



ST PETER'S CHURCH OF ENGLAND PRIMARY SCHOOL

The Green, Cassington, Oxfordshire. OX29 4DN

E-mail: office.3651@st-peters.oxon.sch.uk Tel: 01865 880443 Website: www.st-peters.oxon.sch.uk

Headteacher: Mr Jon Jeffries



Progression at St Peter's CE Primary School

Subject: DT

		Nursery	Reception	KS1	Lower KS2	Upper KS2	KS3
	Milestone Moment	<p>Organise a Chinese banquet</p> <p>Plan a picnic to share with our families</p> <p>Learn to bake bread and cakes to share with others</p>		<p>Fairy tale day</p>	<p>"Fit for a Pharoah" cooking event</p> <p>Create gifts for the local care home based on our science investigations in chocolate moulding</p>	<p>Design, build and fly a kite</p> <p>Come Dine with Me</p>	
Knowledge		Understands that different media can be combined to create new effects.	They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	<p>Generate, model and communicate their ideas through talking, drawing, templates, mock-ups</p> <p>Design purposeful, functional, appealing products for themselves</p>	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional</p>	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through, prototypes, pattern pieces and computer-aided design</p>	

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Minds that learn, Hearts that love, Faith that gives





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		Manipulates materials to achieve a planned effect.	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.	Use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Use a range of materials and components, including construction materials and textiles according to their characteristics	Select from a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	Select from a wider range of materials and components, including construction materials and textiles according to their characteristics	
		Selects tools and techniques needed to shape, assemble and join materials they are using.	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example sliders], in their Products	Apply understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products [for example, gears, pulleys, cams]	Understand and use and apply 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.	
		Constructs with a purpose in mind, using a variety of resources.					
		Uses simple tools and techniques competently and appropriately.					

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		Selects appropriate resources and adapts work where necessary.					
				Use the basic principles of a healthy diet to prepare dishes Understand where food comes from.	Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes	Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	
				Evaluate and explore a range of existing products Evaluate their ideas and products	Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world	
Vocabulary		Combine, material, shape, tool, make, join, effect	Idea, thought, feeling, colour, form	Build, strong, stable, healthy, diet, instruction, tool, design, develop, make, material, tool, model, fabric, paint, staple, sew, template, curl, roll, fold, tear, cut, punch, fix, measure, weigh, peel, grate, chop, slice,	Research, generate, sketch, annotate, join, finish, reinforce, pulley, lever, savoury, varied, sequence, product, adaptation, sketch, initial, decoration, applique, technique, prototype, strut, frame, shell, texture, ingredient, evaluate	Innovative, functional, appealing, component, construct, construction, characteristic, incorporate, technology, process, image, formulate, kit, refine, technical, stitch, property, criteria, inform, identify, analyse	

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Skills				<ul style="list-style-type: none"> • Follow verbal instructions • Name the tools they are using • Draw on their own experience to help generate ideas • Describe what they need to do next • Select materials from a limited range that will meet the design criteria • Select pictures to help develop ideas • Use pictures and words to convey what they want to design and make • Use kits/reclaimed materials to develop an idea • Discuss their work as it progresses • Generate ideas by drawing on their own and experiences of others • Identify a purpose and simple design criteria • Explain what they are making and materials used • Select and name the tools needed to work the materials 	<p>Investigate similar products to the one to be made to give starting points for a design</p> <ul style="list-style-type: none"> • Plan a sequence of actions to make a product • Record the plan by drawing (labelled sketches) or writing • Add notes to drawings to help explanations <p>Draw/sketch products to help analyse and understand how products are made</p> <ul style="list-style-type: none"> • Think ahead about the order of their work and decide upon tools and materials • Develop more than one design or adaptation of an initial design • Propose realistic suggestions as to how they can achieve their design ideas 	<p>Investigate products/images to collect ideas</p> <ul style="list-style-type: none"> • Sketch and model alternative ideas • Record ideas using annotated diagrams • Use models, kits and drawings to help formulate design ideas • Use found information to inform decisions <p>Develop one idea in more depth</p> <ul style="list-style-type: none"> • Plan the sequence of work using a storyboard • Combine modelling and drawing to refine ideas • Make prototypes • Use a computer to model ideas • Draw plans which can be read/followed by someone else • Give a report using correct technical vocabulary 	
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				<ul style="list-style-type: none"> Select appropriate techniques explaining First.....Next.....Last.... Explore and Model ideas with kits, reclaimed materials Describe models and drawings of ideas and intentions Use drawings to record ideas as they are developed Add notes to drawings 			
				<p>TEXTILES</p> <ul style="list-style-type: none"> Colour fabrics using a range of techniques e.g. fabric paints, painting Join fabrics by using glue, staples, over sewing, tape Decorate fabrics with buttons, beads, sequins, braids, ribbons Cut out shapes which have been created by drawing round a template onto the fabric 	<p>TEXTILES</p> <ul style="list-style-type: none"> Join fabrics using running stitch, over sewing, back stitch Use appropriate decoration techniques e.g. appliqué(glued or simple stitches) Create a simple pattern Understanding seam allowance. Explore fastenings and recreate some e.g. sew on buttons and make loops Prototype a product using J cloths Use appropriate decoration techniques e.g. appliqué(glued or simple stitches) 	<p>TEXTILES</p> <ul style="list-style-type: none"> Create 3D products using pattern pieces and seam allowance Decorate textiles appropriately often before joining components Join fabrics using over sewing, back stitch, blanket stitch Understand pattern layout Combine fabrics to create more useful properties Pin and tack fabric pieces together Make quality products 	

