

Date Palm Primary DT Curriculum: Progression of Skills, Knowledge & Understanding

Design **Make** **Evaluate**

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Past & Present DT					Let's Go Fly a Kite - Explain how a small event led to a larger significant event in Design and Technology which helped shape the world.	Battery Operated Lights - Name some key events and individuals that have helped shape the world of lighting.	Building Bridges - Understand the impact better bridge design has had on daily life.	Crumble Buggy - Explain how computer scientists have helped shape the world.
Textiles	<ul style="list-style-type: none"> - Explore different materials, using all their senses to investigate them. - Manipulate and play with different materials. - Explore different materials freely, to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. 	<ul style="list-style-type: none"> - Explore different materials independently, to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures independently. 		Our Fabric Faces <ul style="list-style-type: none"> - Use a template to shape a piece of fabric. - Discuss their ideas as they develop and say what their design has to do to achieve the design criteria. - Create a fabric face that reflects their own face. - Stitch two pieces of fabric together using a running stitch and add features using appropriate materials and joining techniques. - Evaluate their product saying what they like and what they could improve. Art - Fabricate <ul style="list-style-type: none"> - Create their own loom from paper. - Weave materials into a loom, alternating between over and under. - Consider their choices of colours and materials when making and decorating a product. - Design several options for a product before selecting the best and explaining their choice. - Use wax to transfer a design to fabric. - Use a paintbrush to apply dye to their wax- 			Fashion & Textiles <ul style="list-style-type: none"> - Identify the materials used in the manufacture of some items made using textiles. - Identify ways in which materials are joined in some items made using textiles. - Understand the main stages in the production of cotton cloth. - Identify different sewing stitches on items made using textiles and their potential uses. - Understand that design criteria are used by fashion designers to develop designs. - Design an item made using textiles according to design criteria. - Draw pattern pieces, adding details such as seam allowances. - Use pattern pieces to mark fabric for cutting and sewing. - Cut fabric according to a pattern. - Join fabric pieces using a simple hand-sewing stitch. - Use simple stitches to sew hems on an item made using textiles. 	Art - The Seaside <ul style="list-style-type: none"> - Weave with plastic to create a seaside scene.

				resist coaster to change the colour of the fabric.			- Decorate textile using fabric paint. - Evaluate their own work.	
Cooking & Nutrition	<ul style="list-style-type: none"> - Begin to understand basic hygiene. - Develop fine motor skills, decorating, assembling. 	<ul style="list-style-type: none"> - Begin to understand some of the tools, techniques and processes involved in food preparation. - Have basic hygiene awareness. - Develop fine motor skills, cutting/chopping. - Work as a team, sharing equipment. - Develop social skills – food hygiene, food types and healthy eating. 	<p>Perfect Pizzas</p> <ul style="list-style-type: none"> - Discuss favourite pizza. - Consider healthy eating and complete a balanced plate by sorting favourite pizza ingredients. - Explore and discuss what pizza bases are made from and where they would be placed on the balanced diet plate. - Explore a variety of bread-based products and decide which would make a good base for a pizza. - Explore and discuss a variety of pizza toppings. - Looking at food categories and balanced diets, sort pizza toppings into groups. - Design a healthy and balanced pizza, following criteria. - Make pizza following designs, being sure to work safely and hygienically. - Evaluate pizzas once they have been made. 			<p>American Food</p> <ul style="list-style-type: none"> - Name some popular food associated with USA. - Describe how America's diverse climate affects the food that are grown in America. - Cook a traditional American food working safely and hygienically. - Discover how indigenous Americans grew, caught, gathered, prepared and cooked food. - Follow a recipe for aubergine jerky. - Describe where 'soul food' originated from. - Name some staple foods. - Describe common ingredients and features of Mexican food. - Cook a Mexican dish: fajita. - Examine the history of fast food in America. - Make no-churn ice-cream. 	<p>Global Food</p> <ul style="list-style-type: none"> - Explain how eating different ingredients helps to give us a healthy and varied diet and understand the benefits of this. - Explain nutritional similarities between different types of food eaten around the world and say why this is important. - Accurately follow a recipe. - Use a wide variety of basic food skills such as baking, which enable them to prepare some more complex savoury dishes. 	
Structures	<ul style="list-style-type: none"> - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. - Assemble and join materials. - Use tools carefully and safely. 	<ul style="list-style-type: none"> - Begin to use the language of designing and making (join, build, shape). - Learn about how to come up with an idea. - Talk about what they will make and how. - Select tools and techniques needed to shape, assemble and join materials. 	<p>Art - Nature Sculptures</p> <ul style="list-style-type: none"> - Make a natural sculpture. 	<p>Pirate Paddy's Packed Lunch Problems</p> <ul style="list-style-type: none"> - Explore an existing product and describe its problems and positives; - Draw a design and describe it; - Build strong structures; - Test their own product and evaluate it. - Use evaluations to suggest improvements. <p>Art - Sparks & Flames</p>	<p>Let's Go Fly a Kite</p> <ul style="list-style-type: none"> - Use research to create ideas and refine them to develop design criteria. - Build and join strong frame structures and stiffen materials. - Apply their understanding of where and how kites need stiffening. - Evaluate product. <p>Art - Insects</p>	<p>Art - Autumn</p> <ul style="list-style-type: none"> - Shape or sculpt paper to resemble leaves. <p>Art - Wildlife Birds</p> <ul style="list-style-type: none"> - Apply a paper mache technique. - Make a 3D model. 	<p>Building Bridges</p> <ul style="list-style-type: none"> - Investigate and explore the effectiveness of different beam/pillar designs. - Apply their knowledge of how to stiffen and strengthen structures. - Evaluate their models against established design criteria. - Build and test models to find a strong bridge design. 	<p>Art - The Seaside</p> <ul style="list-style-type: none"> - Make a lantern structure.

