

**DT Skills Progression – Term 3 & 4**

Skill	Year Group	Activity ideas	Key Vocabulary
	<b><i>By the end of the year, children will be able to:</i></b>		
<b>Design</b> <i>Construction</i> – Pop-Up <i>Habitats</i>	Year 1 <ul style="list-style-type: none"> <li>I can create a simple design for my product.</li> <li>I can use pictures and words to describe what I want to do.</li> </ul>	Use sketchbooks to design pop-up habitat. Use simple pictures and words to describe design and materials needed.	Planning, investigating design, evaluate, make, user, purpose, ideas, product  cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder
<b>Design</b> <i>Construction</i> – 3D Houses	Year 2 <ul style="list-style-type: none"> <li>I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and IT.</li> <li>I can design useful, pleasing products for myself and other users based on a design brief.</li> </ul>	Create design brief as a class. Use sketchbooks to design 3D houses based on design brief.	investigating, planning, design, make, evaluate, user, purpose, ideas, design criteria, product, function  cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder
<b>Design</b> <i>Volcano Making – Paper Mache</i>  <i>Frog – Sewing &amp; Textiles</i>	Year 3 <ul style="list-style-type: none"> <li>I can use my knowledge of existing products to design my own functional product.</li> <li>I can create designs using annotated sketches, cross-sectional diagrams and simple computer programmes.</li> <li>I can make suitable choices from a wider range of tools and unfamiliar</li> </ul>	Use sketchbooks to design volcano. Use sketches and words to describe design, techniques and materials needed.  Use sketchbooks to design their frog. Use sketches and words to describe design, techniques and materials needed.	user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, function, planning, design criteria, annotated sketch, appealing  cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved,

	materials and plan out the main stages of using them		metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder  fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance
<b>Design</b> <i>Roman Catapults</i>	Year 4 <ul style="list-style-type: none"> <li>I can use my knowledge of existing products to design a functional and appealing product for a particular purpose and audience.</li> <li>I can create designs using exploded diagrams.</li> <li>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.</li> </ul>	Use sketchbooks to design catapult. Use exploded diagrams to annotate design with techniques and materials needed.	evaluating, design brief design criteria, innovative, prototype, user, purpose, function, prototype, design criteria, innovative, appealing, design brief, planning, annotated sketch, sensory evaluations  mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output linear, rotary, oscillating, reciprocating  shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics, decision,
<b>Design</b> <i>Food of India</i>	Year 5 <ul style="list-style-type: none"> <li>I can use my research into existing products and my market research to</li> </ul>	Use sketchbook to plan recipes and design food.	design decisions, functionality, authentic, user, purpose, design specification, design brief, innovative,

	<p>inform the design of my own innovative product.</p> <ul style="list-style-type: none"> <li>I can produce step by step plans to guide my making, demonstrating that I can apply my knowledge of different materials, tools and techniques.</li> </ul>	<p>Create step by step plans or write instructions to guide their making, including techniques and materials needed.</p>	<p>research, evaluate, design criteria, annotate, evaluate, mock-up, prototype</p> <p>ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble</p>
<p><b>Design</b> <i>WW2 Make Do &amp; Mend</i></p>	<p>Year 6</p> <ul style="list-style-type: none"> <li>I can use research I have done into famous designers and inventors to inform my designs.</li> <li>I can generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.</li> </ul>	<p>Use sketchbooks to plan their 'make do &amp; mend' project.</p> <p>Research the history behind WW2 and how they 'made do' with the clothes they had and adapted them as they needed.</p> <p>Use exploded diagrams to annotate their design, showing what materials, techniques and tools they need.</p>	<p>function, innovative, design specification, design brief, user, purpose design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional, mock-up, prototype</p> <p>seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings,</p>

