



Lea Endowed Church of England Primary School DT Subject Progression



	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Textiles		<ul style="list-style-type: none"> *measure, cut and join textiles to make a product, with some support *choose suitable textiles 	<ul style="list-style-type: none"> *measure textiles *join textiles together to make a product, and explain how I did it *carefully cut textiles to produce accurate pieces *explain choices of textile *understand that a 3D textile structure can be made from two identical fabric shapes. 	<ul style="list-style-type: none"> *join different textiles in different ways *choose textiles considering appearance and functionality *begin to understand that a simple fabric shape can be used to make a 3D textiles project 	<ul style="list-style-type: none"> *think about user when choosing textiles *think about how to make product strong *begin to devise a template *explain how to join things in a different way *understand that a simple fabric shape can be used to make a 3D textiles project 	<ul style="list-style-type: none"> *think about user and aesthetics when choosing textiles *use own template *think about how to make product strong and look better *think of a range of ways to join things *begin to understand that a single 3D textiles project can be made from a combination of fabric shapes. 	<ul style="list-style-type: none"> *think about user's wants/needs and aesthetics when choosing textiles *make product attractive and strong *make a prototype *use a range of joining techniques *think about how product might be sold *think carefully about what would improve product *understand that a single 3D textiles project can be made from a combination of fabric shapes.
Cooking and Nutrition	<ul style="list-style-type: none"> *Begin to understand some food preparation tools, techniques and processes *Practise stirring, mixing, pouring, blending *Discuss how to make an activity safe and hygienic *Discuss 	<ul style="list-style-type: none"> *describe textures *wash hands & clean surfaces *think of interesting ways to decorate food *say where some foods come from, (i.e. plant or animal) *describe differences 	<ul style="list-style-type: none"> *explain hygiene and keep a hygienic kitchen *describe properties of ingredients and importance of varied diet *say where food comes from (animal, underground etc.) 	<ul style="list-style-type: none"> *carefully select ingredients *use equipment safely *make product look attractive *think about how to grow plants to use in cooking *begin to understand food comes from UK 	<ul style="list-style-type: none"> *explain how to be safe/hygienic *think about presenting product in interesting/attractive ways *understand ingredients can be fresh, pre-cooked or processed 	<ul style="list-style-type: none"> *explain how to be safe / hygienic and follow own guidelines *present product well - interesting, attractive, fit for purpose *begin to understand seasonality of foods *understand 	<ul style="list-style-type: none"> *understand a recipe can be adapted by adding / substituting ingredients *explain seasonality of foods *learn about food processing methods *name some types of



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	<p>use of senses *Understand need for variety in food *Begin to understand that eating well contributes to good health</p>	<p>between some food groups (i.e. sweet, vegetable etc.) *discuss how fruit and vegetables are healthy *cut, peel and grate safely, with support</p>	<p>*describe how food is farmed, home-grown, caught *draw eat well plate; explain there are groups of food *describe "five a day" *cut, peel and grate with increasing confidence</p>	<p>and wider world *describe how healthy diet= variety/balance of food/drinks *explain how food and drink are needed for active/healthy bodies. *prepare and cook some dishes safely and hygienically *grow in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p>	<p>*begin to understand about food being grown, reared or caught in the UK or wider world *describe eat well plate and how a healthy diet=variety / balance of food and drinks *explain importance of food and drink for active, healthy bodies *prepare and cook some dishes safely and hygienically *use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p>	<p>food can be grown, reared or caught in the UK and the wider world *describe how recipes can be adapted to change appearance, taste, texture, aroma *explain how there are different substances in food / drink needed for health *prepare and cook some savoury dishes safely and hygienically including, where appropriate, use of heat source * use range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>	<p>food that are grown, reared or caught in the UK or wider world *adapt recipes to change appearance, taste, texture or aroma. *describe some of the different substances in food and drink, and how they can affect health *prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of heat source. *use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>
Structures and Materials		<p>*begin to measure and join materials, with some support *describe</p>	<p>*measure materials *describe some different</p>	<p>*use appropriate materials *work accurately to make cuts and</p>	<p>*measure carefully to avoid mistakes *attempt to make product</p>	<p>*select materials carefully, considering intended use of</p>	<p>*select materials carefully, considering intended use of</p>



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		differences in materials *suggest ways to make material/product stronger	characteristics of materials *join materials in different ways *use joining, rolling or folding to make it stronger *use own ideas to try to make product stronger	holes * join materials *begin to make strong structures	strong *continue working on product even if original didn't work *make a strong, stiff structure	product and appearance *explain how product meets design criteria *measure accurately enough to ensure precision *ensure product is strong and fit for purpose *begin to reinforce and strengthen a 3D frame	the product, the aesthetics and functionality. *explain how product meets design criteria *reinforce and strengthen a 3D frame
Mechanisms		*begin to use levers or slides	*use levers or slides *begin to understand how to use wheels and axles	*select appropriate tools / techniques *alter product after checking, to make it better *begin to try new/different ideas *use simple lever and linkages to create movement	*select most appropriate tools / techniques *explain alterations to product after checking it *grow in confidence about trying new / different ideas. *use levers and linkages to create movement *use pneumatics to create movement	*refine product after testing *grow in confidence about trying new / different ideas *begin to use cams, pulleys or gears to create movement	*refine product after testing, considering aesthetics, functionality and purpose *incorporate hydraulics and pneumatics *be confident to try new / different ideas *use cams, pulleys and gears to create movement
Electrical Systems				*use simple circuit in product	*use number of components in circuit	*incorporate switch into product *confidently use number of	*use different types of circuit in product * think of ways in which adding a circuit



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						components in circuit	would improve product
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