



Abbey Primary School Progression - Design and Technology Strands



	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Technical Knowledge: Structures	- To recognise and explore simple structures. - To explore and build a simple structure. - To suggest how structures can be made stronger and more stable.	- To recognise and build freestanding structures. - To know what makes a structure stronger and more stable. - To make suggestions on how structures can be made stronger and more stable.	- To know what makes a structure stronger and more stable. - Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. - To construct strong, stiff, shell structures. - To make suggestions on how the structure can be improved.		- To know what makes a structure stronger, stiffer, and more stable, focusing on 3D frameworks. - To develop and use knowledge of triangulation, where appropriate. - To construct strong, stiff structures using triangulation. - To make suggestions on how the structure can be improved.	
Technical Knowledge: Mechanisms	- To know what a slide is. - To understand the purpose of a slide. - To explore slides on different products. - To make a product with a slide. - To test own slide and suggest ways to improve.	- To know what a lever and slide is. - To investigate slides and levers on different products. - To make a product with a slide or lever. - To test own slides and levers and suggest ways to improve. - To explore wheels and axles.	- To know what a lever and slide is. - To explore simple levers and linkages. - To make a product with levers and linkages to create movement. - To test own levers and linkages and suggest ways to improve.	- To know different mechanisms for movement (slides, levers, linkages). - To make a product using levers and linkages to create movement. - To test own levers and linkages and suggest ways to improve.	- To know a range of mechanisms for movement. - To make a product using a chosen mechanism for movement. - To use cams, pulleys, and gears to create movement. - To test own mechanisms and suggest ways to improve.	- To know a range of mechanisms for movement. - To make a product using a chosen mechanism for movement. - To test own mechanisms and suggest ways to improve.



Abbey Primary School Progression - Design and Technology Strands



Textiles	- Measure, cut and join materials. - Use a running stitch with large plastic needles. - Use plastic binca grids.	- Measure, cut and join materials accurately. - Become more confident using a running stitch. - Use plastic binca grids. - Begin to use metal needles.	- Measure, cut and join textiles materials in different ways. - Begin to use paper templates and pins to cut shapes out of fabric. - Use binca fabric. - Continue to develop running stitch.	- Measure, cut and join textiles materials in different ways. - Begin to use pattern pieces pinned to the fabric to cut out shapes and designs. - Use a running stitch to stitch a variety of fabrics such as felt. - Begin to use other stitches such as cross stitch and blanket stitch.	- Measure, cut and join textiles materials in different ways. - Use own templates to cut out shapes and designs. - Use selected fabrics to achieve a desired effect. - To test different stitches for desired effect. - Use selected stitches to achieve a desired effect. - Begin to understand that a 3D textiles project can be made from a number of fabric shapes.	- Measure, cut and join textiles materials in different ways. - Use own templates to cut out shapes and designs. - Use selected fabrics and stitches to achieve a desired effect. - To test different stitches for desired effect. - Aim for stitches to be smaller, neater and more consistent. - Consider a seam in our design. - Understand that a 3D textiles project can be made from a number of fabric shapes.
Electrical Systems (links with Science)				- To know the elements of a simple circuit and series circuit. - To use a simple circuit. - To explore several components in a series circuit. - To discuss why a circuit may not work.		- To confidently use different types of circuits. - To know and solve why a circuit may not work. - To add in extra components using a switch, bulb, buzzer, and motor.



Abbey Primary School Progression - Design and Technology Strands



Cooking and Nutrition	- To say where some foods come from. - To explore the eat well plate. - To know that fruit and vegetables are healthy. - To wash hands and clean surfaces. - To practise basic skills of cutting, chopping, spreading, and mixing. - To suggest healthy food swaps. - To describe food using the senses.	- To say where food comes from. - To explore how food is farmed, home grown or caught. - To draw the eat well plate and describe the food groups. - To describe 5 a day. - To discuss how to make an activity safe and hygienic. - To use skills of cutting, chopping, spreading, and mixing with confidence. - To decide healthy ingredients based on knowledge of diet. - To describe food using the senses and suggest improvements.	- To begin to understand that food comes from the UK and wider world. - To begin to understand why food is grown, reared, or caught in the UK or wider world. - To describe a healthy balanced diet. - To prepare and begin to cook a product safely and hygienically. - To use previous skills and build confidence in more cooking skills and techniques (peeling, slicing, grating, kneading, and baking). - To select ingredients based on understanding of different foods. - To evaluate a food product suggesting improvements and how to make a product look better.	- To describe where different food comes from and why. - To begin to understand about food being grown, reared, or caught in the UK or wider world. - To describe the importance of a healthy, balanced diet. - To prepare and cook a product safely and hygienically. - Use some of the cooking skills and techniques (cutting, chopping, spreading, mixing peeling, slicing, grating, kneading, and baking). - To select ingredients based on understanding of different foods. - To evaluate a food product suggesting improvements and how to make a product look better.	- To understand food is grown, reared, or caught in the UK and the wider world. - To understand the seasonality of foods and how it impacts where and how food is grown. - To explain the importance of a healthy balanced diet. - To prepare and cook a variety of savoury products safely and hygienically, including where appropriate, a heat source. - Use a range of suitable cooking skills and techniques (cutting, chopping, spreading, mixing peeling, slicing, grating, kneading, and baking). - To select ingredients/equipment and explain reasoning for choice. - To evaluate a food product suggesting improvements to the product and recipe based on the purpose.	- To know foods/ingredients that are grown, reared, or caught in the UK and wider world. - To name types of food and ingredients and describe where and how they are made (linking to seasons). - To know the importance of a healthy balanced diet and explain how elements in food and drinks can affect health. - Use a range of suitable cooking skills and techniques confidently (cutting, chopping, spreading, mixing peeling, slicing, grating, kneading, and baking). - To select ingredients/equipment and explain reasoning for choice. - To evaluate a food product suggesting improvements to the product and recipe based on the purpose.
------------------------------	--	---	--	---	--	---



Abbey Primary School Progression - Design and Technology Strands

