

Woodvale Primary Academy – DT Skills Progression and Sequencing EYFS-Year 6

Cooking and Nutrition		EYFS	Year 1		Year 2	Year 3	Year 4	Year 5
	Design		Designing smoothie carton packaging by-hand.		Designing three wrap ideas based on a food combination which work well together.	Designing a recipe for a savoury tart.	Designing a biscuit within a given budget, drawing upon previous taste testing judgements. Designing packaging for a biscuit that targets a specific group.	Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients. Writing an amended method for a recipe to incorporate the relevant changes to ingredients. Designing appealing packaging to reflect a recipe. Researching existing recipes to inform ingredient choices.
	Make		Chopping fruit and vegetables safely to make a smoothie. Juicing fruits safely to make a smoothie.		Chopping foods safely to make a wrap. Constructing a wrap that meets a design brief. Grating foods to make a wrap. Snipping smaller foods instead of cutting.	Following the instructions within a recipe. Tasting seasonal ingredients. Selecting seasonal ingredients. Peeling ingredients safely. Cutting safely with a vegetable knife.	Following a baking recipe, including the preparation of ingredients. Cooking safely, following basic hygiene rules. Adapting a recipe to meet the requirements of a target audience. Using a cuboid net to create packaging.	Cutting and preparing vegetables safely. Using equipment safely, including knives, hot pans and hobs. Knowing how to avoid cross-contamination. Following a step by step method carefully to make a recipe.

Woodvale Primary Academy – DT Skills Progression and Sequencing EYFS-Year 6

5	Evaluate		Tasting and evaluating different food combinations. Describing appearance, smell and taste. Suggesting information to be included on packaging. Comparing their own smoothie with someone else's.		Describing the taste, texture and smell of fruit and vegetables. Taste testing food combinations and final products. Describing the information that should be included on a label. Evaluating food by giving a score.	Establishing and using design criteria to help test and review dishes. Describing the benefits of seasonal fruits and vegetables and the impact on the environment. Suggesting points for improvement when making a seasonal tart.	Evaluating a recipe, considering: taste, smell, texture and appearance. Describing the impact of the budget on the selection of ingredients. Evaluating and comparing a range of food products. Suggesting modifications to a recipe (e.g. This biscuit has too many raisins, and it is falling apart, so next time I will use less raisins).	Identifying the nutritional differences between different products and recipes. Identifying and describing healthy benefits of food groups.
		EYFS	Year 1		Year 2	Year 3	Year 4	Year 5

Woodvale Primary Academy – DT Skills Progression and Sequencing EYFS-Year 6

	Design		Learning the importance of a clear design criteria. Including individual preferences and requirements in a design.		Generating and communicating ideas using sketching and modelling. Learning about different types of structures, found in the natural world and in everyday objects.	Designing a castle with key features to appeal to a specific person/purpose. Drawing and labelling a castle design using 2D shapes, labelling: -the 3D shapes that will create the features - materials needed and colours.		
	Make		Making stable structures from card. Following instructions to cut and assemble the supporting structure of a windmill. Making functioning turbines and axles which are assembled into a main supporting structure. Finding the middle of an object. Puncturing holes. Adding weight to structures. Creating supporting structures. Cutting evenly and carefully.		Making a structure according to design criteria. Creating joints and structures from paper/card and tape. Building a strong and stiff structure by folding paper.	Constructing a range of 3D geometric shapes using nets. Creating special features for individual designs. Making facades from a range of recycled materials.		

Woodvale Primary Academy – DT Skills Progression and Sequencing EYFS-Year 6

	Evaluate		Evaluating a windmill according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't. Suggest points for improvements.		Exploring the features of structures. Comparing the stability of different shapes. Testing the strength of own structures. Identifying the weakest part of a structure. Evaluating the strength, stiffness and stability of own structure.	Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design. Suggesting points for modification of the individual designs.		
Textiles		EYFS	Year 1		Year 2	Year 3	Year 4	Year 5
	Design		Using a template to create a design for a puppet.			Reflecting on a finished product, explaining likes and dislikes.		
	Make		Cutting fabric neatly with scissors. Using joining methods to decorate a puppet. Sequencing steps for construction.			Following design criteria to create a cushion or Egyptian collar. Selecting and cutting fabrics with ease using fabric scissors. Threading needles with greater independence. Tying knots with greater independence. Sewing cross stitch to join fabric. Decorating fabric using appliqué. Completing design ideas with stuffing and sewing the edges (Cushions)		

Woodvale Primary Academy – DT Skills Progression and Sequencing EYFS-Year 6

M								
	Evaluate		Reflecting on a finished product, explaining likes and dislikes.			Evaluating an end product and thinking of other ways in which to create similar items.		
M		EYFS	Year 1		Year 2	Year 3	Year 4	Year 5

Woodvale Primary Academy – DT Skills Progression and Sequencing EYFS-Year 6

	Design				Designing a vehicle that includes wheels, axles and axle holders, that when combined, will allow the wheels to move. Creating clearly labelled drawings that illustrate movement.		Designing a shape that reduces air resistance. Drawing a net to create a structure from. Choosing shapes that increase or decrease speed as a result of air resistance. Personalising a design.	Designing a pop-up book which uses a mixture of structures and mechanisms. Naming each mechanism, input and output accurately. Storyboarding ideas for a book.
	Make				Adapting mechanisms, when: They do not work as they should. To fit their vehicle design. To improve how they work after testing their vehicle.		Measuring, marking, cutting and assembling with increasing accuracy. Making a model based on a chosen design.	Following a design brief to make a pop up book, neatly and with focus on accuracy. Making mechanisms and/or structures using sliders, pivots and folds to produce movement. Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result.
	Evaluate				Testing wheel and axle mechanisms, identifying what stops the wheels from turning, and recognising that a wheel needs an axle in order to move.		Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance.	Evaluating the work of others and receiving feedback on own work. Suggesting points for improvement.
		EYFS	Year 1		Year 2	Year 3	Year 4	Year 5

Woodvale Primary Academy – DT Skills Progression and Sequencing EYFS-Year 6

Electrical Systems	Design						Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas.	Identifying factors that could be changed on existing products and explaining how these would alter the form and function of the product. Developing design criteria based on findings from investigating existing products. Developing design criteria that clarifies the target user.
	Make						Making a torch with a working electrical circuit and switch. Using appropriate equipment to cut and attach materials. Assembling a torch according to the design and success criteria.	Altering a product's form and function by tinkering with its configuration. Making a functional series circuit, incorporating a motor. Constructing a product with consideration for the design criteria. Breaking down the construction process into steps so that others can make the product.

Woodvale Primary Academy – DT Skills Progression and Sequencing EYFS-Year 6

	Evaluate						Evaluating electrical products. Testing and evaluating the success of a final product.	Carry out a product analysis to look at the purpose of a product along with its strengths and weaknesses. Determining which parts of a product affect its function and which parts affect its form. Analysing whether changes in configuration positively or negatively affect an existing product. Peer evaluating a set of instructions to build a product.
--	----------	--	--	--	--	--	---	--