

## Kingfisher CE Academy Design & Technology Skills Progression

DT - Designing						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Nursery</u> N1: Experiments with a range of media and materials N2: Develops ideas through experimentation with diverse materials <u>Reception</u> Pupils plan designs Pupils plan to use a range of construction tools Pupils evaluate the effectiveness of their design Pupils discuss design with peers</p>	<p>Think of own ideas for design. Use pictures and words to plan. Design a product for myself, following design criteria. Work in a range of contexts (imaginary, home, school, wider community, story based)</p>	<p>Think of own ideas and plan what to do next. Describe designs using pictures, diagrams, models, mock-ups, words and ICT. Design a product for myself and others, following design criteria. Work confidently in a range of contexts (imaginary, home, school, wider community, story-based etc.)</p>	<p>Create a design that meets a range of requirements. Consider the equipment and tools needed when planning. Describe a design using an accurately labelled diagram using appropriate vocabulary</p>	<p>Generate more than one idea for how to create a product. Gather information to help design a successful product (i.e. by asking others' views). Produce a detailed plan with labelled diagrams, a written explanation and step-by-step guide. Suggest improvements to develop and refine a planned idea.</p>	<p>Generate a range of ideas after collating relevant information (i.e. users' views). Produce a detailed plan, with step-by-step instructions, cross-sectional diagrams and prototypes. Suggest alternative plans, considering the positive aspects and drawbacks of each.</p>	<p>Use a range of information to inform a design (i.e. market research using surveys, interviews, questionnaires or web based resources). Produce a detailed plan, with cross-sectional diagrams and computer generated designs). Work within constraints, refining and justifying plans as necessary.</p>
<p><b>SEND Provision:</b>  : All targets in line with EHCP</p>	<p>Support pupils with vocabulary to plan designs Provide example plans &amp; scaffolds to support Word bank to support with technical vocabulary Support pupils with less contexts – not so much choice Checklist to support design criteria Sound mats to support with labelling</p>					

DT - Making						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Nursery:</u> N2: Uses various construction materials</p> <p><u>Reception:</u> Explore a range of tools Discuss the effectiveness of different tools Follow a basic plan Adapt plan whilst making.</p>	Explain what is being made and why. Select appropriate tools and equipment for the purpose.	Explain what is being made and why the audience will like it. Choose appropriate tools and equipment, describing and explaining why they are being used.	Use a range of tools and equipment with some accuracy. Measure, mark out, assemble and join materials and components with some accuracy.	Use a range of tools and equipment with accuracy. Measure, mark out, join, assemble materials and components with accuracy using appropriate tools.	Use a range of tools and equipment expertly. Consider the aesthetic qualities and functionality of my work when making.	Use a range of tools and equipment precisely. Consider the aesthetic qualities and functionality of product as making it, refining details as necessary.
<b>SEND Provision:</b>	<p>Support pupils to explore tools before use</p> <p>Scaffolds for descriptive language</p> <p>Consider measurement tools to support</p> <p>Fine motor support for use of tools</p>					

DT - Evaluating						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Nursery:</u> Share what they have made</p> <p><u>Reception</u> Review the effectiveness of their product with peers. Adapt product based on feedback from an adult.</p>	Talk about own and pre-existing products, saying what is good or bad about them. Say whether their product does what it is meant to (fits the design brief) and how it could be improved.	Describe how their own and pre-existing products work, evaluating what went well and what could be done differently. Suggest what went well and what would be done differently when evaluating their own product.	Evaluate own and pre-existing products. Suggest what could be changed to improve a design, beginning to link this to the design brief.	Evaluate the appearance and usability of own and pre-existing products. Explain how the original design could be improved, considering the appearance and usability and linking this to the design brief.	Evaluate the appearance and function of a product (own and pre-existing) against the original criteria, saying whether it is fit for purpose. Suggest improvements that could be made, considering materials and methods that have been used.	Evaluate the appearance and test the function of a product (own and pre-existing) against the original criteria, saying whether it is fit for purpose. Suggest improvements that could be made, considering Material, methods, sustainability of the product and how much a product costs to make.
<b>SEND Provision:</b>	<p>Scaffolds for evaluative language</p> <p>Support evaluations with comparisons</p> <p>2 stars and a wish template</p> <p>Checklist to evaluate effectively</p>					

DT- Textiles						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Nursery:</u> Explore a range of materials, choosing for different tasks</p> <p><u>Reception</u> Discuss the purpose of different textiles Choose appropriate textiles for different tasks.</p>		<p>Cut, then join textiles using a running stitch, over sewing or glue. Decorate using a range of items (buttons, sequins, beads, ribbons etc).</p>		<p>Cut, then join textiles using a running stitch, over sewing, back stitch or fastenings. Understand seam allowances, create simple patterns and appropriate decoration techniques (e.g. applique).</p>		<p>Pin and tack fabrics, use patterns and seam allowances and join fabrics to make quality products.</p>
<b>SEND Provision:</b>	<p>Explore different textiles before use Consider tools used for joining to support with fine motor skills</p>					

DT - Mechanisms						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Nursery:</u> Explore mechanisms in books</p> <p><u>Reception</u> Explore mechanism through play Explore a range of mechanisms in construction resources, book and toys.</p>	<p>Know about movement of simple mechanisms such as levers, sliders, Know appropriate vocabulary</p>	<p>Apply knowledge about movement of simple mechanisms such as levers, sliders, wheels and axles. Use appropriate vocabulary in context.</p>	<p>Know about movement of simple mechanisms such as levers and linkages then apply these to plans Use sheet materials and construction tools with appropriate supervision.</p>	<p>Know about movement of a range of mechanisms such as linkages and reinforcements, then apply these to plans</p>	<p>Understand how mechanical systems such as cams, pulleys or gears create movement.</p>	<p>Understand how mechanical systems such as cams, pulleys or gears create movement and apply this to product.</p>
<b>SEND Provision:</b>	<p>Provide a range of toys and books with different mechanisms for pupils to explore Provide word bank for technical vocabulary Visual STS to support with making</p>					

#### DT – Food & Nutrition

Discovering and learning together, so all can flourish

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Nursery:</u> Discuss foods which are more and less healthy</p> <p><u>Reception</u> Know the difference between healthy and less healthy Make healthy choices Discuss food from a range of cultures Cut food (with close supervision)</p>	<p>Know how to peel, cut, grate, mix and mould foods (with close supervision). Discuss food groups of ingredients Measure ingredients accurately</p>			<p>Know how to peel, cut, grate, mix, mould and begin to cook foods (using toasters and microwaves with supervision).</p>	<p>Design balanced meals based on different cultures. Know how to cook and heat up a variety of foods safely.</p>	
<b>SEND Provision:</b>	<p>Practical sorting of healthy and less healthy – visuals to support Fine motor skills development to support with cutting – consider the tools used to be safe</p>					