



Whitley Lodge First School – Progression Skills in DT

	Design	Make	Evaluate	Technical Skills	Cooking and Nutrition
EYFS	<p>I can capture experiences & responses with a range of media & materials.</p> <p>I can think of my own ideas for a product.</p> <p>I can use talk to organise, sequence and clarify thinking, ideas and events. <i>(link CL SP)</i></p> <p>I can draw a simple plan.</p> <p>I can talk about my ideas. <i>(link SC SA)</i></p> <p>I can talk about features of my own environment and think of ways to improve it. <i>(link UW W)</i></p>	<p>I show an interest in shape & space in construction activities. <i>(link M SS)</i></p> <p>I use a variety of construction materials.</p> <p>I am beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>I can join construction pieces together to build and balance.</p> <p>I experiment to create different textures.</p> <p>I can choose my own resources and adapt my work where necessary. <i>(link SC SA, EAD & EMM)</i></p> <p>I use familiar objects & common shapes to create & build models. <i>(link M SS)</i></p> <p>I can construct with a purpose in mind, using a variety of resources. <i>(link EAD EMM)</i></p> <p>I create simple representations of events, people and objects.</p>	<p>I can talk about why things happen and how things work. <i>(link UW W)</i></p> <p>I can talk about my product using vocabulary that reflects the breadth of my experiences. <i>(link Sp)</i></p> <p>I can answer ‘how’ and ‘why’ questions about my experiences. <i>(link U)</i></p> <p>I can develop my own explanations by connecting ideas and events.</p> <p>I can make a record of my product or experience e.g. by drawing, photos, writing, modelling, scribed, voice record e.g. using Seesaw <i>(link UW T)</i></p>	<p>I show interest in exploring products and toys with mechanisms. <i>(link UW T)</i></p> <p>I realise tools can be used for a purpose.</p> <p>I manipulate materials to achieve a planned effect.</p> <p>I can use simple tools & techniques competently and appropriately.</p> <p>I can select tools and techniques needed to shape, assemble and join materials.</p> <p>I can handle tools and construction materials safely and with increasing control. <i>(link P MH HSC)</i></p> <p>I can handle equipment and tools effectively. <i>(link P MH)</i></p> <p>I safely use & explore a variety of materials, tools & techniques, experimenting with, design, form and function.</p>	<p>I am beginning to eat a healthy range of foods and understand the need for variety in food <i>(link P HSC)</i></p> <p>I show some understanding that good practises with regard to hygiene can contribute to good health. <i>(link P HSC)</i></p> <p>I can observe and describe changes to ingredients during the cooking process. <i>(link UW W)</i></p> <p>I can handle cooking utensils safely & with increasing control e.g. knives, peelers & graters. <i>(link P MH HSC)</i></p> <p>I know the importance for good health of a healthy diet. <i>(link P HSC)</i></p> <p>I know about, and can make healthy choices e.g. in relation to, healthy eating.</p>
	<p>Early Learning Goal I represent my own ideas and thoughts through design and technology I use what I have learnt about materials in original ways, thinking about uses and purposes.</p> <p>Exceeding I generate ideas and recognise characteristics of familiar products. I can use pictures & words to describe what I want to do. I can explain what I am making and which tools I am using. I talk about my own & others work in simple terms and can describe how a product works. Through my own exploration, I find out & make decisions about how media and materials can be combined and changed.</p>				
	<p>Key Vocabulary design, plan, line, draw, sketch, shape, outline, describe</p>	<p>Key Vocabulary naming construction equipment naming materials e.g. fabric, foil, wood, felt, foil, paper, card join, attach, stick, build, shape, construct, make, flap, fold, bend.</p>	<p>Key Vocabulary investigate, explore, dismantle, tinker, push, pull, lift, turn, spin,</p>	<p>Key Vocabulary scissors, glue spreader, saw, ruler, hole punch, treasury tag, paper fastener, glue, paste, masking tape, cut, measure, join, spoon, knife, jug, scales, rolling pin, cutter.</p>	<p>Key Vocabulary ingredients, peel, cut, chop, mix, stir, roll, grate, sieve, decorate, pour, melt, heat, cool, cook, bake. taste, touch, feel, texture, soft, hard</p>

