

## Ben Jonson Primary School DT Skills Progression Map



	<b>Expressive Arts and Design ELG:</b>		<b>Exploring and using media and materials</b>		<b>Being Imaginative</b>	
<b>EYFS</b>	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. Being Imaginative and Expressive *Invent, adapt and recount narratives and stories with peers and their teacher *Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.		*Use various construction materials *Beginning to construct, staking blocks vertically, horizontally, making enclosures and creating spaces *Joins construction pieces together to build and balance *Realises tools can be used for a purpose *Manipulates materials to achieve a planned effect *Constructs with a purpose in mind, using a variety of resources *Uses simple tools and techniques competently and appropriately *Selects appropriate resources and adapts work where necessary *Selects tools and techniques needed to shape, assemble and join materials they are using		*Engages in imaginative role-play based on own first-hand experiences *Uses available resources to create props to report role play *Creates simple representations of objects *Chooses particular colours to use for a purpose	
	<b>Key Stage One</b>		<b>Lower Key Stage 2</b>		<b>Upper Key Stage 2</b>	
<b>Thread</b>	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].		Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].			
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<b>Fruit kebabs</b>	<b>Vehicles</b>	<b>Iron age forts</b>	<b>Torch</b>	<b>Moving Pictures</b>	<b>Fabric Bookmarks</b>
	<b>Fridge magnets</b>	<b>Puppets</b>	<b>Rainforest sandwich</b>	<b>Tote bag</b>	<b>WW2 bread</b>	<b>Motorised vehicles</b>
<b>Design</b>	*Design purposeful, functional product for themselves. *Generate, model and communicate their ideas through talking, drawing and	*Design purposeful, functional and appealing product for other users based on a design criteria. *Generate, develop, model and communicate their ideas through drawing, templates	*Use research to inform the design of functional, appealing products that are fit for purpose, aimed at particular individuals *Generate, develop, model and communicate their ideas	*Use research and develop design criteria to inform the design of functional, appealing products that are fit for purpose, aimed at particular individuals or groups	*Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	*Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

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	mock-ups [paper modelling of fruit kebabs and magnets]	and mock-ups. [junk modelling vehicles, templates and outlines of shapes for puppet]	through discussion, annotated sketches, prototypes and pattern pieces [building 3D shapes, using nets to design, prototype food prep skills]	*Generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes and pattern pieces [paper models of 3D shapes for torches, prototypes of block printing/stencilling for tote bag]	*Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and pattern pieces [examples of different levers and linkage systems, paper modelling to create design and background]	*Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and pattern pieces [making example decorative techniques on fabric, sewing, applique, following instructions and pattern pieces to build vehicles]
<b>Make</b>	<p>*Select from and use a wide range of tools and equipment to perform practical tasks [e.g. cutting and shaping papers using scissors, joining papers using glue, chopping fruit using a butter knife]</p> <p>*Select from and use a range of materials, including construction materials and ingredients, according to their characteristics [e.g. plasticine, fruit, paper straws, coloured papers, card, textured paper, glitter paper, tissue paper, corrugated card, foam, googly eyes and magnets]</p>	<p>*Select from and use a wide range of tools and equipment to perform practical tasks [e.g. constructing cardboard boxes using parcel tape, cutting and shaping cardboard using shears, cutting and shaping fabric using fabric scissors, joining components with glue and masking tape, joining fabric with needle and thread and PVA glue, finishing products using decorative techniques, "wall papering" with PVA glue and tissue paper]</p> <p>*Select from and use a wide range of materials and components, including construction materials and textiles according to their characteristics [e.g. junk modelling vehicles, pre-constructed vehicle kits, range of wooden and plastic wheels, dowel and metal wire axles, cardboard]</p>	<p>*Select from and use a wider range of tools and equipment to perform practical tasks accurately [scissors and shears for cutting materials, joining using PVA glue, tapes and glue sticks, marker pens to render areas of colour, catering equipment, sharp kitchen knives, chopping board, cookie cutters to shape ingredients]</p> <p>*Select from and use a wider range of materials and components, including construction materials and ingredients, according to their functional properties and aesthetic qualities. [variety of card and paper materials to build structures, wooden sticks, paper straws, decorative papers, hay, sandwich making ingredients, bread, fillings, food and vegetables to decorate]</p>	<p>*Select from and use a wider range of tools and equipment to perform practical tasks accurately [wire strippers, scissors to strip wire, plastic, paper clips, split pins to make electric circuit switch, paper materials, card, tapes to make and join 3D shapes for torch body, fabric dye and equipment to prep and dye fabric, rubber bands, card, foam, scissors to shape and shears to cut cardboard, fabric paint to decorate, calico fabric, sewing machine to join fabric in seams, fabric scissors]</p> <p>*Select from and use a wider range of materials and components, including construction materials and textiles according to their functional properties and aesthetic qualities. [electrical components, switch making materials,</p>	<p>*Select from and use a wider range of tools and equipment to perform practical tasks accurately [scissors and scalpel for cutting papers and card, food preparation equipment, measuring scales, spoons, mixing bowls, forks, rolling pins, loaf tins and liners]</p> <p>*Select from and use a wider range of materials and components, including construction materials and ingredients, according to their functional properties and aesthetic qualities. [card and paper materials to make and decorate moving pictures, using split pins to create joins, bread making ingredients, flour, water, yeast to mix dough adding other specialist ingredients to enrich dough and add flavour to bread]</p>	<p>*Select from and use a wider range of tools and equipment to perform practical tasks accurately [fabric scissors, needle, thread, calico fabric, beads, ribbons, felt fabric, bondaweb, irons, greaseproof papers, scissors, wire strippers, saws, bench hooks, lynx joiners, card triangles, glue guns, PVA glue, rubber bands, tape]</p> <p>*Select from and use a wider range of materials and components, including construction materials, and textiles according to their functional properties and aesthetic qualities. [calico fabric – unbleached and dyed, coloured threads, ribbons, beads, range of different textured and coloured fabrics, Electrical components, wires, switch making materials including plastic, split pins, paper clips,</p>

