

DT

Skills and Knowledge Progression

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum	Pathway Curriculum
Design		<p>Construct with a purpose in mind</p> <ul style="list-style-type: none"> • Express and communicates their ideas using a wide range of media and forms • Follow scaffolded support to create a plan for a product • Select which materials to use for a specific purpose 	<p>Design a purposeful and appealing product based on simple design criteria</p> <ul style="list-style-type: none"> • Consider a range of ideas and chooses one that is appropriate for the purpose • Consider a range of construction materials and makes appropriate choices • Sketch/draw a simple plan of the proposed product 	<p>Create a product design based on needs, wants, preferences and values of a consumer</p> <ul style="list-style-type: none"> • Model their ideas using more complex prototypes • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes • Carry out investigations, information sources, including ICT when developing design ideas • Generate ideas through consumer research • Create detailed labelled drawings of design • Plan the order of their work, choose appropriate materials, tools and techniques

<p>Make</p>	<p>Uses various construction materials e.g. joining pieces, stacking vertically / horizontally, balancing etc.</p> <ul style="list-style-type: none"> • Experiment with a range of construction toys (eg bricks, duplo, lego) • Experiment with a range of construction materials eg card, paper, cardboard tubes, fabrics etc • Explore different methods of joining materials (eg tape, glue, thread, string) 	<p>Use simple tools and techniques to shape, assemble and join materials</p> <ul style="list-style-type: none"> • Select and use simple utensils, tools and equipment to perform a job • Develop and refines a range of methods of joining materials • Make simple models 	<p>Use a range of materials and tools to construct a product</p> <ul style="list-style-type: none"> • Select and use tools, equipment, skills and techniques to perform practical tasks • Select from a range of materials according to their characteristics • Show increasing control in using tools and utensils 	<p>Construct permanent products by using a combination of appropriate tools, equipment, components techniques and materials</p> <ul style="list-style-type: none"> • Understand and show safe working procedures • Select tools and equipment/materials in relation to the skills and techniques they will be using • Measure, mark out, cut, score, join and assemble materials and components safely and accurately, using a variety of appropriate tools, equipment and techniques • Make modifications to their designs and product as they go along
<p>Evaluate</p>		<p>Discuss a product</p> <ul style="list-style-type: none"> • Begin to communicate a 'like' and/or 'dislike' linked to an idea or product • Comment on what has happened when using their product 	<p>Evaluate their ideas and products, explaining what works well and not so well</p> <ul style="list-style-type: none"> • Communicate things they did well • Communicate things they could improve • Begin to explain their reasoning 	<p>Evaluate the quality of the design and the purpose of the product</p> <ul style="list-style-type: none"> • Evaluate their work during the project, suggesting improvements

				<ul style="list-style-type: none">• Evaluate the ideas and products against the original design specification, both and during at the end of the production• Peer evaluation – their own and others products during and at the end of the production• Record evaluations using drawings with labels
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