

**St. Hugh's Catholic Primary School
DT Progression Map**

Area of Learning and Development	Aspect	16 – 26 months	22 – 36 months	30 – 50 months	40 – 60+ months
Physical Development	Moving and Handling	Beginning to balance blocks to build a small tower	Shows control in holding and using jugs to pour, hammers, books and mark-making tools	Draws lines and circles using gross motor movements Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors	Uses simple tools to effect changes to materials Handles tools, objects, construction and malleable materials safely and with increasing control Begins to use anticlockwise movement and retrace vertical lines

Early Learning Goal: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Area of Learning and Development	Aspect	16 – 26 months	22 – 36 months	30 – 50 months	40 – 60+ months
Understanding the World	Technology	Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them	Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car	Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images	Uses ICT hardware to interact with age-appropriate computer software

Early Learning Goal: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Area of Learning and Development	Aspect	16 – 26 months	22 – 36 months	30 – 50 months	40 – 60+ months
Expressive Arts and Design	Exploring and Using Media and Materials	Notices and is interested in the effects of making movements which leave marks	Experiments with blocks, colours and marks	Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects	Experiments to create different textures Understands that different media can be combined to create new effects

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				<p>Beginning to be interested in and describe the texture of things</p> <p>Uses various construction materials</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</p> <p>Joins construction pieces together to build and balance</p> <p>Realises tools can be used for a purpose</p>	<p>Manipulates materials to achieve a planned effect</p> <p>Constructs with a purpose in mind, using a variety of resources</p> <p>Uses simple tools and techniques competently and appropriately</p> <p>Selects appropriate resources and adapts work where necessary</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using</p>
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Early Learning Goal: Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Designing	<p>To work confidently within a range of contexts such as imaginary, story-based, home, school, gardens, playgrounds</p> <p>To state what products they are designing and making</p> <p>To say whether their products are for themselves or others To use knowledge of existing products to help come up with ideas</p>	<p>To describe what their products are for</p> <p>To say how their products will work</p> <p>To say how they will make their products suitable for their intended users</p> <p>To use simple design criteria to help develop their ideas</p> <p>To model ideas by exploring materials, components and construction kits and by</p>	<p>To gather information about the needs and wants of particular individuals and groups</p> <p>To develop their own design criteria and use these to inform their ideas</p> <p>To generate realistic ideas, focusing on the needs of the user</p> <p>To make design decision that take account of the availability of resources</p>	<p>To work confidently within a range of contexts, such as the home, school, leisure, culture enterprise, industry and the wider environment</p> <p>To describe the purpose of their products</p> <p>To share and clarify ideas through discussion</p> <p>To use annotated sketches, cross-sectional drawings and diagrams to develop and communicate ideas</p>	<p>To indicate how design features of their products that will appeal to intended users</p> <p>To explain how particular parts of their products work</p> <p>To use computer aided design to develop and communicate ideas</p> <p>To generate innovative ideas, drawing on research</p>	<p>To carry out research, using surveys, interviews, questionnaires and web-based resources</p> <p>To identify the needs, preferences and values of particular individuals and groups</p> <p>To develop a simple design specification to guide their thinking</p> <p>To make design decisions, taking account of constraints such as time, resources and cost</p>

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	<p>To develop and communicate ideas by talking and drawing</p> <p>To generate ideas by drawing on their own experiences</p>	<p>making templates and mock ups</p> <p>To use information and communication technology, where appropriate, to develop and communicate ideas</p>				
Making	<p>To plan by suggesting what to do next</p> <p>To follow procedures for safety and hygiene</p> <p>To use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components</p>	<p>To select from a range of tools and equipment, explaining their choices</p> <p>To select from a range of materials and components according to their characteristics</p> <p>To measure, mark out, cut and shape materials and components</p> <p>To assemble, join and combine materials and components</p> <p>To use finishing techniques including those from art and design</p>	<p>To order the main stages of making</p> <p>To select tools and equipment suitable for the task</p> <p>To use a wider range of materials and components than KS1 including, construction materials, kits, textiles, food ingredients</p> <p>To measure, mark out, cut and shape materials and components with some accuracy</p>	<p>To explain their choice of tools and equipment in relation to the skills and techniques they will be using</p> <p>To explain their choice of materials and components according to functional properties and aesthetic qualities</p> <p>To follow procedures for safety and hygiene</p> <p>To assemble, join and combine materials and components with some accuracy</p> <p>To apply a range of finishing techniques with accuracy</p>	<p>To produce appropriate lists of tools, equipment and materials that they need</p> <p>To accurately measure, mark out, cut and shape materials and components</p> <p>To accurately assemble, join and combine materials and components</p> <p>To accurately apply a range of finishing techniques</p>	<p>To formulate step-by-step plans as a guide to making</p> <p>To use techniques that involve a number of steps</p> <p>To demonstrate resourcefulness when tackling practical problems</p>
Evaluating	<p>To talk about their design ideas and what they are making</p>	<p>To make simple judgements about their products and ideas against design criteria</p> <p>To suggest how their products could be improved</p>	<p>To refer to their design criteria as they design and make</p> <p>To use their design criteria to evaluate their completed products</p> <p>To investigate and analyse who designed and made the products</p>	<p>To identify the strengths and areas for development in their ideas and products</p> <p>To consider the views of others, including intended users, to improve their work</p>	<p>To evaluate their ideas and products against their original design specification</p> <p>To investigate and analyse how well products work</p> <p>To investigate and analyse how well</p>	<p>To critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make</p> <p>To investigate and analyse how innovative products are</p>

