

DT Knowledge, Skills, Sequencing and Progression

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Design	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; (C+L)	Design purposeful, functional and appealing products based on design criteria. Generate, model and communicate ideas using talking, drawing, templates, mock-ups and IT (as appropriate). Describe what they are making, how it works and what they need to do next.	Use research and criteria to develop appealing products which are fit for purpose. Use annotated sketches and prototypes to develop and explain ideas and be able to discuss them.	Use research and criteria to develop products which are appealing, innovative, fit for purpose and aimed at a specific audience. Generate, develop and communicate ideas in a range of ways such as annotated sketches, detailed plans and presentations.
Make	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Use a range of tools and equipment to complete practical tasks. Select from and use a range of materials and components including construction materials, textiles and ingredients.	Use a range of tools and equipment with accuracy. Select from and use a range of materials and components including construction materials, textiles and ingredients. Join and combine a range of materials.	Select and use a range of tools and equipment for a range of uses. Select from and use a wider range of materials and components. Join and combine a range of materials using appropriate methods.
Evaluate	Share their creations, explaining the process they have used;	Explore and evaluate existing products. Talk about their developing designs and what they like and don't like about products they have made. Consider and explain how the finished product could be improved using their design criteria.	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 DT have helped shape the world.	Analyse existing products and use this to inform decisions and refine ideas. Justify decisions during the design process. 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 DT have helped shape the world.
Technical Knowledge	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. (EAD-DM)	Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Understand how to strengthen and reinforce structures. Use mechanical and electrical systems in own work.	Use mechanical and electrical systems in own work, including programming.
Food and Nutrition	Explore the natural world around them. (UW-DM) Manage their own needs. (PSED-DM)	Understand where food comes from. Use the basic principles of a healthy and varied diet to prepare dishes.	Understand the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes.	Use a range of cooking techniques to cook dishes for a healthy and varied diet. Understand seasonality and where ingredients originate.

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Key Stage 1						
Design Design purposeful, functional and appealing products based on design criteria. Generate, model and communicate ideas using talking, drawing, templates, mock-ups and IT (as appropriate). Describe what they are making, how it works and what they need to do next.		Make Use a range of tools and equipment to complete practical tasks. Select from and use a range of materials and components including construction materials, textiles and ingredients.		Evaluate Explore and evaluate existing products. Talk about their developing designs and what they like and don't like about products they have made. Consider and explain how the finished product could be improved using their design criteria.	Technical Knowledge Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Food and Nutrition Understand where food comes from. Use the basic principles of a healthy and varied diet to prepare dishes.
Year B						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lessons WALT (children will...)	Vocabulary	Outcome / Composite
Autumn	EYFS: Safely use and explore tools and techniques; Y1: Safely use and explore tools and techniques; share and explain creations. Y2: Mechanisms - slides and levers	Design, make and evaluate a healthy snack.	Kapow Y1 Food – Fruit and Vegetables	1. WALT: understand the importance of healthy eating (children will consider the different food groups and the proportion of foods needed from each one) 2. WALT: investigate a range of fruit and vegetable (children will explore tastes and origins of different fruit and veg) 3. WALT: design a purpose fruit snack (children will design a healthy snack suitable for a children’s party? 4. WALT: make a healthy snack (children will prepare a snack following basic food hygiene and using a range of utensils) 5. WALT: evaluate a design (children will decide WWW/EBI))	Carton Design Flavour Fruit Healthy Leaf Peel Root Seed Slice Smoothie Stem Vegetable	Children will design, make and evaluate a healthy snack for a children’s party.
Spring	EYFS: Safely use and explore a variety of materials, tools and techniques. Explore the natural world around them. Share their creations, explaining the	Use a range of tools and textiles to create a puppet	KAPOW: Y1 Textiles	1. WALT: practise basic sewing techniques (children will use large needles and pre punched fabric to practise sewing) 2. WALT: design and use a template (children will practise creating and cutting a template of 2 identical pieces) 3. WALT: explore features that bring puppets to life (children will explore and draw a range of facial features on paper) 4. WALT: design a puppet to perform a story (children will explore a range of puppets and design their own to use in a puppet show)	Decorate Design Fabric Glue Model Hand puppet Safety pin Stencil Technique Template	Children will design, make and evaluate a puppet.

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	process they have used.			5. WALT: make puppets using a own design (children will use a range of tools and techniques to join their templates together) 6. WALT: evaluate their design (children will decide WWW/EBI)		
Summer	Kapow Y1 Use a range of tools and textiles to create a puppet Y2 Kapow structures	To make a vehicle with wheels and axles	Kapow Y2 Mechanisms - wheels and axles	1. WALT: explore a range of different vehicles and consider their similarities and differences - what does a vehicle need? 2. WALT: investigate using a range of tools and techniques to make moving axles and wheels (range of materials) 3. WALT: design a vehicle that will successfully carry a container of water 4. WALT: make a vehicle 5. WALT: evaluate a design and suggest improvements	axle axle holder design design criteria Ferris wheel frame mechanism pods wheel	Children will design, make and evaluate a vehicle for carrying water

