DT PROGRESSION OF SKILLS MAP

Pinner Wood School

Progression of skills	Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Processes			I can ask simple questions about existing products and those that I have made. I can use pictures or words to describe my ideas for a product.	I can design a purposeful, functional, appealing product for myself/other users based on a design criteria. I can generate, develop, model and communicate my ideas through discussions, drawings, mock-ups and through the use of research (ICT)	I can use my knowledge of existing products to design my own functional product. I can investigate and analyse existing products and those that I have made, considering the design brief.	I can create designs using exploded diagrams I can consider how existing products and my own finished products might be improved and how well they meet the needs of the intended user. I can use my knowledge of existing products to design a functional and appealing product for a particular purpose and audience.	I can create prototypes to show my ideas. I can produce step by step plans to guide my making, demonstrating that I can apply my knowledge of different materials, tools and techniques. I can make detailed evaluations about existing products and my own products whilst considering the views of others to improve my work	

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Textiles:	I can make simple models which express my ideas. I can explore different materials and use all senses to investigate them.	I can develop their own ideas and then decided which materials to use to express them. I can create collaboratively sharing ideas, resources and skills. I can make use of props and materials when roleplaying characters in narratives and stories. I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.		I can use a needle and thread to perform a running stitch and/or an overstitch to join fabrics together I can evaluate products I have made against the design criteria.	I can safely measure, mark out and cut materials with some accuracy. I can use a running stitch, back stitch and cross stitch to join and finish fabrics accurately. I can make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them.	I can use techniques which require more accuracy to cut, shape, join and finish my work e.g. cutting internal shapes, slots in frameworks I can use my knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them.	I can make careful and precise measurements so that joins, holes and openings are in exactly the right place.	
Mechanisms			I can use scissors, glue and paperclips to cut, join and combine materials safely.	I can explore and use mechanisms such as wheels and axels to create a moving vehicle.				
Constructio n	I can explore different materials freely, in order to develop their ideas about how to use them and what to make.	I can make imaginative and complex 'small worlds'	I can build structures, exploring how they can be made	I can safely measure and cut materials and components using a Coping Saw.	I can strength frames using diagonal struts	I can apply techniques I have learnt to strengthen structures and	I can build more complex 3D structures and apply my knowledge of	I can apply my knowledge of materials and techniques to refine and

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	I can join different materials and explore different textures.	with blocks and construction kits I can create collaboratively sharing ideas, resources and skills	stronger, stiffer and more stable.	I can build structures and discuss how they can be made stronger, stiffer and more stable.	I can create designs using annotated sketches, cross-sectional diagrams and simple computer programmes	explore my own ideas	strengthening techniques to make them stronger or more stable I can understand how to use more complex mechanical systems (gears, pulleys, cams, levers and linkages)	rework my product to improve its functional properties and aesthetic qualities. I can use my knowledge of famous designs to further explain the effectiveness of existing products and products I have made. I can use a wide range of methods to strengthen, stiffen and reinforce complex structures and I can use them accurately and appropriately. I can apply my understanding of computing to program, monitor and control my product.

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Electrical systems						I can understand and use electrical systems in products	I can understand how to use more complex electrical systems (series circuits incorporating switches, bulbs, buzzers and motors)	I can use technical knowledge accurate skills to problem solve during the making process. I can apply my understanding of computing to program, monitor and control my product (code.org/scratch).
Food and Nutrition	I can show a preference for a dominant hand I can make healthy choices about food and drink.	I can talk about the different factors that support their overall health and wellbeing: healthy eating I can use a range of tools competently, safely and confidently (scissors, knives, forks and spoons)	I can discuss what I eat at home I can name some healthy foods I can explain where some food comes from I can name some foods that are grown I can use simple tools with help to prepare food safely (butter knife, fork,	I can explore the need for a variety of food in a healthy, balanced diet I can understand that all food has to be farmed, grown or caught. I can use a wider range of cookery techniques to prepare food safely (cutting with a knife – bridge method, juicing, snipping with scissors, spooning,		I can understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active. I can understand seasonality and the advantages of eating seasonal and locally produced food	I can understand the main food groups. I can understand the different nutrients that are important for health. I can understand how a variety of ingredients are grown, reared, caught and processed to make them safe	I can confidently plan a series of healthy meals based on the principles of a healthy and varied diet. I can research, plan, prepare and cook a savoury dish, applying my knowledge of ingredients and the cooking skills I have learnt.

