ○ Decorate fabrics with attached items e.g. buttons, beads, sequins, braids, ribbons. ○ Colour fabrics using a range of techniques e.g. printing, painting.		○ Develop vocabulary for tools materials and their properties. ○ Understand seam allowance. ○ Join fabrics using running stitch, over sewing, blanket stitch. ○ Prototype a product (e.g. using J cloths). ○ Use prototype to make pattern. ○ Explore strengthening and stiffening of fabrics. ○ Explore fastenings and recreate some. ○ Sew on buttons and make loops. ○ Use appropriate decoration techniques.		○ Use the correct vocabulary appropriate to the project. ○ Create 3D products using patterns pieces and seam allowance. ○ Understand pattern layout. ○ Decorate textiles appropriately i.e. tie dye (often before joining components). ○ Pin and tack fabric pieces together. ○ Join fabrics using over sewing, back stitch, blanket stitch or machine stitching (closer supervision). ○ Combine fabrics to create more useful properties. ○ Make quality products.	
STRUCTURES		○ Join appropriately for different materials and situations e.g. glue, tape. ○ Mark out materials to be cut using a template.		○ Develop vocabulary related to the project. ○ Create shell or frame structures. ○ Strengthen frames with diagonal struts. ○ Make structures more stable by giving them a wide base. ○ Measure and mark square section, strip and dowel accurately to 1cm.		○ Use the correct terminology for tools materials and processes. ○ Use bradawl to mark hole positions. ○ Use hand drill to drill tight and loose fit holes. ○ Cut strip wood, dowel, square section wood accurately to 1mm. ○ Join materials using appropriate methods. ○ Build frameworks to support mechanisms. ○ Stiffen and reinforce complex structures.	
MOVEABLE MECHANICS		○ Join appropriately for different materials and situations e.g. glue, tape. ○ Mark out materials to be cut using a template. ○ Fold, tear and cut paper and card. ○ Cut along lines, straight and curved. ○ Use a hole punch. ○ Experiment with levers, paper fasteners, sliders and split pins to make a simple moving toy/artefact. ○ Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels.		○ Develop vocabulary related to the project. ○ Use mechanical systems such as gears, pulleys, levers and linkages. ○ Use lolly sticks/card to make levers and linkages. ○ Use linkages to make movement larger or more varied. ○ Incorporate a circuit into a model. ○ Use electrical systems such as bulbs and motors.		○ Develop a technical vocabulary appropriate to the project. ○ Use mechanical systems such as cams, pulleys and gears. ○ Use electrical systems such as motors, bulbs, switches and/or buzzers.	
VOCABULARY	**** Some vocabulary will be deliberately recurring 'sticky terms'. Others will be deliberately progressive or subject specific. This list is never exhaustive just a core starting point and should be open to addition throughout any study.***						
	like, dislike, plan, cut, fold, glue, fix, ideas, build, make clean ,safe, ingredients, peel, cut, slice, healthy, unhealthy, soft, juicy, crunchy, sticky	needle, fabric, material, felt, join, decorate, fix, weak, strong, construct, improve, sew, design, evaluate, running stitch, propeller, masking tape, fastener, wheel	template, suitable features, dye, overstitch, running stitch, zip, compartment, function, design, evaluate, purpose, base, structure, taste, texture, appearance, preference, fresh, frozen, flesh, skin, core, seed pip	strengthen, stiffen, reinforce, stable, structure, assemble, three dimensional, net, bulb, suitability, purpose, wood	seam, hem, compartment, embroidery, ingredients, dried fruit, yeast, dough, wholemeal, spice, herbs, sugar, fat, carbohydrate, edible, hygienic, motor, wood	decisions, functionality, design specification, design brief, design criteria, annotate, mock up prototype, dye, oscillating, appeal, diagram, scale, annotated, circuit, motor, switch, bulb, control box, battery holder, crocodile clip, conductor, insulate, wood	protein, vitamins, nutrients, gluten, baking soda, processed, seasonal, harvested, organic, vinyl, inner sleeve, outer sleeve, construction, prototype, dimensions, deconstruct, reflect, review, loose pivot, fixed pivot, pulley, gear, circuit, buzzer, switch, wood