Skill	Year Group	Activity Ideas	Key Vocabulary
	<b>By the end of the year, children will be able to:</b>		
<b>Make Construction</b> – <i>Pop-Up Habitats</i>	Year 1 <ul style="list-style-type: none"> <li>I can use a range of simple tools to cut, join and combine materials and components safely.</li> <li>I can select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.</li> <li>I am beginning to understand how to make freestanding structures stronger, stiffer and more stable.</li> </ul>	Based on their design, make their construction of pop-up habitat, with support on choosing and using the appropriate tools they should use.	cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder
<b>Make Construction</b> – <i>3D Houses</i>	Year 2 <ul style="list-style-type: none"> <li>I can choose tools I would like to use and select materials based on my knowledge of their properties.</li> <li>I can safely measure, mark out, cut and shape materials and components using a range of tools.</li> <li>I know how to make freestanding structures stronger, stiffer and more stable.</li> </ul>	Based on their design, make their construction of 3D houses using appropriate tools.  With support, use tools to safely measure and mark out to create an accurate and stable version of their 3D house.	cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder
<b>Make Volcano Making</b> – <i>Paper Mache</i>  <i>Frog – Sewing &amp; Textiles</i>	Year 3 <ul style="list-style-type: none"> <li>I can safely measure, mark out, cut, assemble and join with some accuracy.</li> <li>I can develop and use knowledge of how to construct strong, stiff shell structures.</li> </ul>	Using paper mâché, make their volcano, choosing their materials and appropriate tools independently based on their designs.  Using sewing and textiles, make their frog focussing on how they are choosing to join their fabrics.	cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder  fabric, names of fabrics, fastening, compartment, zip, button, structure,

	<ul style="list-style-type: none"> <li>I can understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.</li> </ul>		finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance
<b>Make</b> <i>Roman Catapults</i>	<p>Year 4</p> <ul style="list-style-type: none"> <li>I can use techniques which require more accuracy to cut, shape, join and finish my work e.g. Cutting internal shapes, slots.</li> <li>I understand and use lever and linkage mechanisms.</li> <li>I can distinguish between fixed and loose pivots.</li> </ul>	<p>Use materials such as wood, saws and glue to build their roman catapult based on their designs.</p> <p>Their design should focus on how to use fixed and loose pivots correctly.</p>	<p>mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output linear, rotary, oscillating, reciprocating</p> <p>shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics, decision,</p>
<b>Make</b> <i>Food of India</i>	<p>Year 5</p> <ul style="list-style-type: none"> <li>I can create prototypes to show my ideas.</li> <li>I know how to use utensils and equipment including heat sources to prepare and cook food.</li> </ul>	<p>Use planned recipes to make food linked to India.</p> <p>Children should use appropriate utensils and equipment to make their Indian recipes.</p>	<p>ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble</p>
<b>Make</b> <i>WW2 Make Do &amp; Mend</i>	<p>Year 6</p> <ul style="list-style-type: none"> <li>I can apply my knowledge of materials and techniques to refine and rework my product to improve its functional properties and aesthetic qualities.</li> </ul>	<p>Use old clothing or cloth to carry out make do &amp; mend project.</p> <p>Can the children work independently and problem solve to create strong, reinforced clothing based on their designs?</p>	<p>seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings,</p>

	<ul style="list-style-type: none"><li>• I can use my technical knowledge and accurate skills to problem solve during the making process.</li><li>• I understand how fabrics can be strengthened, stiffened and reinforced where appropriate.</li></ul>		
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Skill	Year Group	Activity Ideas	Key Vocabulary
	<b>By the end of the year, children will be able to:</b>		
<b>Evaluate</b> <i>Construction – Pop-Up Habitats</i>	Year 1 <ul style="list-style-type: none"> <li>I can ask simple questions about existing products and those that I have made.</li> </ul>	Using the evaluation template as a class, evaluate pop-up habitats.	planning, investigating design, evaluate, make, user, purpose, ideas, product,
<b>Evaluate</b> <i>Construction – 3D Houses</i>	Year 2 <ul style="list-style-type: none"> <li>I can evaluate and assess existing products and those that I have made using a design criteria.</li> </ul>	Using the evaluation template as a class, evaluate 3D houses.	investigating, planning, design, make, evaluate, user, purpose, ideas, design criteria, product, function
<b>Evaluate</b> <i>Volcano Making – Paper Mache</i>  <i>Frog – Sewing &amp; Textiles</i>	Year 3 <ul style="list-style-type: none"> <li>I can investigate and analyse existing products and those I have made, considering a wide range of factors.</li> </ul>	Using the evaluation template as a class to model, children will then complete their own template to evaluate their volcano and frog.	user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, function, planning, design criteria, annotated sketch, appealing
<b>Evaluate</b> <i>Roman Catapults</i>	Year 4 <ul style="list-style-type: none"> <li>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.</li> </ul>	Using the evaluation template as a class to model, children will then complete their own template to evaluate their Roman catapults.	evaluating, design brief design criteria, innovative, prototype, user, purpose, function, prototype, design criteria, innovative, appealing, design brief, planning, annotated sketch, sensory evaluations
<b>Evaluate</b> <i>Food of India</i>	Year 5 <ul style="list-style-type: none"> <li>I can make detailed evaluations about existing products and my own considering the views of others to improve my work.</li> </ul>	Using the evaluation template as a class to model, children will then complete their own template to evaluate their Indian food.	design decisions, functionality, authentic, user, purpose, design specification, design brief, innovative, research, evaluate, design criteria, annotate, evaluate, mock-up, prototype
<b>Evaluate</b> <i>WW2 Make Do &amp; Mend</i>	Year 6 <ul style="list-style-type: none"> <li>I can use my knowledge of famous designs to further explain the</li> </ul>	Using the evaluation template as a class to model, children will then complete their	function, innovative, design specification, design brief, user, purpose design brief, design specification,