	<ul style="list-style-type: none"> - Begin to talk about what they are doing. - Use their imagination as they consider what they can do with different materials. - Make simple models which express their ideas. 	<ul style="list-style-type: none"> - Use tools carefully and safely with purpose. - Begin to talk about changes made during the making process. 		<ul style="list-style-type: none"> - Use materials to create effects. - Use paper to create 3-D models. - Make choices about appropriate materials to use 	<ul style="list-style-type: none"> - Make an insect model using junk modelling. 		<ul style="list-style-type: none"> - Build a model suspension bridge that will support a given weight. - Evaluate the designs of others and consider their views. - Write a design criteria according to a given brief. - Design a prototype model according to design criteria. - Work collaboratively to produce a prototype model according to an agreed design. - Devise tests to analyse a product according to design criteria. - Evaluate their product according to design criteria. - Consider the views of others and think of ways to improve their work. <p>Art - Plants & Flowers</p> <ul style="list-style-type: none"> - Shape and join paper to resemble plants. - Use own drawings as ideas for sculptural work. - Make a 3D model. 	
Mechanisms			<p>Moving Pictures</p> <ul style="list-style-type: none"> - Evaluate how well a product works. - Draw a simple design and add annotations. - Make a picture which aims to have two moving mechanisms. - Use design criteria to help guide the making and evaluation process. 		<p>Story Books</p> <ul style="list-style-type: none"> - Recognise products that contain lever and linkage systems. - Explain why a particular mechanism has been used for a particular purpose. - Use technical vocabulary to describe lever and linkage systems. - Cut and shape materials with some precision to make their mechanisms work. - Join and combine materials and 			<p>Automata Animals</p> <ul style="list-style-type: none"> - Use research to develop design criteria. - Use their knowledge of the animal and movement made by the cam in the design of their automaton. - Measure, mark out and cut materials accurately and safely to the nearest cm using a wider range of tools and equipment. - Work mainly independently to make a mechanical device, selecting materials to make a framework,

					<p>components in a variety of ways.</p> <ul style="list-style-type: none"> - Mark out and measure accurately. - Create a design for a particular purpose. - Follow a design to create a storybook. - Evaluate their own and other people's finished products fairly and constructively. - Explain what they would do differently if they were to make their product again. 			<p>handle, cam mechanism and finishing the device.</p> <ul style="list-style-type: none"> - Use peer feedback and design criteria to help guide the evaluation process.
<p>Electrical/ Computing</p>					<p>Battery Operated Lights</p> <ul style="list-style-type: none"> - Explore and make a series and parallel circuit, diagnosing faults when necessary, and follow instructions to make a selection of different switches. - Draw a design which uses annotations to add some detail. - Develop design criteria to inform the design of innovative products considering the purpose and target group/individual. - Make a well finished product considering the aesthetic and functional qualities. - Use design criteria to help develop their own questions and use the answers to help guide the evaluation process. 			<p>Crumble Buggy</p> <ul style="list-style-type: none"> - Write a design criteria according to a given brief. - Follow a design to create a finished product. - Measure, mark out and cut materials accurately and safely to the nearest cm using a wider range of tools and equipment. - Work collaboratively to create the chasis and frame. - Use their knowledge of circuits and programming to steer buggy. - Evaluate their product according to design criteria. - Consider the views of others and think of ways to improve their work.