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			<p>To investigate where products were designed and made</p> <p>To investigate when and whether products were designed and if they can be reused or recycled</p>	<p>To investigate how well products have been designed</p> <p>To investigate and analyse how well the products have been made</p> <p>To analyse why materials have been chosen</p> <p>To investigate what methods of construction have been used</p>	<p>products achieve their purposes</p> <p>To understand how well products meet users' needs and wants</p> <p>To investigate and analyse how much products cost to make</p>	<p>To investigate how sustainable the materials in products are</p> <p>To investigate and analyse what impact products have beyond their intended purpose</p>
Technical Knowledge	<p>To know about the simple working characteristics of materials and components</p> <p>To know how freestanding structures can be made stronger, stiffer and more stable</p> <p>To know about the movement of simple mechanisms, such as levers and sliders</p> <p>To know the correct technical vocabulary for the projects they are undertaking</p>	<p>To know about the movement of simple mechanisms, such as wheels and axles</p> <p>To know that a 3D textile product can be assembled from two identical fabric shapes</p> <p>To know the correct technical vocabulary for the projects they are undertaking</p>	<p>To understand how mechanical systems e.g. levers and linkages</p> <p>To know how simple electrical circuits and components can be used to create functional products</p> <p>To know how to program a computer to control their products</p> <p>To know how to make strong, stiff shell structures</p>	<p>To know how to use learning from science to help design and make products that work</p> <p>To know how to use learning from maths to help design and make products work</p> <p>To know that materials have both functional properties and aesthetic qualities</p> <p>To know that mechanical and electrical systems have an input, process and output</p>	<p>To know how mechanical systems such as cams or pulleys or gears create movement</p> <p>To know how more complex electrical circuits and components can be used to create functional products</p>	<p>To know how to program a computer to monitor the changes in the environment and control their products</p> <p>To know how to reinforce and strengthen a 3D framework</p> <p>To know that 3D textiles product can be made from a combination of fabric shapes</p>

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<p>Cooking and Nutrition</p>	<p>To know where food comes from – all food comes from plants or animals</p> <p>To prepare simple dishes safely and hygienically, without using a heat sources</p> <p>To use techniques such as cutting</p> <p>To name and sort foods into the five groups of the 'eat well' plate</p>	<p>To know where food comes from -food has to be farmed, grown elsewhere (e.g. home) or caught</p> <p>To use appropriate equipment to weigh and measure ingredients</p> <p>To know that everyone should eat at least five portions of fruit and vegetables every day</p> <p>To understand that food ingredients should be combined according to their sensory characteristics</p>	<p>To know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world</p> <p>To know that a healthy diet is made up from a variety and balance of different foods and drinks, as depicted in the 'eat well' plate</p> <p>To measure using grams</p>	<p>To know that seasons may affect the food available</p> <p>To know that food ingredients can be fresh, pre-cooked and processed</p> <p>To know that to be active and healthy, food is needed to provide energy for the body</p> <p>To follow a recipe</p>	<p>To understand how food is processed into ingredients that can be eaten or used in cooking</p> <p>To know that different foods contain different substances - nutrients, water and fibre - that are needed for health</p> <p>To understand the need for correct storage</p> <p>To measure accurately</p>	<p>To know that a recipe can be adapted a by adding or substituting one or more ingredients</p> <p>To know that recipes can be adapted to change the appearance, taste, texture and aroma</p> <p>To work out ratios in recipes</p>
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