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Y1	<p>I can generate a design.</p> <p>I can say who my product is for.</p> <p>I can talk about my design.</p> <p>I can explain how I am going to make my product.</p> <p>I can draw a simple plan with labelled parts.</p>	<p>I can choose and use appropriate tools and equipment.</p> <p>I can choose and use appropriate materials and components.</p> <p>I can cut and join materials.</p>	<p>I can explore and evaluate existing products and designs.</p> <p>I can describe how something works.</p> <p>I can evaluate my own ideas and products.</p> <p>I can say what I like about my design.</p> <p>I can think of ways to make my design better.</p>	<p>I can build models with materials and construction equipment.</p> <p>I can make a model with a moving part.</p> <p>I can explore how to make my model stronger.</p> <p>I can explore slider mechanisms.</p>	<p>I can describe a healthy diet and prepare healthy dishes.</p> <p>I can select from a limited range of ingredients.</p> <p>I can cut food safely.</p> <p>I can follow procedures for handling food and utensils safely and hygienically.</p>
	<p>Ongoing</p> <p>-I can review what I have done and say what I think and feel about it.</p> <p>-I can identify what I might change in my work.</p> <p>-I can follow procedures for handling food and utensils safely and hygienically.</p>				
	<p>Key Vocabulary generate, design, designer, product, label.</p>	<p>Key Vocabulary names of equipment / tools- names of materials. cut, line, follow, join, stick.</p>	<p>Key Vocabulary evaluate, improve.</p>	<p>Key Vocabulary strengthen, stronger, slider, paper fastener, secure.</p>	<p>Key Vocabulary select ,fold in, slice. bridge and claw grips when cutting foods.</p>
Y2	<p>I can generate and develop a design through discussion.</p> <p>I can explain how my design will work.</p> <p>I can identify simple design criteria.</p> <p>I can draw a simple annotated plan.</p> <p>I can identify resources and tools that I will need.</p> <p>I can use ICT to create and communicate my design.</p> <p>I can make a simple mock up.</p>	<p>I can select appropriate tools and equipment and explain why I have chosen them.</p> <p>I can use a range of tools and equipment.</p> <p>I can select and use appropriate materials, textiles and components and explain why I have chosen them.</p> <p>I can measure, cut, shape, assemble, join and combine materials and components.</p> <p>I can use finishing techniques.</p>	<p>I can evaluate existing designs and products.</p> <p>I can evaluate my product or design against design criteria.</p> <p>I can talk about what I like and dislike about my design.</p> <p>I can suggest changes to improve my design.</p>	<p>I can build models with materials and construction equipment.</p> <p>I can explore how to make my model stiffer and more stable.</p> <p>I can explore lever and wheel and axle mechanisms.</p>	<p>I can describe a healthy and varied diet and prepare healthy dishes.</p> <p>I understand where food comes from.</p> <p>I can select from a range of ingredients.</p> <p>I can describe the ingredients I am using.</p>

	<p>Ongoing</p> <ul style="list-style-type: none"> -I can review what I have done and say what I think and feel about it. -I can identify what I might change in my work. -I can follow procedures for handling food and utensils safely and hygienically. 				
	<p>Key Vocabulary design criteria, mock up, annotate.</p>	<p>Key Vocabulary thread, fabric, felt, cotton, hessian, stitch, sew.</p>	<p>Key Vocabulary evaluate, improve, opinion.</p>	<p>Key Vocabulary mechanism, lever, pivot, axle.</p>	<p>Key Vocabulary origin, product, producer, local.</p>

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Y3	<p>I can develop design criteria for successful products.</p> <p>I can generate ideas for a product considering the purpose of the product.</p> <p>I can develop, model and communicate my ideas.</p> <p>I can discuss my product.</p> <p>I can make an annotated sketch of my product.</p> <p>I can use a computer when generating my designs.</p> <p>I can plan my order of work.</p>	<p>I can select tools, equipment and techniques for making my product.</p> <p>I can use tools and equipment to measure, cut and join accurately. (including textiles)</p> <p>I can select from and use a wider range of materials and components, including construction materials and textiles.</p>	<p>I can investigate and evaluate a range of existing products.</p> <p>I can evaluate my ideas and products against my own design criteria.</p> <p>I can suggest ways to improve my work.</p> <p>I can understand how key events and individuals in design and technology have helped shape the world.</p>	<p>I can apply my understanding of how to strengthen to more complex structures.</p> <p>I can use mechanical systems in my products.</p> <p>I can understand and use electrical systems in my products.</p> <p>I can apply my understanding of computing to program, monitor and control my products.</p>	<p>I can understand the principles of a healthy and varied diet.</p> <p>I can prepare and cook a variety of dishes (mainly savoury) using a range of cookery techniques.</p> <p>I understand seasonality.</p> <p>I know where and how a variety of ingredients are grown and processed.</p> <p>I can select from and use a wider range of ingredients.</p>
<p>Ongoing Skills</p> <p>-I can work safely and hygienically.</p> <p>-I can adapt my work according to my views and describe how I might develop it.</p> <p>-I can compare ideas, methods and approaches in my work and the work of others and say what I think and feel about them.</p>					
	Key Vocabulary	Key vocabulary	Key Vocabulary engineer, designer, inventor.	Key Vocabulary structure,electricity,battery,circuit.	Key Vocabulary diet, carbohydrates, protein,fats. seasonality.
Y4	<p>I can research, develop design criteria for successful products.</p> <p>I can generate ideas for a product considering its purpose and users.</p> <p>I can develop, model and communicate my ideas.</p> <p>I can make a prototype.</p> <p>I can make a cross-sectional sketch of my design.</p>	<p>I can select from and use a wider range of tools and equipment to perform practical tasks.</p> <p>I can use tools and equipment to accurately measure, cut, shape, join and finish my product.</p> <p>I can sew using a variety of stitches.</p> <p>I can select from and use a wider range of materials and</p>	<p>I can investigate and analyse a range of existing products.</p> <p>I can evaluate my ideas and products against my own design criteria.</p> <p>I can suggest ways to improve my work and consider the views of others.</p> <p>I can understand how key events and individuals in design and</p>	<p>I can apply my understanding of how to stiffen and reinforce to more complex structures.</p> <p>I can use mechanical systems in my products.</p> <p>I can understand and use electrical systems in my products.</p> <p>I can apply my understanding of computing to program, monitor and control my products.</p>	<p>I can understand the principles of a healthy and varied diet.</p> <p>I can prepare and cook a variety of dishes (mainly savoury) using a range of cookery techniques.</p> <p>I understand seasonality.</p> <p>I know where and how a variety of ingredients are grown and processed.</p>

	I can use computer aided designs. I can plan my order of work and suggest alternative methods.	components, including construction materials and textiles.	technology have helped shape the world.		I can select from and use a wider range of ingredients.
	Ongoing Skills -I can work safely and hygienically. -I can adapt my work according to my views and describe how I might develop it. -I can compare ideas, methods and approaches in my work and the work of others and say what I think and feel about the				
	Key Vocabulary cross section	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary