



## St. Paul's Catholic Primary School

### D&T– Cycle A

### Progression of skills and knowledge through Key Stages 1 & 2

Yr	Autumn				Spring				Summer			
	Project	Skills	Knowledge	Materials/ Tools	Project	Skills	Knowledge	Materials / Tools	Project	Skills	Knowledge	Materials / Tools
1&2	<b>Fabric Faces</b>	Design Make Evaluate Technical knowledge	explain how their products will look and work through talking and simple annotated drawings; plan and test ideas using templates and mock-ups; understand and follow	Fabric Thread Scissors Needles	<b>Moving Pictures Traditional Tales</b>	Design Make Evaluate Technical knowledge	Use their knowledge of existing products and their own experience to help generate their ideas; Design products that have a purpose and are aimed at an intended user; Explain how their	Card Wheels, split pins, scissors, glue, blue tac, card, paper	<b>Sensational Salads</b>	Make Evaluate Cooking and nutrition	Follow a simple recipe; Select from a range of hand tools and equipment; Learn to use kitchen equipment safely and appropriately and learn to follow hygiene procedures; assemble,	Knives, forks, spoons, chopping boards, mixing bowls, kitchen scissors, can opener, kitchen scales, juicer, zester



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		<p>simple design criteria;</p> <p>follow a simple plan;</p> <p>Select from a range of hand tools and equipment;</p> <p>Select from a range of materials, textiles and components according to their characteristics;</p> <p>learn to use hand tools safely and appropriately;</p>				<p>products will look and work through talking and simple annotated drawings;</p> <p>understand and follow simple design criteria;</p> <p>Work in a range of relevant contexts.</p> <p>Follow a simple plan;</p> <p>Select from a range of hand tools and equipment;</p>				<p>join and combine materials, components or ingredients;</p> <p>Cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups;</p> <p>Explore and evaluate existing products mainly through discussions,</p>	
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			<p>Cut, shape and score materials with some accuracy; Assemble, join and combine materials, components; Demonstrate how to cut, shape and join fabric to make a simple product; Manipulate fabrics in simple ways to create the desired</p>				<p>Select from a range of materials, textiles and components according to their characteristics; Use a range of materials and components; Assemble, join and combine materials or components; Explore and evaluate existing products mainly through</p>				<p>comparisons and simple written evaluations; Explain positives and things to improve for existing products; Explain where in the world different foods originate from; Understand that all food comes from plants or animals; Understand that food</p>
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		<p>effect; Use a basic running stitch;</p> <p>Explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations;</p> <p>Explain positives and things to improve for existing products;</p> <p>Explore what</p>				<p>discussions, comparisons and simple written evaluations;</p> <p>Explain positives and things to improve for existing products;</p> <p>Talk about their design ideas and what they are making;</p> <p>As they work, start to identify strengths and possible changes they might make to refine</p>				<p>has to be farmed, grown elsewhere (e.g. home) or caught;</p> <p>Name and sort foods into the five groups in the Eatwell Guide;</p> <p>Understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why;</p> <p>Use what</p>	
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		<p>materials products are made from; evaluate their products and ideas against their simple design criteria;</p> <p>Talk about and start to understand the simple working characteristics of materials and components;</p>				<p>their existing design; Evaluate their products and ideas against their simple design criteria;</p> <p>Talk about and start to understand the simple working characteristics of materials and components; Explore and create products using mechanisms, such as</p>				<p>they know about the Eatwell Guide to design and prepare dishes.</p>	
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							levers, sliders and wheels.					
<b>3&amp;4</b>	<b>Juggling Balls</b>	Design Make Evaluate	Identify the features Use knowledge to generate ideas Design products with clear purpose Explore different ideas before deciding on final design  Make	Dyes Elastic bands/string Pipettes/squirting bottles Fillings: dried beans/sand Needle and thread Fabric paints	<b>Mechanical Posters</b>	Design Make Evaluate Technical knowledge	Identify the features Use knowledge to generate ideas Explain how particular parts of their products work Use annotated sketches and cross-sectional drawings to develop and	Paper/card Split pins Modeling clay Sticky tape	<b>Edible Garden</b>	Make Cooking and nutrition	Select and explain appropriate tools/materials Use a range of tools/materials safely (inc. hygiene) Start to know when, where and how food is grown Understand how to prepare and cook dishes safely and	Seeds Kitchen equipment (see resource list) Ingredients (see resource list)



