



# Lister Primary School

## DT Progression

|                                      | Nursery                                                                                                                                                                                                                                                                                                       | Reception                                                                                                                                                                                                                                                                                                                                 | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Construction &amp; Mechanisms</b> | <p>To begin to construct stacking blocks vertically and horizontally, making enclosures and creating spaces. Joining construction pieces together to build and balance.</p> <p>Design and build your own farm.<br/>Construction area</p> <p><b>Stickle bricks, playdough, mobilo large wooden blocks.</b></p> | <p>To safely use and explore a variety of materials, tools and techniques. To share their creations, explaining the process they have used.</p> <p>Design and evaluate a tower <b>links to science.</b></p> <p>Look at ways to join materials</p> <p><b>Duplo, Mobilo, wooden blocks, polydron</b></p> <p><b>Sharing you learning</b></p> | <p>To design and create a product using a simple design brief. To begin to evaluate my product against the design brief discussing what worked well and an improvement.</p> <ul style="list-style-type: none"> <li>• Design &amp; evaluate a moving vehicle according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't.</li> <li>• I can explore and use simple mechanisms such as wheels and axles.</li> </ul> <p><b>Lego, meccano, wheels &amp; Axels</b></p> | <p>To meet the needs of a design brief and identify what products are for, how the product works, how it is used, where the product might be used and what materials the product is made from.</p> <p>To can evaluate a range of existing products to support my product design, generating generate ideas, drawing on my own experiences. To make adjustments to my products as I am making. I can evaluate my product against the design brief using specific vocabulary. To know how free standing structures can be made stronger, stiffer and more stable.</p> <ul style="list-style-type: none"> <li>• I know how to use a range of mechanisms to create movement such as sliders, levers and pivots.</li> <li>• I can use a range of mechanisms such as slider, levers and pivots.</li> </ul> <p>Exploring the features of structures •<br/>Comparing the stability of different shapes</p> <ul style="list-style-type: none"> <li>• Testing the strength of own structures</li> <li>• Identifying the weakest part of a structure</li> </ul> |



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|                 |                |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Evaluating the strength, stiffness and stability of own structure.</li> </ul> <p><b>Lego kits/mechanic</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Textiles</b> | <b>Weaving</b> | <p>Alexander Calder moving mobiles. Children create their own vehicle mobile.</p> <p>Exploring simple ways to join materials.</p> <p>Weaving<br/>Playdough- making people.</p> <p>Using techniques rolling, making spheres. Using tools to add details.</p> <p>Use scissors safely and effectively.</p> | <p>To design, make and evaluate a safety jacket for teddy/puppet)</p> <ul style="list-style-type: none"> <li>I am beginning to meet the needs of a simple design brief.</li> <li>I can discuss what product I am designing and making and explain who the product is for and why.</li> <li>I can look at existing products and talk about what works well.</li> <li>I am beginning to evaluate my product against the design brief discussing what worked well and an improvement.</li> <li>I can work in different contexts. E.g. imaginary, story based, industry.</li> <li>I can generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and,</li> </ul> | <p>Design make and evaluate a home for an animal.</p> <ul style="list-style-type: none"> <li>I can meet the needs of a design brief.</li> <li>I can identify what products are for, how the product works, how it is used, where the product might be used and what materials the product is made from.</li> <li>I can evaluate a range of existing products to support my product design.</li> <li>I can generate ideas, drawing on my own experiences.</li> <li>I can make adjustments to my products as I am making.</li> <li>I can evaluate my product against the design brief using specific vocabulary.</li> <li>I can confidently work in a range of contexts. E.g. local community, wider environment.</li> <li>I can generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology.</li> </ul> |



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|                             |                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                          | <p>where appropriate, information and communication technology.</p> <ul style="list-style-type: none"> <li>• I can select from a range of tools and equipment.</li> <li>• I am beginning to perform practical tasks including cutting, shaping, joining and finishing.</li> </ul>                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• I can select from and use a wide range of materials and components.</li> <li>• I can measure and mark my materials.</li> <li>• I can confidently perform practical tasks including cutting, shaping, joining and finishing including sewing.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Food &amp; Nutrition</b> | <p>Wash hands independently</p> <p>Range of baking experiences e.g strawberry tarts, icing biscuits, soup, fruit kebab, cupcakes, chocolate nests, flapjacks.</p> <p>Begin to make healthy choices <b>links with PSED</b></p> | <p>To make my own snack (spreading toast, pouring milk on my cereal)</p> <p>I can manage my own basic hygiene and personal needs including being aware of the importance of healthy food choices</p> <p><b>Links with PSED</b></p> <p>I know fruit and vegetables are healthy foods.</p> | <p>To design, make &amp; evaluate a healthy dessert</p> <ul style="list-style-type: none"> <li>• I know we should have five portions of fruit or vegetables each day.</li> <li>• I am beginning to know which foods are healthy and which we should have in moderation.</li> <li>• I can make healthy choices for prepared dishes.</li> <li>• I understand that all food comes from animals and plants.</li> <li>• I can cut ingredients safely and hygienically.</li> <li>• I can assemble and prepare simple dishes without using a heat source</li> </ul> | <p>To design, make and evaluate a healthy sandwich</p> <ul style="list-style-type: none"> <li>• I know the importance of a balanced diet to be healthy.</li> <li>• I can use my knowledge of a balanced diet to prepare dishes.</li> <li>• I can name and sort foods into the five groups of the 'The Eatwell Plate.'</li> <li>• I understand food is produced in different places and sold in shops.</li> <li>• I understand that food has to be farmed, grown elsewhere or caught.</li> <li>• I can cut, peel and grate ingredients safely and hygienically.</li> <li>• I know how to prepare simple dishes safely and hygienically without using a heat source.</li> </ul> |