DT PROGRESSION OF SKILLS – THE GROVE PRIMARY

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|  | Year 1 and 2  A  Marvellous Monsters  I do like to be beside the Seaside  Home sweet home  Jack and his Amazing Beanstalk  NB Y1 and 2 do different topics in different terms. | Year 1 and 2  B  Up, up and away.  Super Heroes  On Safari  Twisted Tales  NB Y1 and 2 do different topics in different terms. | YEAR 3 AND 4  A  Autumn  Rotten Romans  Moving Cards  Make shields  Spring  Awesome Exploration  Architecture  Food Technology  Summer  World War 11  Making alarms  Food Technology | YEAR 3 AND 4  B  Autumn  Prehistoric Adventures  Stone Age Axes and Stone Age Clothes  Spring  Exhilarating Egyptians  Food Technology  Summer  Devon Detectives.  Making Rockets | Year 5 and 6  A  Autumn  Can the rainforests survive us? – half a term  The times they are A changing’ (Bob Dylan!) – half a term  Spring  It’s all Greek to me  Summer  AD 900 – Here and there -what is happening in the Arab Empire compared to Britain? | Year 5 and 6  B  Autumn  Viking invaders – how what impact did they have on us?  Spring  Could we survive a natural disaster?  Summer  From Moor to Sea – where does the water go? |
| |  | | --- | | **Developing, planning and communicating ideas.** | | |  | | --- | | 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 | |
| |  | | --- | | **Working with tools, equipment, materials and components to make quality products (including food)** | | |  | | --- | | Make their design using appropriate techniques   With help measure, mark out, cut and shape a range of materials   Use tools *eg 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  **Demonstrate hygienic food preparation and storage**  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- | | |  | | --- | | Select appropriate tools, materials, components and techniques   Assemble components make working models   Use tools safely and accurately   Construct products using permanent joining techniques  **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***   Make modifications as they go along   Pin, sew and stitch materials together create a product   Achieve a quality product | |
| |  | | --- | | **Evaluating processes and products** | | |  | | --- | | 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 gone about 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 | |
| FOOD TECHNOLOGY | **Food teaching at KS1** **At Key Stage 1, the main focus of food work within design & technology is:**   * developing products to meet simple specifications, eg. a sandwich for a healthy lunchbox * making products using hand tools and equipment, eg. using knives, mixing bowls * working safely and hygienically in an organised way, eg. following a simple pictorial plan or storyboard * tasting and evaluating familiar foods, egs. fruits and vegetables * developing technical vocabulary in order to describe food, egs. words to describe its flavour, aroma, texture and appearance | | **Food teaching at KS2** **At Key Stage 2, the main focus of food work within design & technology is:**   * gaining increased experience of designing and making food products with a range of specified characteristics, eg. taking account of nutritional value or flavour * planning the sequence of actions for food production, eg. as a storyboard or flow chart * working with increased accuracy and precision, egs. when weighing, slicing, cooking * evaluating their performance, eg. identifying the strengths and weaknesses of their work * using sensory tests for specific purposes, eg. distinguishing between flavours and textures * applying concepts from science and mathematics, egs. science in relation to properties of materials, mathematics in relation to weighing, measuring, sorting and estimating | | | |
| Ideas for what children should be able to make based on skill level. | Sandwiches  Kebabs  Fruit salad  Courgette cake  Smoothies | Fajitas  Garlic bread  Cheese swirls/straws  Biscuits  Carrot cake | Quiche  Bread  Sushi  Cupcakes  Muesli bars | Yorkshire puddings  Pizza  Frozen yoghurt  Flapjack  Muffins | Moussaka (béchamel sauce)  Sweet potato chips  Homemade burgers  Victoria sponge | Fish cakes  Spring rolls  Spaghetti bolognaise (Ragu sauce)  Custard |
| When appropriate, food work should be linked to year group topics and using school-grown fruit and vegetables. | | | | | |

**Technical Knowledge KS1**

build structures, exploring how they can be made stronger, stiffer and more stable

explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

**Technical Knowledge KS2**

apply their understanding of how to strengthen, stiffen and reinforce more complex structures

understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

apply their understanding of computing to program, monitor and control their products.