

Progression of skills in DT

EYFS

PD	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of EYFS Checkpoint
Fine Motor Skills	<p>Can use scissors to make snips and cut lines, holding scissors in one hand.</p> <p>Shows a preference for a dominant hand.</p> <p>Uses drawing equipment to draw a figure (this may be simply a circle with stick arms and legs).</p>	<p>Can use scissors to make snips and cut lines, holding scissors in one hand.</p> <p>Shows a preference for a dominant hand.</p> <p>Often chooses to draw, representing recognisable objects or shapes in work.</p> <p>Use scissors to cut along curved lines, holding scissors in the correct position.</p> <p>Is able to mould and shape dough with fingers and tools.</p>	<p>Uses scissors to cut around more complex shapes.</p>	<p>Uses a range of small tools, including scissors, paint brushes and cutlery. Begins to show accuracy and care when drawing.</p>
EAD	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of EYFS Checkpoint
Creating with Materials	<p>Uses a range of different techniques and variety of materials, e.g. paint, collage.</p> <p>Can cut continuously with scissors to make lines or snips and uses a paintbrush to form lines and circles.</p> <p>Uses drawing materials to create pictures with a range of lines and shapes.</p>	<p>Makes some independent choices about the resources needed and talks about their creations.</p> <p>Uses different textures in their creations and will combine media.</p> <p>Cuts along curved lines with scissors and uses moulding tools with malleable materials.</p>	<p>Uses different techniques and materials to achieve the desired effect and can talk about what has been created.</p> <p>Is beginning to plan a design before starting.</p> <p>Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job.</p>	<p>Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Shares their creations, explaining the processes they have used.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Food Technology	<ul style="list-style-type: none"> - Can spread using a knife - Cuts a variety of foods, holding the knife correctly, 	<p>Fruit kebab</p> <p>Basic food hygiene practices – washing hands.</p>	<p>Pitta pockets</p> <p>Basic food hygiene - washing hands and washing up equipment used</p>	<p>Stuffed pepper</p> <p>Prepare and cook a savoury dish safely (using knives, hot temperatures, hot</p>	<p>Toasties</p> <p>Prepare and cook a savoury dish safely and hygienically (washing up all</p>	<p>Savoury bread</p> <p>Prepare and cook a savoury dish safely and hygienically.</p>	<p>Eggs</p> <p>Prepare and cook a variety of predominantly savoury dishes.</p>

	<p>using one hand to steady the food - Uses a fork to hold food still while cutting it with a knife</p> <p>PD: Use a range of small tools e.g. scissors paint brushes, cutlery</p> <p>PSED: understanding the importance of healthy food choices</p>	<p>Use simple utensils – knife, chopping board, skewers.</p> <p>Practise skills such as washing, peeling and chopping a variety of fruit.</p> <p>Prepare a simple fruit dish safely and hygienically.</p> <p>Children are aware that fruit and vegetables should be part of a healthy diet.</p>	<p>e.g. chopping boards.</p> <p>Use simple utensils – knife, chopping board.</p> <p>Gain skills such as chopping, slicing, grating and peeling of vegetables.</p> <p>Can name the five groups of the Eatwell Guide.</p>	<p>water, steam) and hygienically (hand washing, board washing).</p> <p>Use of a heat source (oven).</p> <p>Use a range of techniques (peeling, grating, chopping, slicing, boiling and baking).</p> <p>Adapting by adding or substituting one or more ingredients.</p> <p>Can name the five groups of the Eatwell Guide and name foods which are examples of this.</p> <p>Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p>	<p>equipment, knife safety).</p> <p>Use of a heat source (grilling).</p> <p>Know all of the food groups represented in the Eatwell Plate and can incorporate some of these into their dish.</p> <p>Use a range of techniques such as peeling, chopping, slicing, grating, grilling and spreading.</p> <p>Use the bridge and claw method of cutting.</p> <p>Importance of food combinations (Ham and cheese, turkey and stuffing).</p>	<p>Use of a heat source (oven).</p> <p>Use a range of techniques (kneading, threading and baking).</p> <p>Recipes can be adapted to change (appearance, taste, texture and aroma).</p> <p>That different food and drink contain different substances (nutrients, water and fibre).</p>	<p>Use of a heat source (Hob).</p> <p>Use a range of techniques such as poaching, scrambling and frying.</p> <p>Use a range of kitchen equipment (pan and frying pan)</p> <p>Understand the need of the user to create a dish of culture.</p>
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<p>Mechanisms/ mechanical systems</p>	<p>EAD: - Plans what they will create and what they will need to do so - Creates their own products and begins to self-correct any mistakes - Reviews own work and makes improvements, explaining why changes are better - Share their creations, explaining the process they have used</p> <p>PD: - Use a range of small tools e.g. scissors paint brushes, cutlery</p>	<p>Mechanisms Moving picture Know about simple materials and their characteristics (paper, card, tissue paper, felt).</p> <p>Know the simple mechanisms – sliders and levers and how to create one.</p> <p>Children understand how simple mechanisms move – forward, backwards, round and in a curve.</p> <p>Use simple finishing techniques – cello tape, card fixer, masking tape, split pin.</p>	<p>Mechanisms Wheels and axels – Vehicle Know about the simple characteristics of materials and components (cardboard, paper straws, wood).</p> <p>Know about the movement of simple mechanisms wheels and axles.</p> <p>Know ways of making axle holders.</p> <p>Children are able to cut, hold, measure and join materials correctly.</p> <p>Distinguish between fixed and freely moving axles.</p>		<p>Mechanical systems Understand and use lever and linkage mechanisms.</p> <p>Children are able to measuring, mark out, cut, join and use finishing skills and techniques safely.</p> <p>Understand and produce different forms of movement (oscillating, reciprocating or rotary movements).</p>	<p>Mechanical systems Vehicle with motor</p> <p>Understand that mechanical and electrical systems have an input, process and an output.</p> <p>Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.</p> <p>Children to measure, mark, cut, shape and join using junior hacksaws and glue guns to construct wooden frames, as appropriate.</p>	
<p>Textiles</p>	<p>PD: Use a range of small tools e.g. scissors paint brushes, cutlery</p> <p>EAD:</p>	<p>Finger puppet Children know and can make a simple 3-D textile product using a template to create two identical shapes.</p>		<p>Bookmark Know how to strengthen, stiffen and reinforce existing fabrics.</p>			<p>Beach bag To create a 3-D textile product made from a combination of accurately made pattern pieces,</p>