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Lower Key Stage 2							
Design Use research and criteria to develop appealing products which are fit for purpose. Use annotated sketches and prototypes to develop and explain ideas and be able to discuss them.		Make Use a range of tools and equipment with accuracy. Select from and use a range of materials and components including construction materials, textiles and ingredients. Join and combine a range of materials.		Evaluate 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 DT have helped shape the world.		Technical Knowledge Understand how to strengthen and reinforce structures. Use mechanical and electrical systems in own work.	Food and Nutrition Understand the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes.
Year B							
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lessons WALT (children will...)	Vocabulary	Outcome / Composite	
Autumn	In KS1: Design products based on design criteria, using a range of tools and materials, and produce and evaluate a finished product. Kapow Y1 Textiles	Children will explore 2d pattern making, a range of stitches to join materials, before designing and making a purse or wallet.	Textile 2D to 3D	1. Explore a range of stitches used for joining materials. 2. Explore and evaluate a range of different purse/wallet styles. 3. Design and produce a 2D pattern 4. Make and evaluate finished product.	Criteria Cross-stitch Design Equipment Fabric Fastening Fix Mock-up Running stitch Seam Stitch Template Texture Thread	Children will design and make a purse or wallet for an Egyptian Pharaoh	
Spring	In KS1: constructed a simple series, an electrical circuit in science using bulbs, switches as well as cutting and joining a range of construction materials. Kapow Y2 - Mechanisms Y4 Science - Electricity	Combine their understanding of electrical circuits with the use of construction materials to make a night light.	Electrical Systems - Nightlights	1. Explore a range of switches and lights 2. Design a night light using recycled construction materials 3. Make and evaluate a finished product	Battery Bulb Buzzer Circuit Circuit diagram Design Electricity Component Evaluation	Children will design and make a nightlight using recycled materials.	
Summer	In KS1: Design products based on design criteria, using a range of tools and materials, and produce	Children will explore healthy eating, looking at foods from all food groups,	Food – Super Salads	1. Understand hygiene rules, food storage and food safety and equipment safety guidance. 2. Consider ingredient quantity and combinations, including dressings and topping, whilst identifying food groups. Putting into practice	Bacteria Design Evaluation Flavour	Children will design and make salad demonstrating their understanding of	

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	<p>and evaluate a finished product.</p> <p>Kapow Y1 Food- Fruit and vegetables</p> <p>Y3/4- Food dips and dippers</p>	<p>in order to understand a balance of good health.</p>		<p>hygiene and safety knowledge, when preparing an experimental salad.</p> <p>3. Investigate and research to develop the ingredients and presentation of a salad and incorporating their knowledge of balance and good health.</p> <p>4. Plan the steps needed to prepare salad, using equipment safely and hygienically, explaining choices for their decisions. Evaluate against a set of criteria.</p>	<p>Fruit</p> <p>Healthy</p> <p>Hygiene</p> <p>Leaf</p> <p>Peel</p> <p>Root</p> <p>Seed</p> <p>Slice</p> <p>Stem</p> <p>Vegetable</p>	<p>balance and good health, food hygiene and food safety.</p>
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Upper Key Stage 2							
Design Use research and criteria to develop products which are appealing, innovative, fit for purpose and aimed at a specific audience. Generate, develop and communicate ideas in a range of ways such as annotated sketches, detailed plans and presentations.		Make Select and use a range of tools and equipment for a range of uses. Select from and use a wider range of materials and components. Join and combine a range of materials using appropriate methods.		Evaluate Analyse existing products and use this to inform decisions and refine ideas. Justify decisions during the design process. 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 DT have helped shape the world.		Technical Knowledge Use mechanical and electrical systems in own work, including programming.	Food and Nutrition Use a range of cooking techniques to cook dishes for a healthy and varied diet. Understand seasonality and where ingredients originate.
Year B							
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lessons WALT (children will...)	Vocabulary	Outcome / Composite	
Autumn	Kapow Y1 Food- Fruit and Vegetables. Y3/4 Food – Super Salads	Children will look at how food is used to celebrate key festivals and events.	Food - Celebrating culture and seasonality	1. Taste a variety of biscuits. 2. Design a recipe for your own biscuit. 3. Make biscuits using melting, combining, mixing, rolling, shaping, moulding, finishing. 4. Design packaging for the biscuit	Climate Combining Diet Festival Imported Ingredients Melting Moulding Natural Processed Recipe Seasonal Sugar	Design and make an edible advent calendar.	
Spring	Y2 Structures - Homes / Playgrounds for everyone Y3/4 Structures - Shell Structures (including CAD)	Children will investigate bridge structures, design and make their own bridge and test the prototype before making a bridge.	Structures - Frame Structures - Bridges	1. Look at techniques for joining 2D frameworks. 2. Make 3 D frameworks with tubes. 3. Draw plans and design a bridge 4. Test and evaluate bridge design using paper. 5. Make bridge with wood. 6. Evaluate final product	Accurate Arch bridge Beam bridge Bench hook Compression File Mark out Reinforce Sandpaper Set square Shape	Make a bridge using wood.	

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Summer	Kapow: Y1 Textiles Y3/4 Textiles 2D-3D Made and used simple patterns; stitched and joined textiles.	Textiles - Combining different fabric shapes.	Textiles - Combining different fabric shapes (including CAD)	1. Evaluate bags that have been made. 2. Making patterns and learning sewing techniques. 3. Design a bag. 4. Make bag. 5. Evaluate.	Design criteria Detail Detail Evaluation Fabric Sew Template	Make a bag