



Buttsbury Primary School DT Progression Document

EYFS	Skills Progression	Early Learning Goals (Expressive Arts and Design)
	<ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills. • Use various construction materials to join and build structures. • Develop fine motor skills when drawing, cutting and sticking. • Experiment with colour and materials when designing and making. • Safely use and explore a variety of tools, materials and techniques. • Begin to select tools appropriately. • Share their creations, explaining the process they have used. • Build on previous learning to refine ideas. • Make use of props and materials when role playing characters. 	<ul style="list-style-type: none"> • Creating with Materials • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.

EYFS Brain Busters (Core Knowledge)	Autumn term	Spring term	Summer term
	BB – In Design and Technology we make things.	BB – We can join materials in different ways.	BB – We use recycled materials for junk modelling.
	BB – Construction means to build something		
	BB – Evaluate means you check finished work		

EYFS Vocabulary	Vocabulary used throughout
	make cut stick tools mix add template cut accuracy fabric tissue paper materials

Year 1	Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition
	To follow simple design criteria to design a product.	To follow their design when making their product.	To explore and identify features of an existing product.	To develop use of the running stitch	To measure ingredients (under adult supervision)
	To develop their design ideas through discussion.	To use tools safely with support.	To say what they like and dislike about an existing product.	To develop use of sliders	To combine ingredients through mixing
	To use simple drawings in the design process.		To evaluate their final product against the design criteria.		To use cutters to create shapes
	To say whether their products are for themselves or other users.		To say what they like and dislike about their final product.		To follow hygiene procedures when working with food.

Year 1 Brain Busters (Core Knowledge)	Food - Christmas biscuits	Mechanisms - Moving Easter cards	Textiles - Bookmarks
	BB1 – When following a recipe, you need to measure ingredients	BB1 – Mechanisms work together to make something move.	BB1 – Design means to plan what my product will look like.
	BB2 – We need to wash our hands before we prepare food.	BB2 – A slider can move up and down or side to side.	BB2 – A running stitch goes over and under.
	BB3 – We have to mix ingredients together	BB3 – A design is a plan.	BB3 – A running stitch can be used for decoration

Year 1 Vocabulary	Food - Christmas biscuits	Mechanisms - Moving Easter cards	Textiles - Bookmarks
	ingredients mixing bowl whisk knead rolling pin bake oven decorate dough	slider lever push pull up down	over under running stitch material fabric needle

Year 2	Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition
	<p>To explain why we design.</p> <p>To develop a design based on a products criterion.</p> <p>To reflect on their research to inform their design.</p> <p>To use drawings and labels in the design process.</p> <p>.</p>	<p>To explain what they are making and why.</p> <p>To be able to choose appropriate tools and materials.</p> <p>To describe which tools to use and why.</p> <p>To use tools safely.</p>	<p>To explore and evaluate a range of existing products.</p> <p>To evaluate products based on personal choices.</p> <p>To make comparisons between existing products.</p> <p>To evaluate their ideas throughout the learning process.</p> <p>To evaluate their final product against the design criteria.</p> <p>To consider what they would change if they made their product again.</p>	<p>Use pivots to enable movement in a product</p> <p>Develop tighter stitches when sewing</p>	<p>To explain why we follow hygiene procedures when working with food.</p> <p>Use a knife to spread</p> <p>Start to recognise healthy and unhealthy foods</p> <p>Start to recognise different food groups</p>

Year 2	Food - Healthy wraps	Textiles - Hand puppets	Mechanisms - Moving monsters
Brain Busters (Core Knowledge)	BB1 – Healthy food is good for your body.	BB1 – Puppets are used to tell stories.	BB1 – A lever is something that turns on a pivot.
	BB2 – We need to eat a balanced diet	BB2 – A running stitch can be used to join material together	BB2 – linkage is a system of levers that are connected by pivots.
	BB3 – We can use knives to spread fillings	BB3 – Pull the thread all the way through to make a tighter stitch	BB3 – We can create pivots using split pins