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		chassis, axle holders, tissue papers, paper straws, cardboard, felt, wool, google eyes, binca]		paper and card materials to build torch body and then to decorate, foil to make reflector, coloured cellophane, card to build handle, calico fabric, fabric dye, rubber bands to resist dye, decorating fabric, fabric paint, stencil/block printing]		battery, motors, pulleys, wooden dowel, wheels, jelutong wood, card triangles, axle holders, hardboard]
<b>Evaluate</b>	*Explore and evaluate a range of existing products [fruit taste test] *Evaluate their ideas and products	*Explore and evaluate a range of existing products *Evaluate their ideas and products against design criteria	*Investigate and analyse a range of existing products *Evaluate their ideas and consider the views of others to improve their work. *Understand how key events and individuals in design and technology have helped shape the world.	*Investigate and analyse a range of existing products *Evaluate their ideas and consider the views of others to improve their work. *Understand how key events and individuals in design and technology have helped shape the world.	*Investigate and analyse a range of existing products *Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. *Understand how key events and individuals in design and technology have helped shape the world.	*Investigate and analyse a range of existing products *Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. *Understand how key events and individuals in design and technology have helped shape the world.
<b>Technical Knowledge</b>		*Build structures, exploring how they can be made stronger, stiffer and more stable. *Explore and use mechanisms in their products. [e.g. wheels and axles]	*Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. [when building stone age/iron age forts]	*Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. [when building torch body] *Understand and use electrical systems in their products [making simple light circuit and range of switches]	*Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. [when constructing moving pictures, using ingredients to strengthen bread dough] *Understand and use mechanical systems in their products [making a simple working linkage system]	*Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. [when building vehicle wooden frame, supporting using card triangles for right angles, building hardboard car body] *Understand and use electrical systems in their products [making simple motor circuit and working switch] *Understand and use mechanical systems in their products [making a simple pulley system to connect electrical motor with wooden wheel mechanisms]

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<p><b>Cooking and Nutrition</b></p>	<p>*Use the basic principles of a healthy and varied diet to prepare dishes [compare fruit diet with hungry caterpillar's junk food diet] *Understand where food comes from</p>		<p>*Understand and apply the principles of a healthy and varied diet *Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques [making sandwich, savoury fillings, spreading butter, grating cheese, filling sandwich, chopping food with kitchen knife and with cookie cutters to shape] *Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>		<p>*Understand and apply the principles of a healthy and varied diet *Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques [making bread dough using range of savoury ingredients, mixing and kneading dough, proving, shaping, rolling out, baking dough] *Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>	
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