			chopping board, mixing spoon).	spreading and stirring). I can understand simple food hygiene by washing my hands, tying up hair and wearing an apron before handling food.		I can read and follow recipes which involve several processes, skills and techniques	and tasty to eat (palatable). I can select appropriate ingredients for a chosen product I can use a wide range of techniques to combine foods I can use my own research of existing products and market research to inform the design of my own innovative product.	I can use information on food labels to inform choices.
Key Vocabulary	Construct Stack Vertically Horizontally Spaces Build Balance Purpose Resources Adapts Tools Techniques	Materials Tools Techniques Safety Experimenting Design Texture Form Function Ideas Selecting Processes	**Structures;** Freestanding structure Frame structure Shell structure Buttress Brick bonding Mock-up **Mechanisms;** Mechanism Lever	**Textiles:** Appliqué Design Evaluate Glove puppet Mock-up Sew Running Stitch Template **Mechanisms:** Axle	**Textiles:** Appliqué Pattern/Template Seam Seam Allowance Prototype Aesthetics Running Stitch Cross Stitch	**Mechanical systems;** Mechanism Lever Linkage Slot Guide or bridge Loose pivot Fixed pivot System	**Structures:** Modelling Compression Strut Tension Tie Diagonal Horizontal Vertical Triangulation Frame structure	**Mechanical systems;** Pulley Gear Drive belt Gearing up or down Mechanical system Driver Follower Mesh

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	Assemble Shape Join Props Role-play Experiences Responses Media	Decisions Media Combined Changed Uses Purposes Ideas Thoughts Feelings Products Features Differences Strengths	Slider Slot Guide or Bridge **Food;** Fruit Vegetable Nutrients Pith Salad Sensory Evaluation	Axle holder Chassis Friction Dowel **Food and Nutrition:** Ingredients Taste Smell Starchy Carbohydrate Texture Appearance Design Evaluate **Inventors:** Karl Benz – first motor wagon The Wright Brothers – aircraft George Stephenson – first steam locomotive	**Structures;** Cuboid Edge Face Font Net Prism Scoring Shell structure Vertex **Food and Nutrition:** Appearance Texture Sensory evaluation Preference test Strawberry huller Processed food Bread **Inventors:** -Mary Anderson (invented windscreen wipers) -Trevor Baylis (made wind up radio)	**Electrical systems:** Circuit Conductor Insulator Prototype Push-to-break switch Push-to-make switch Reed switch Toggle switch System Output devices Input devices **Inventors:** -Stephanie Kwolek: Kevlar (industrial fibres that lots of products are made from e.g. bullet proof vests, and lots more clothing materials). -Alec Issigonis (invented the mini car)	**Food and Nutrition:** Finishing Rubbing in Bran Healthy Snack Bar Endosperm Germ Yeast **Textiles:** Mock up Pattern or template Seam allowance Specification Tacking Working drawing **Inventors:** -James Dyson (made the Dyson hoover) -Marie Van Brittan Brown (Home security systems with cameras)	Motor spindle **Electrical systems;** Modelling Open switch Closed switch Normally open Normally closed Computer control input Output devices Input devices **Inventors:** -Bill Gates (Microsoft) -Josephine Cochrane (invented the dishwasher) -Maria Beasley (she created a raft that could be folded for storage but unfolded quickly in an emergency)

							Food and Nutrition: Madhur Jaffrey (Indian cuisine – adapt as appropriate)	**Food and Nutrition:** Martha Oritz (Mexican cuisine – adapt as appropriate