Year 2	Food - Healthy wraps	Textiles - Hand puppets	Mechanisms - Moving monsters
Vocabulary	<p>taste</p> <p>healthy</p> <p>unhealthy</p> <p>hygiene</p> <p>spread</p> <p>wrap</p>	<p>material</p> <p>sewing</p> <p>needle</p> <p>thread</p> <p>knot</p> <p>stitch</p>	<p>pivot</p> <p>linkage</p> <p>lever</p> <p>split pin</p> <p>push</p> <p>pull</p>

Year 3	Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition
	<p>Create designs using annotated sketches.</p> <p>Generate simple prototypes to evaluate and practise skills.</p>	<p>Make suitable choices from a wider range of tools and familiar materials.</p> <p>Safely measure, mark out, cut, assemble and join with some accuracy.</p>	<p>Investigate and analyse existing products and those he/she has made, considering a wide range of factors.</p> <p>Consider the strengths and weaknesses of designs and prototypes and how they relate to each other and prior knowledge.</p> <p>Cultural links of the dream catcher.</p>	<p>Use a range of existing skills and media that are familiar to the children.</p> <p>Begin to develop methods of joining, weaving and plaiting.</p> <p>Select appropriate fruits and discuss flavour combinations.</p>	<p>Understand that food has to be grown, farmed or caught in Europe and the wider world.</p> <p>Use a variety of ingredients to prepare and combine ingredients safely.</p>

Year 3 Brain Busters (Core Knowledge)	Dream Catchers	Stone Age Jewellery	Smoothies
	BB1: Dreamcatchers originate from Native America.	BB1: Stone Age Jewellery would be made from shells, bones and animal teeth.	BB1: A smoothie is a blended drink containing fruit.
	BB2: The webs catch bad dreams.	BB2: They would use animal sinew (tendons) instead of string.	BB2: Some store bought smoothies contain a lot of sugar.
	BB3: The holes let the good dreams through, which travel down to the baby from the feathers.	BB3: They use tools to twist and plait.	BB3: Some smoothies contain milks or grains to change the texture and taste.
	BB4: The string on the dreamcatcher acts as a ladder for the dream to travel up or down.	BB4: The Stone Age people were resourceful and nothing went to waste.	BB4: Citrus fruits are sour, others are sweet
	BB5: They are made from yarn.	BB5: They wore jewellery to show their importance.	BB5: You need a blender to create the right smoothie consistency.

Year 3 Vocabulary	Dream Catchers	Stone Age Jewellery	Smoothies
	charm indigenous string/yarn woven feathers net or web ribbon prototype beads	clay join twist plait	blender consumer smoothie fruit juice target audience carton

Year 4	Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition
	<p>Create designs using cross-sectional diagrams.</p> <p>Introduce step by step plans for food production.</p> <p>Develop more complex prototypes and use successes as a base for final product.</p>	<p>Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience.</p> <p>Use techniques which require more accuracy to cut, shape, join and finish his/her work eg. Applying buttons/ zips for aesthetically and functional purpose.</p>	<p>Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them.</p> <p>Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended purpose.</p> <p>Gerald Ford and the mass production of the model T</p>	<p>Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas</p> <p>Understand and use electrical systems and gearing in products.</p> <p>Read and follow recipes which involve several processes, skills and techniques.</p> <p>Explore a range of stitch types and their use (e.g. Running, over, back)</p>	<p>Talk about the different food groups and name food from each group.</p> <p>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.</p>

Year 4 Brain Busters (Core Knowledge)	Buggies	Bread	Money Containers
	BB1: A chassis is the frame of a buggy.	BB1: Bread was first discovered in the Stone age.	BB1: A seam is where two pieces of fabric are joined together.
	BB2: Weight and strength are properties of a material.	BB2: Yeast is added to make bread rise.	BB2: Running stitch is a popular style of stitch.
	BB3: Wood is a good material to build a buggy.	BB3: Bread can be sweet or savoury.	BB3: Backstitch creates a solid line of stitching.
	BB4: An electric circuit can power a buggy.	BB4: Kneading is when we squeeze the dough together.	BB4: A prototype is an early sample.
	BB5: A prototype is an example model.	BB5: Proving is when the dough is allowed to rise before baking.	BB5: Product evaluation assesses suitability.