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		<p>prototypes to test ideas</p> <p>Select and explain appropriate tools/materials</p> <p>Use a range of tools/materials safely (inc. hygiene)</p> <p>Measure, cut, shape and join fabric with some accuracy</p> <p>Use finishing techniques</p> <p>Consider their design criteria as</p>			<p>communicate their ideas</p> <p>Explore different ideas before deciding on final design</p> <p>Make prototypes to test ideas</p> <p>Develop and follow simple design criteria</p> <p>Select and explain appropriate tools/materials</p> <p>Use a range of tools/materials safely (inc. hygiene)</p>			<p>hygienically</p> <p>With support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven</p> <p>Use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking</p> <p>Explain that a healthy diet is</p>	
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		they make progress and alter accordingly Evaluate their product against their original design criteria				<p>Cut, shape and score materials with some degree of accuracy</p> <p>Assemble, join and combine material and components with some degree of accuracy</p> <p>Use finishing techniques</p> <p>Consider their design criteria as they make progress and alter accordingly</p> <p>Evaluate</p>				<p>made up of a variety and balance of different food and drink, apply these principles when planning and cooking dishes</p> <p>Understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body</p> <p>Prepare ingredients using appropriate cooking</p>	
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						<p>their product against their original design criteria</p> <p>Understand and demonstrate how mechanical systems have an input and output process</p> <p>Explain how mechanical systems such as levers and linkages create movement</p> <p>Use mechanical systems in</p>				<p>utensils</p> <p>Measure and weigh ingredients to the nearest gram and millilitre</p> <p>Start to independently follow a recipe</p> <p>Start to understand seasonality</p>	
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							their products					
<b>5&amp;6</b>	<b>Felt Phone Cases</b>	Design Make Evaluate	Use research to inform and develop	Felt Squared paper Scrap	<b>Super Seasonal Cooking</b>	Design Make Evaluate Cooking	Use annotated sketches, cross-	Fruit Vegetables Salmon	<b>Programm- ing Adventures</b>	Design Make Evaluate Technical	Use research to inform and develop detailed	Beebots A range of different materials



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		<p>detailed design criteria to inform the design. Design products that have a clear purpose and indicate the design features. Use annotated sketches, cross-sectional drawings and exploded diagrams. Generate a range of</p>	<p>fabric Fabric sheers Fastenings Needle and thread</p>		<p>and nutrition</p>	<p>sectional drawings and exploded diagrams. Learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures Independently. Evaluate their ideas and products against the original design criteria,</p>	<p>Prawns Lentils A range of kitchen equipment Ingred- ents</p>		<p>knowled ge</p>	<p>design criteria to inform the design. Design products that have a clear purpose and indicate the design features. Use annotated sketches, cross-sectional drawings and exploded diagrams. Generate a range of design ideas</p>	<p>Staplers Glue Sticky tape scissors</p>
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		<p>design ideas and clearly communicate final designs.</p> <p>Independently plan. Select from a range of materials. Create step-by-step plans. Learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures</p>			<p>making changes as needed.</p> <p>Know, explain and give examples of food that is grown, reared and caught the UK, Europe and the wider world. Understand about seasonality. Understand that food is processed into ingredients that can be eaten or</p>			<p>and clearly communicate final designs</p> <p>Select from a range of materials. Learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures. Shape and score materials with precision and</p>	
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		Independently. Take exact measurements and mark out, to within 1 millimetre. Shape and score materials with precision and accuracy. Demonstrate how to measure, make a seam allowance, tape, pin, cut, shape and join				used in cooking. Demonstrate how to prepare and cook a variety dishes safely and hygienically. Demonstrate how to use a range of cooking techniques, such as griddling, grilling, frying and boiling. Explain that foods contain different				accuracy. Critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make. Evaluate their ideas and products against the original design criteria, making changes as needed. Understand and	
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		<p>fabric with precision to make a more complex product. Join textiles using a greater variety of stitches, such as backstitch, whip stitch, blanket stitch.</p> <p>Critically evaluate the quality of design, manufacture and fitness for purpose of</p>				<p>substances, such as protein, that are needed for health. Adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma. Alter methods, cooking times and temperatures.</p>				<p>demonstrate that mechanical and electrical systems have an input, process and output. Apply their understanding of computing to program, monitor and control a product.</p>	
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			products as they design and make. Evaluate their ideas and products against the original design criteria, making changes as needed.				Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.					
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