

National Curriculum	DT Association Progression framework	Year 1	Year 2
<p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria 	<p>Across KS1 pupils should:</p> <ul style="list-style-type: none"> work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment state what products they are designing and making say whether their products are for themselves or other users describe what their products are for say how their products will work say how they will make their products suitable for their intended users use simple design criteria to help develop their ideas 	<p>Poles Apart/Fabulous Flying Machines/The History of Toys</p> <ul style="list-style-type: none"> I can describe how something works. <p>Fabulous Flying Machines/ The History of Toys/ Magical Adventures/Poles Apart</p> <ul style="list-style-type: none"> I can use my own ideas to make something. <p>Fabulous Flying Machines/ The History of Toys/ Magical Adventures/Poles Apart/Australian Adventures</p> <ul style="list-style-type: none"> I can explain to someone else how I want to make my product. 	<p>Pioneers/London's Burning/A European Expedition</p> <ul style="list-style-type: none"> I can think of an idea and plan what to do next. <p>Pioneers/ A European Expedition/London's Burning/ Operation Pied Piper in Evesham/ Investigating India</p> <ul style="list-style-type: none"> I can follow a step-by-step plan, choosing the right equipment and materials.
<ul style="list-style-type: none"> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 	<p>Across KS1 pupils should:</p> <ul style="list-style-type: none"> generate ideas by drawing on their own experiences use knowledge of existing products to help come up with ideas develop and communicate ideas by talking and drawing model ideas by exploring materials, components and construction kits and by making templates and mock ups use information and communication technology, where appropriate, to develop and communicate their ideas 	<p>Fabulous Flying Machines/ The History of Toys/ Magical Adventures/Poles Apart</p> <ul style="list-style-type: none"> I can use my own ideas to make something. <p>Fabulous Flying Machines/ The History of Toys/ Magical Adventures/Poles Apart/Australian Adventures</p> <ul style="list-style-type: none"> I can explain to someone else how I want to make my product. <p>Fabulous Flying Machines/ The History of Toys/ Magical Adventures/Poles Apart/Australian Adventures</p> <ul style="list-style-type: none"> I can make a simple plan before making something. <p>Fabulous Flying Machines/The History of Toys/ Magical Adventures/Australian Adventures</p> <ul style="list-style-type: none"> I can choose appropriate resources and tools. 	<p>A European Expedition/Operation Pied Piper in Evesham</p> <ul style="list-style-type: none"> I can explain why I have chosen specific textiles. <p>Pioneers/ A European Expedition/London's Burning/ Operation Pied Piper in Evesham/ Investigating India</p> <ul style="list-style-type: none"> I can follow a step-by-step plan, choosing the right equipment and materials. <p>Pioneers/A European Expedition/London's Burning/ Operation Pied Piper in Evesham</p> <ul style="list-style-type: none"> I can choose tools and materials and explain why I have chosen them. <p>Pioneers/London's Burning/A European Expedition</p> <ul style="list-style-type: none"> I can think of an idea and plan what to do next.
<p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] 	<p>Planning</p> <p>Across KS1 pupils should:</p> <ul style="list-style-type: none"> <i>plan by suggesting what to do next</i> select from a range of tools and equipment, <i>explaining their choices</i> select from a range of materials and components according to their characteristics <p>Practical Skills and Techniques</p> <p>Across KS1 pupils should:</p> <ul style="list-style-type: none"> follow procedures for safety and hygiene use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components 	<p>Fabulous Flying Machines/The History of Toys/ Magical Adventures/Australian Adventures</p> <ul style="list-style-type: none"> I can choose appropriate resources and tools. <p>Poles Apart/Fabulous Flying Machines/The History of Toys</p> <ul style="list-style-type: none"> I can make a product which moves. <p>Fabulous Flying Machine/Magical Adventures</p> <ul style="list-style-type: none"> I can make my model stronger. <p>Australian Adventurers /St Andrew's Time Machine/ Magical Adventures</p> <ul style="list-style-type: none"> I can cut food safely. 	<p>Pioneers/A European Expedition/London's Burning/ Operation Pied Piper in Evesham</p> <ul style="list-style-type: none"> I can choose tools and materials and explain why I have chosen them. I can join materials and components in different ways. <p>London's Burning/Pioneers</p> <ul style="list-style-type: none"> I can measure materials to use in a model or structure. <p>Investigating India/European Expedition</p> <ul style="list-style-type: none"> I can describe the ingredients I am using.
<ul style="list-style-type: none"> select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<p>Practical Skills and Techniques</p> <p>Across KS1 pupils should:</p> <ul style="list-style-type: none"> measure, mark out, cut and shape materials and components assemble, join and combine materials and components use finishing techniques, including those from Art and Design 	<p>Fabulous Flying Machines/ The History of Toys/ Magical Adventures/St Andrew's Time Machine</p> <ul style="list-style-type: none"> I can choose appropriate resources and tools. <p>Australian Adventurers /St Andrew's Time Machine/ Magical Adventures</p> <ul style="list-style-type: none"> I can cut food safely. 	<p>A European Expedition/Operation Pied Piper in Evesham</p> <ul style="list-style-type: none"> I can explain why I have chosen specific textiles. <p>London's Burning/Pioneers</p> <ul style="list-style-type: none"> I can measure materials to use in a model or structure. <p>Pioneers/A European Expedition/London's Burning/ Operation Pied Piper in Evesham</p> <ul style="list-style-type: none"> I can choose tools and materials and explain why I have chosen them. <p>Investigating India/European Expedition</p> <ul style="list-style-type: none"> I can describe the ingredients I am using.