	<ul style="list-style-type: none"> - Uses different materials (larger sizes), sparkly fabric, hessian, fur, ribbons, feathers to add to costumes and make their own (e.g. own masks, material as skirts or scarves) - Uses fabric, boxes, tubes and joining materials to make props - Explores and uses a range of artistic effects to express themselves Refine ideas in designs created - Articulates what they are doing to an adult - Plans what they will create and what they will need to do so - Creates their own products and begins to self-correct any mistakes - Share their creations, explaining the process they have used 	<p>Know and understand how to join fabrics using different techniques e.g. (gluing, stapling and sewing).</p> <p>Use different finishing techniques (paint, fabric crayons, buttons, ribbons and felt).</p>		<p>Develop skills to thread needles and join textiles.</p> <p>Understand and can securely join two pieces of fabric together using different stitching techniques (cross stitch and running stitch).</p>			<p>fabric shapes and different fabrics.</p> <p>Develop skills to thread needles and join textiles using a range of stitches (cross stitch, running stick and back stitch).</p> <p>Develop skills of computer-aided design (CAD) by using on-line pattern making software to generate pattern pieces to create finished product.</p>
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<p>Structures</p>	<p>PD: Use a range of small tools e.g. scissors paint brushes, cutlery</p> <p>EAD:</p> <ul style="list-style-type: none"> - Uses different materials (larger sizes), sparkly fabric, hessian, fur, ribbons, feathers to add to costumes and make their own (e.g. own masks, material as skirts or scarves) - Uses fabric, boxes, tubes and joining materials to make props - Explores and uses a range of artistic effects to express themselves <p>Refine ideas in designs created</p> <ul style="list-style-type: none"> - Articulates what they are doing to an adult - Plans what they will create and what they will need to do so - Creates their own products and begins to self- 		<p>Freestanding structure - Building</p> <p>Know how freestanding structures can be made stronger, stiffer and more stable.</p> <p>Know how to measure, mark out, cut, shape, join and finishing techniques with a range of tools and materials (card, paper, straws, spaghetti, marshmallow, plastercine, matchsticks).</p> <p>Use joining materials in different ways to make freestanding structures, (masking tape, and bluetac).</p>	<p>Shell structure - Biscuit box</p> <p>Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.</p> <p>Develop and use knowledge of how to construct strong, stiff shell structures.</p> <p>Use CAD to create a 3D net design. Know how to assemble nets in numerous ways using scoring, cutting and assembling techniques.</p>		<p>Frame structure – Bridge</p> <p>Understand how to strengthen, stiffen and reinforce 3-D frameworks.</p> <p>Develop an understanding of using triangulation to add strength to a structure.</p>	
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	<p>correct any mistakes - Share their creations, explaining the process they have used</p>					
Electrical Systems					<p>Torch/nightlight Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers.</p> <p>Apply their understanding of computing to program and control their products.</p> <p>Children understand which of the components in the circuit are input devices e.g. switches, and which are output devices e.g. bulbs and buzzers.</p> <p>Use a simple computer control program with an interface box or</p>	<p>Buzzer Game Understand and use electrical systems in their products.</p> <p>Apply their understanding of computing to program, monitor and control their products.</p> <p>Create own product using electrical sensors, such as light dependent resistors (LDRs) and a range of switches (push-to-make switches, push-to-break switches, toggle switches, micro switches and reed switches).</p>

					standalone control box to physically control output devices e.g. bulbs and buzzers		
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