	effectiveness of existing products and products I have made.	own template to evaluate their 'make do and mend' project.	prototype, annotated sketch, purpose, user, innovation, research, functional, mock-up, prototype
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Skill	Year Group	Activity Ideas	
	<b>By the end of the year, children will be able to:</b>		
<b>Technical Knowledge</b> <i>Construction – Pop-Up Habitats</i>	Year 1 <ul style="list-style-type: none"> <li>I can build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>	Pop-Up Habitats	cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder
<b>Technical Knowledge</b> <i>Construction – 3D Houses</i>	Year 2 <ul style="list-style-type: none"> <li>I can investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable.</li> </ul>	3D Houses	cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder
<b>Technical Knowledge</b> <i>Volcano Making – Paper Mache</i>  <i>Frog – Sewing &amp; Textiles</i>	Year 3 <i>Not Applicable to Terms 3 &amp; 4</i>		
<b>Technical Knowledge</b> <i>Roman Catapults</i>	Year 4 <ul style="list-style-type: none"> <li>I can apply techniques I have learnt to strengthen structures and explore my own ideas.</li> </ul>	Roman Catapults	mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output linear, rotary, oscillating, reciprocating  shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex,

			edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics, decision,
<b>Technical Knowledge</b> <i>Food of India</i>	Year 5 <i>Not Applicable to Terms 3 &amp; 4</i>		
<b>Technical Knowledge</b> <i>WW2 Make Do &amp; Mend</i>	Year 6 <ul style="list-style-type: none"> <li>I can use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately</li> </ul>	WW2 Make Do & Mend	seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings,

Skill	Year Group	Activity Ideas	Key Vocabulary
	<b>By the end of the year, children will be able to:</b>		
<b>Cooking &amp; Nutrition</b> <i>Construction – Pop-Up Habitats</i>	Year 1 <i>Not Applicable to Terms 3 &amp; 4</i>		
<b>Cooking &amp; Nutrition</b> <i>Construction – 3D Houses</i>	Year 2 <i>Not Applicable to Terms 3 &amp; 4</i>		
<b>Cooking &amp; Nutrition</b> <i>Volcano Making – Paper Mache</i>  <i>Frog – Sewing &amp; Textiles</i>	Year 3 <i>Not Applicable to Terms 3 &amp; 4</i>		
<b>Cooking &amp; Nutrition</b> <i>Roman Catapults</i>	Year 4 <i>Not Applicable to Terms 3 &amp; 4</i>		
<b>Cooking &amp; Nutrition</b> <i>Food of India</i>	Year 5 <ul style="list-style-type: none"> <li>I can understand the main food groups and the different nutrients that are important for health.</li> <li>I can understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat.</li> </ul>	Food of India	ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour,

	<ul style="list-style-type: none"> <li>I can select appropriate ingredients and use a wide range of techniques to combine them.</li> </ul>		mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble
<b>Cooking &amp; Nutrition</b> <i>WW2 Make Do &amp; Mend</i>	Year 6 <i>Not Applicable to Terms 3 &amp; 4</i>		