Year 4	Buggies	Bread	Money Containers
Vocabulary	series circuit friction simple circuit axle gears motor chassis cross-section material properties	bread recipe flour kneading temperature rise prove	overstitch container sew back stitch purse running stitch

Year 5	Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition
	Create designs using exploded diagrams. Produce step by step plans to guide manufacturing/ food production.	Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them.	Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product.	Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable	Understand seasonality and the advantages of eating seasonal and locally produced food.
	Demonstrating application of knowledge for materials, tools, techniques and flavour combinations.	Make careful and precise measurements so that joints, holes and openings are in exactly the right place.	Use his/her knowledge of requirements/ abilities/ materials related to the period to further explain the effectiveness of existing products and products he/she have made.	Understand how mechanical systems such as levers, gearing or pulleys create movement.	Understand the main food groups and the different nutrients that are important for health.
	Create and use more technically developed prototypes within own work.		The roles of people in professional kitchen.	Select appropriate ingredients and use a wide range of techniques to combine them.	Use information on food labels to inform choices

Year 5 Brain Busters (Core Knowledge)	Cranes	Saxon Houses	Ratatouille
	BB1: A crane is a machine that is used to lift heavy objects.	BB1: The Anglo-Saxons made these houses from the natural materials	BB1: Ratatouille is a French vegetable dish.
	BB2: The boom is a large lever used to lift an object.	BB2: They used techniques such as thatching and wattle and daub.	BB2: Recipes can feature different methods to make the same dish.
	BB3: A counter-weight is used to balance the weight of an object.	BB3: Anglo-Saxon buildings were joined using ropes and knotting or wooden pegs.	BB3: Knives go between the bridge made by the hand.
	BB4: Some mechanisms allow a smaller force to have a greater effect.	BB4: Thatching is the layering of materials to direct water off of a roof.	BB4: Nutritional values can be found on the backs of all food packaging.
	BB5: The closer an object is to the pivot, the more weight can be lifted.	BB5: Wattle and daub is a woven lattice of wooden strips (wattle) and is covered with a sticky material (daub).	BB5: Ratatouille is a traditional vegetable stew.

Year 5	Cranes	Saxon Houses	Ratatouille
Vocabulary	counter weight weight boom pivot gear crane jib pulley mechanism	profile weave frame thatch knot wattle and daub	roast slice stew dice bridge nutrition

Year 6	Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition
	<p>Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, pattern pieces and computer-aided design.</p> <p>Generate prototypes to more critically evaluate skills and processes of own and others work.</p>	<p>Use technical knowledge and accurate skills to problem solve during the making process.</p> <p>Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately.</p>	<p>Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work</p> <p>Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities.</p> <p>CCL – Art Christopher Wren architecture.</p>	<p>Understand how to use more complex mechanical and electrical systems.</p> <p>Use knowledge of existing stitches and repetition to create patterns.</p> <p>Continue to develop safe methods of preparing and cooking food.</p>	<p>Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty.</p> <p>Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills</p>

Year 6 Brain Busters (Core Knowledge)	Cross Stitch	Salsa	Electronic Game
	BB1: Evidence of cross-stitch trace back to the 6 th century in Egypt.	BB1: The ingredients for salsa dip originate from all over the world.	BB1: Operation and Buzz Wires are examples of electronic games.
	BB2: Cross-stitches use a range of stitches: full stitch/cross-stitch, half-stitch, running stitch and back-stitch to create their craft.	BB2: A product can change (ingredients, packaging, price) depending on the brand.	BB2: Electronic games have a circuit that enables lights and sounds to work.
	BB3: Half stitches on cloth have been dated at 3000 -5000 BC.	BB3: The main ingredients are tomatoes, onions and garlic.	BB3: A prototype is a basic model of the final product.
	BB4: Binka is a type of materials used, that has holes to guide the crafter	BB4: Recipes can be modified according to personal preferences.	BB4: Testers are given prototypes to ensure the product works effectively and identify modifications.
	BB5: Cross-stitch patterns are used to aid the cross-stitcher.	BB5: Products are marketed towards a specific target audience.	BB5: Electronic games are designed with a target audience in mind.

Year 6 Vocabulary	Cross Stitch	Salsa	Electronic Game
	embroidery binka cross-stitch eye	aroma appearance modify consistency market	electronic audience design brief cell wires bulb buzzer