<p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products 	<p><i>Existing Products</i> Across KS1 pupils should explore:</p> <ul style="list-style-type: none"> what products are who products are for what products are for how products work how products are used where products might be used what materials products are made from what they like and dislike about products 	<p>Toys/Fabulous Flying Machines/Poles Apart/St Andrew's Time Machine</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products (sliding mechanisms, toys, flying machines and models, swings, chairs and School lunches. <p>Poles Apart/ Fabulous/ Flying Machines/ Australian Adventures/Poles Apart/Toys</p> <ul style="list-style-type: none"> I can describe how something works. 	<p>London's burning, Pioneers, A European Expedition</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products (Pudding Lane Monument, Hand puppets, Fabric pouches, bridges, Greek Pots and trains)
<ul style="list-style-type: none"> evaluate their ideas and products against design criteria 	<p>Own ideas and products Across KS1 pupils should:</p> <ul style="list-style-type: none"> talk about their design ideas and what they are making make simple judgements about their products and ideas against design criteria <i>suggest how their products could be improved</i> 	<p>The history of Toys/Fabulous Flying Machines/Poles Apart/St Andrew's Time Machine/ Magical Adventures/ Australian Adventures</p> <ul style="list-style-type: none"> evaluate their ideas and products against design criteria 	<p>Pioneers/European Expedition/Pioneers/London's Burning/Operation Pied Piper in Evesham</p> <ul style="list-style-type: none"> I can explain what went well with my work.
<p>Technical knowledge</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable 	<p>Across KS1 pupils should know:</p> <ul style="list-style-type: none"> about the simple working characteristics of materials and components about the movement of simple mechanisms such as levers, sliders, wheels and axles how freestanding structures can be made stronger, stiffer and more stable <i>that a 3-D textiles product can be assembled from two identical fabric shapes</i> <i>that food ingredients should be combined according to their sensory characteristics</i> <i>the correct technical vocabulary for the projects they are undertaking</i> 	<p>St Andrew's Time Machine/Magical Adventures</p> <ul style="list-style-type: none"> I can make my model stronger. 	<p>Operation Pied Piper in Evesham/A European Expedition</p> <ul style="list-style-type: none"> I can explain why I have chosen specific textiles. <p>Pioneers/A European Expedition/London's Burning/ Operation Pied Piper in Evesham</p> <ul style="list-style-type: none"> I can choose tools and materials and explain why I have chosen them.
<ul style="list-style-type: none"> explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	<p>Across KS1 pupils should know:</p> <ul style="list-style-type: none"> how to name and sort foods into the five groups in The eat well plate that everyone should eat at least five portions of fruit and vegetables every day how to prepare simple dishes safely and hygienically, without using a heat source how to use techniques such as cutting, peeling and grating 	<p>Poles Apart/Fabulous Flying Machines/The history of toys/Magical Adventures</p> <ul style="list-style-type: none"> I can make a product that moves <ul style="list-style-type: none"> I can make a slider mechanism I can make a lever mechanism 	<p>Pioneers</p> <ul style="list-style-type: none"> -Make a wheel and axel mechanism (train)
<ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes 	<p>Across KS1 pupils should know:</p> <ul style="list-style-type: none"> how to name and sort foods into the five groups in The eat well plate that everyone should eat at least five portions of fruit and vegetables every day how to prepare simple dishes safely and hygienically, without using a heat source how to use techniques such as cutting, peeling and grating 	<p>Australian Adventurers /St Andrew's Time Machine/ Magical Adventures</p> <ul style="list-style-type: none"> I can cut food safely. use the basic principles of a healthy and varied diet to prepare dishes 	<p>Investigating India /A European Expedition</p> <ul style="list-style-type: none"> I can describe the ingredients I am using.
<ul style="list-style-type: none"> understand where food comes from. 	<p>Across KS1 pupils should know:</p> <ul style="list-style-type: none"> that all food comes from plants or animals that food has to be farmed, grown elsewhere (e.g. home) or caught 	<p>Australian Adventurers /St Andrew's Time Machine/ Magical Adventures</p> <ul style="list-style-type: none"> Understand where the ingredients come from when making a dish 	<p>Investigating India/European Expedition</p> <ul style="list-style-type: none"> I can describe the ingredients I am using. <p>NC Understand where the ingredients come from when making a meal.</p>
<p>List of products</p>		<p>Pavlova, Fruit Salad, Fairy Tale Inspired Meal, Slider Mechanism, Lever Mechanism, Paper Mache, Hot Air Balloon, Free standing structure (Swing and Chair), Model Castle, Moving story book, Moving toy</p>	<p>Hand puppets (felt), Indian cuisine, European cuisine Moving train Wheel and Axel model, Card and paper bridges, Pudding lane monument, Evacuee pouches, Greek Pot, Product to protect an egg from a fall</p>