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					<ul style="list-style-type: none"> Understand the need for patterns 		
				<p>SHEET MATERIAL</p> <ul style="list-style-type: none"> Fold, tear and cut paper and card Roll paper to create tubes Curl paper Use simple pop ups Investigate strengthening sheet materials use tools eg scissors safely Cut along lines, straight and curved Use hole punch safely Insert paper fasteners for card linkages Create hinges Investigate joining fixed, temporary and moving <p>CONSTRUCTION</p> <ul style="list-style-type: none"> Explore construction kits 	<p>SHEET MATERIAL</p> <ul style="list-style-type: none"> Cut slots Use lolly sticks/card to make levers and linkages Use linkages to make movement larger or more varied. <p>Cut internal shapes</p> <ul style="list-style-type: none"> Use and explore complex pop ups Create nets <p>CONSTRUCTION</p> <ul style="list-style-type: none"> Create shell or frame structures, strengthen frames with diagonal struts Make structures more stable by giving them a wide base Measure and mark square selection, strip and dowel accordingly to 1cm Incorporate a circuit with a bulb or buzzer into a model 	<p>SHEET MATERIAL</p> <ul style="list-style-type: none"> Cut accurately and safely to a marked line Join and combing materials with temporary, fixed or moving joins Choose an appropriate sheet material for the purpose Use craft knife, cutting mat and safety ruler under one to one supervision if appropriate <p>CONSTRUCTION</p> <ul style="list-style-type: none"> Use bradawl to mark hole positions Use hand drill to drill tight and loose fit holes Join materials using appropriate methods Cut strip wood, dowel, square section wood accurately. Build frameworks using a range of materials e.g. wood, card corrugated plastic to 	

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			<ul style="list-style-type: none"> • Join appropriately for different materials and situations e.g. glue, tape • cut using a template • Cut strip wood/dowel using hacksaw and bench hook with support • Make vehicles with construction kits which contain free running wheels • Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels • Attach wheels to a chassis using an axle • Mark out materials to be cut using a template • Cut strip wood/dowel using hacksaw and bench hook 	<ul style="list-style-type: none"> • Prototype frame and shell structures 	<ul style="list-style-type: none"> • Incorporate motor and a switch into a mode • Use glue gun with close supervision <p>Use a cam to make an up and down mechanism.</p> <ul style="list-style-type: none"> • Control a model using an ICT control programme 	
			<ul style="list-style-type: none"> • Develop a food vocabulary using taste , smell, texture and feel • Group food products e.g. fruit and vegetables 	<p>Develop sensory vocabulary/knowledge using, smell, taste, texture and feel</p> <ul style="list-style-type: none"> • Follow instructions • Measure and weigh ingredients 	<p>Prepare food products taking into account properties of ingredients and sensory characteristics</p> <ul style="list-style-type: none"> • Weigh and measure using scales 	

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				<ul style="list-style-type: none"> • Measure and weigh food items, non-standard measures e.g. spoons, cups • Work safely and hygienically <p>Understand the need for a variety of foods in a diet.</p> <ul style="list-style-type: none"> • Cut, peel, grate, chop a range of ingredients 	<p>Analyse taste, texture, smell and appearance of a range of foods</p> <ul style="list-style-type: none"> • Make healthy eating choices understanding a balanced diet • Join and combine a range of ingredients e.g. snack foods 	<ul style="list-style-type: none"> • Cut and shape ingredients using appropriate tools and equipment e.g. grating • Decorate appropriately • Select and prepare foods for a particular purpose • Taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing. • Join and combine food ingredients e.g. beating, rubbing in 	
			<p>Say what they like and do not like about items they have made and attempt to say why</p> <ul style="list-style-type: none"> • Talk about changes made during the making process <p>Talk about their designs as they develop and identify good and bad points</p> <ul style="list-style-type: none"> • Discuss how closely their finished products meet their design criteria 	<p>Identify the strengths and weaknesses of their design ideas</p> <ul style="list-style-type: none"> • Decide which design idea to develop <p>Consider and explain how the finished product could be improved</p> <ul style="list-style-type: none"> • Discuss how well the finished product meets the design criteria and how well it meets the needs of the user. 	<p>Use the design criteria to inform their decisions about ways to proceed</p> <ul style="list-style-type: none"> • Identify what does and does not work in the product. • Make suggestions as how their design could be improved <p>Justify their decisions about materials and methods of construction</p> <ul style="list-style-type: none"> • Reflect on their work using design criteria stating how well 		

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						the design fits the needs of the user	
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