



St. Paul's Catholic Primary School

D&T– Cycle B

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	Pirate Paddy's Packed Lunch Problems	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	Double sided tape, masking tape, sticky tape, sticky pads PVA glue and glue sticks String, treasury tags, split pins, paper clips Scissors, hole punch Cardboard/paper, foil, clingfilm	Dips and Dippers	Design Make Evaluate Cooking &	Design products that have a purpose and are aimed at an intended user; Explain how their products will look and work through talking and simple annotated drawings;	ingredients such as beetroot, pepper, grated carrot, tomatoes Chopping boards, bowls, graters, safe knives, food scissors, teaspoons and tablespo	Fabric Bunting	Design Make Evaluate	design models using simple computing software; e plan and test ideas using templates and mock-ups; work in a range of relevant contexts; select from a range of materials, textiles and	Embroidery needles, Threads, Scissors, Selection of different fabrics such as hessian, fur, binca, leather, cotton.



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		<p>intended user; Understand and follow simple design criteria; Work in a range of relevant contexts.</p> <p>Begin to select from a range of hand tools and equipment; Select from a range of materials, textiles and component</p>				<p>Understand and follow simple design criteria; Work in a range of relevant contexts Follow a simple recipe; Select from a range of equipment, Select from a range of materials and components according to their characteristics;</p>	ons			<p>components according to their characteristics; Use hand tools safely and appropriately; Cut, shape and score materials with some accuracy; Demonstrate how to cut, shape and join fabric to make a simple product; manipulate</p>	
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		<p>s according to their characteristics; Learn to use hand tools and safely and appropriately; Assemble, join and combine materials, components; Use simple finishing techniques to improve the appearance of their</p>				<p>Use kitchen equipment safely and appropriately and learn to follow hygiene procedures; Use a range of food ingredients; Combine ingredients; Cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups;</p>				<p>fabrics in simple ways to create the desired effect; Explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations; Explain positives and things to improve for existing products; talk about their design</p>	
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		<p>product,;</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</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>Talk about their design ideas and what they are making;</p> <p>Identify strengths</p>				<p>ideas and what they are making;</p> <p>Identify strengths and possible changes they might make to refine their existing design;</p> <p>Evaluate their products and ideas against their simple design criteria;</p>	
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			what materials products are made from; Identify strengths and possible changes they might make to refine their existing design; Evaluate their products and ideas against their simple design			and possible changes they might make to refine their existing design; Evaluate their products and ideas against their simple design criteria; Explain where in the world different foods originate from; Name and sort foods into the five groups in the					
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		criteria; Build simple structures, exploring how they can be made stronger, stiffer and more stable; Understand the simple working characteristics of materials and components;				Eatwell Guide; Understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why; Use what they know about the Eatwell Guide to design and prepare dishes					
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3&4	Battery Operated Lights	Design Make Evaluate Technical Knowledge	Design innovative and appealing products that have a clear purpose. Use annotated sketches and cross-sectional drawings to develop and communicate their	Foil Coins Wires Bulbs split pins paper clips plastic cardboard pegs ball bearings bulbs bulb holders batteries battery holders wires Wire cutters small	The Great Bread Bake Off	Design Make Evaluate Cooking & Nutrition	Use annotated sketches and cross-sectional drawings to develop and communicate their ideas. Explore different initial ideas before coming up with a final design. Develop and	Salt dough Sample products Ingredients for bread making	Let's Go Fly a Kite	Design Make Evaluate Technical Knowledge	Identify the design features of their products that will appeal to intended customers. Use their knowledge of a broad range of existing products to help generate their ideas. Use	Construct ion Kits Art straws Dowel Plastic straws Junior hacksaws Bench hooks Sand paper Plastic tubing Flagging tape



