

# **DT Subject Progression**

	<u>Rec</u>	<u>Year 1</u>	<u>Year 2</u>	Year 3	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Textiles		*measure, cut and join textiles to make a product, with some support *choose suitable textiles	*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.	*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	*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	*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.	*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	*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	*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	*explain hygiene and keep a hygienic kitchen *describe properties of ingredients and importance of varied diet *say where food comes from (animal, underground etc.)	*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	*explain how to be safe/hygienic *think about presenting product in interesting/ attractive ways *understand ingredients can be fresh, pre-cooked or processed	*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	*understand a recipe can be adapted by adding / substituting ingredients *explain seasonality of foods *learn about food processing methods *name some types of

"Let Everyone Shine"





# **DT Subject Progression**

"describe how food groups (i.e. sweet, vegetable etc.)" discuss how understand that eating well contributes to good health with support								
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# **DT Subject Progression**

	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	would improve
			circuit	product