

# St Benedict's Catholic Primary School

## Progress in Skills: DT



With Jesus, we learn,  
love and laugh

	Y1	Y2	Y3	Y4	Y5	Y6
Design	<ul style="list-style-type: none"> <li>- <b>design</b> purposeful, functional products.</li> <li>- generate, develop, model and communicate their ideas through <b>talking and drawing</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>design</b> purposeful, functional products based on design criteria.</li> <li>- generate, develop, model and communicate their ideas through talking, drawing, <b>templates, mock-ups and ICT</b></li> </ul>	<ul style="list-style-type: none"> <li>- Use <b>research</b> and develop <b>design</b> criteria to inform designs of products. -generate, develop, model and communicate ideas through <b>discussion, annotated sketches and prototypes.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Use <b>research</b> and develop <b>design</b> criteria to inform designs of products. -generate, develop, model and communicate ideas through <b>discussion, cross-sectional diagrams and prototypes.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Use <b>research</b> and develop <b>design</b> criteria to inform designs of products. -generate, develop, model and communicate ideas through <b>discussion, exploded diagrams and prototypes.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Use <b>research</b> and develop <b>design</b> criteria to inform designs of products. -generate, develop, model and communicate ideas through <b>discussion, computer-aided design and prototypes.</b></li> </ul>
Make	<ul style="list-style-type: none"> <li>- Select from and use a range of <b>tools and equipment</b> to perform practical tasks e.g. scissors, knives and spoons</li> <li>- select from and use a wide range of materials and components e.g. cardboard, foam, wood, string, fabric, cane, paper, glue, polystyrene balls and fruit</li> </ul>	<ul style="list-style-type: none"> <li>- Select from and use a range of <b>tools and equipment</b> to perform practical tasks e.g. scissors, spanners, paint brushes</li> <li>- select from and use a wide range of materials and components e.g. cardboard, paint, paper mache, elastic, plastic containers,, dried food, plastic construction kit</li> </ul>	<ul style="list-style-type: none"> <li>- select from and use a wider range of <b>tools and equipment</b> to perform practical tasks (e.g. knives, graters, vegetable peelers, scissors, and modelling tools) – select from and use a wider range of materials and components (e.g. card, clay, string and salad ingredients.)</li> </ul>	<ul style="list-style-type: none"> <li>- select from and use a wider range of <b>tools and equipment</b> to perform practical tasks (e.g. knives, graters, vegetable peelers, scissors, needles, batteries, bulbs, buzzers, wires) – select from and use a wider range of materials and components (e.g. felt, thread, seasonal ingredients.)</li> </ul>	<ul style="list-style-type: none"> <li>- select from and use a wider range of <b>tools and equipment</b> to perform practical tasks (e.g. construction kit, scissors, magnets) – select from and use a wider range of materials and components (e.g. paper, string, sticks, wool and metal.)</li> </ul>	<ul style="list-style-type: none"> <li>- select from and use a wider range of <b>tools and equipment</b> to perform practical tasks (e.g. construction kit, scissors, needles, glue gun, hammer, nails) – select from and use a wider range of materials and components (e.g. binca, thread, wood, card, decorations)</li> </ul>
Evaluate	<ul style="list-style-type: none"> <li>- <b>explore</b> and <b>evaluate</b> a range of existing products</li> <li>- <b>evaluate</b> their ideas and products.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>explore</b> and <b>evaluate</b> a range of existing products</li> <li>- <b>evaluate</b> their ideas and products against design criteria</li> </ul>	<ul style="list-style-type: none"> <li>- <b>investigate</b> and <b>analyse</b> a range of existing products.</li> <li>- <b>evaluate</b> their ideas and products.</li> <li>- understand how key events and individuals in DT have helped shape the world e.g. Antoni Gaudi</li> </ul>	<ul style="list-style-type: none"> <li>- <b>investigate</b> and <b>analyse</b> a range of existing products.</li> <li>- <b>evaluate</b> their ideas and products against their own design criteria</li> <li>- understand how key events and individuals in DT have helped shape the world e.g.*****</li> </ul>	<ul style="list-style-type: none"> <li>- <b>investigate</b> and <b>analyse</b> a range of existing products.</li> <li>- <b>evaluate</b> their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>- understand how key events and individuals in DT have helped shape the world e.g.*****</li> </ul>	<ul style="list-style-type: none"> <li>- <b>investigate</b> and <b>analyse</b> a range of existing products.</li> <li>- <b>evaluate</b> their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>- understand how key events and individuals in DT have helped shape the world e.g. Antony Gormley</li> </ul>

<b>Technical Knowledge</b>	<ul style="list-style-type: none"> <li>- build structures, exploring how they can be made <b>stronger, stiffer</b> and more <b>stable</b>.</li> </ul>	<ul style="list-style-type: none"> <li>- build structures, exploring how they can be made <b>stronger, stiffer</b> and more <b>stable</b>.</li> <li>- explore and use <b>mechanisms</b> (e.g. wheels and axles) in their products</li> </ul>	<ul style="list-style-type: none"> <li>- apply their understanding of how to <b>strengthen, stiffen</b> and <b>reinforce</b> more complex structures</li> </ul>	<ul style="list-style-type: none"> <li>- understand and use <b>electrical systems</b> in their products (e.g. circuits incorporating switches, bulbs, buzzers and motors)</li> </ul>	<ul style="list-style-type: none"> <li>- apply their understanding of computing to <b>program, monitor</b> and <b>control</b> their products.</li> </ul>	<ul style="list-style-type: none"> <li>- understand and use <b>mechanical systems</b> in their products (e.g. gears, pulleys, cams, levers and linkages)</li> </ul>
<b>Cooking &amp; Nutrition</b>	<ul style="list-style-type: none"> <li>- use the basic principles of a <b>healthy</b> and <b>varied diet</b> to prepare dishes</li> </ul>	<ul style="list-style-type: none"> <li>- understand where food comes from.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>prepare</b> a variety of predominantly savoury dishes using a range of food preparation techniques.</li> </ul>	<ul style="list-style-type: none"> <li>- understand <b>seasonality</b> and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	<ul style="list-style-type: none"> <li>- understand and apply the principles of a <b>healthy</b> and <b>varied diet</b></li> </ul>	<ul style="list-style-type: none"> <li>- understand and apply the principles of a <b>healthy</b> and <b>varied diet</b></li> </ul>