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D&T– Cycle B

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		<p>ideas. Select and explain appropriate tools/materials. Use a range of tools/materials safely (inc. hygiene). Assemble, join and combine material and components with some degree of accuracy.</p> <p>Evaluate</p>	screwdrivers			<p>follow simple design criteria. Work in a broader range of relevant contexts. Select and explain appropriate tools/materials. Use a range of tools/materials safely (inc. hygiene). Cut, shape and score materials with some degree of</p>				<p>annotated sketches and cross-sectional drawings to develop and communicate their ideas. Develop and follow simple design criteria. Select and explain appropriate tools/materials. Use a range of tools/materials safely (inc. hygiene). Measure and</p>	
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		<p>their product against their original design criteria. Evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world.</p> <p>Under-</p>			<p>accuracy.</p> <p>Explore and evaluate existing products. Explore what materials/ingredients products are made from and suggest reasons for this. Consider their design criteria as they make progress and are willing to alter their plans. Evaluate their product against their</p>				<p>mark out to the nearest cm and millimetre. Cut, shape and score materials with some degree of accuracy. Assemble, join and combine material and components with some degree of accuracy. Explore and evaluate existing products. Explore what materials/ing</p>	
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			stand that materials have both functional properties and aesthetic qualities. Make and represent simple electrical circuits, such as a series and parallel, and components to create functional products.				original design criteria. Understand how to prepare and cook dishes safely and hygienically. Use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking. Measure and weigh ingredients to the				redients products are made from and suggest reasons for this. Consider their design criteria as they make progress and are willing to alter their plans. Evaluate their product against their original design criteria. Understand that materials have both
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St. Paul's Catholic Primary School

D&T– Cycle B

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							nearest gram and millilitre. Start to independently follow a recipe.				functional properties and aesthetic qualities. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products.	
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5&6	Automa ta Animals	<p>Design Make Evaluate Technical knowledge</p>	<p>Use research to inform and develop detailed design criteria to inform the design. Explain how particular parts of their products work. Use annotated</p>	<p>Card Plasticine Double sided tape Cardboard boxes Dowel Glue gun Junior hacksaw</p>	Marbu- lous Structu res	<p>Make Evaluate Technic- al know- ledge</p>	<p>Independent ly plan by suggesting what to do next. With growing confidence, select from a wide range of tools and equipment, explaining their choices. Select from a range of materials</p>	<p>Card-board tubes PVA glue masking tape glue sticks adhesive tape double-sided tape Scissors craft knives</p>	Global Food	<p>Make Evaluate Cooking and Nutrition</p>	<p>Learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedure. Know, explain and give examples of food that is grown in the UK, Europe and the</p>	<p>Fork safe knife chopping boards kitchen scissors bowls spoons grater fish slice frying pan</p>



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		<p>sketches, cross-sectional drawings and exploded diagrams</p> <p>Work in a broad range of relevant contexts.</p> <p>Independently plan by suggesting what to do next.</p> <p>With growing confidence, select from a wide range of</p>				<p>and components according to their functional properties and aesthetic qualities.</p> <p>Learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedure.</p> <p>Independently take exact measure-</p>				<p>wider world. Understand about seasonality. Demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically. Demonstrate how to use a range of cooking techniques, such as griddling, grilling, frying and</p>	
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		<p>tools and equipment, explaining their choices. Select from a range of materials and components according to their functional properties and aesthetic qualities. Learn to use a range of tools and equipment safely and</p>				<p>ments and mark out, to within 1 millimetre. Use a full range of materials and components, including construction materials and kits, textiles, and mechanical components. Assemble, join and combine materials and components with accuracy.</p> <p>Complete</p>				<p>boiling. Explain that foods contain different substances, such as protein. Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. Independently follow a recipe.</p>	
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			appropriately and learn to follow hygiene procedure. Independently take exact measurements and mark out, to within 1 millimetre. Use a full range of materials and components, including construction materials				detailed competitor analysis of other products on the market. 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,					
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		and kits, textiles, and mechanical components. Assemble, join and combine materials and components with accuracy. Refine the finish using techniques to improve the appearance of their product. Critically				making changes as needed. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products.					
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			systems, such as cams, create movement and use mechanical systems in their products.									
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