



## Progression of Skills - DT



### Intent

Through a rich and diverse curriculum (Art and Design, Design and Technology) at Holly Lodge, we aim to engage, inspire and challenge all pupils. We believe that Art and DT offer opportunities for the children to develop their individuality, creativity, self-esteem and become confidence learners. They are able to explore, express and communicate their feelings whilst gaining knowledge and experiences of the wider world preparing them for their future. We believe our children will develop into resilient, enthusiastic and engaged learners, through a wide range of active practical experiences. As pupils progress they are supported to think reflectively and to develop an understanding of how Art and DT reflect, shape and impact our history, and contribute to the culture, creativity and wealth of our nation.

### Implementation

At Holly Lodge Primary Academy, we teach the Art and DT through a theme driven cross-curricular approach, which involves a wide range of collaborative and independent learning experiences. Children engage in projects that are grounded in their theme, giving them purpose and meaning (for example, Egyptian clay canopic jars, recycling posters using levers and making axels for vehicles). We believe that this approach helps children to gain a greater understanding of what they are learning; encouraging and developing key skills, through the process of plan, do and review. The children will have the opportunities to explore and develop these skills during the whole school annual STEAM week as well as learn from visitors. The children are taught to use a wide range of materials, tools and techniques to design and produce creative outcomes, with a clear progression of skills developing across the school years. They are also taught about the work of a range of artists, designers, and architects, both now and through history.

### Impact

We aim for pupils to leave Holly Lodge able to:

- Have an appreciation for Art and DT.
- Confidently explore their ideas to express their individuality in creative forms.
- Record these in sketchbooks to show their journey.
- Develop a range of Art and DT skills.
- Evaluate and analyse creative works using a wide range of vocabulary and language.
- Demonstrate their knowledge of artists, designers, architects, and the historical and cultural development.



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### Design

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Select appropriate resources</p> <p>Use gestures, talking and arrangements of materials and components to show design</p> <p>Use contexts set by the teacher and myself</p> <p>Use language of designing and making (join, build, shape, longer, shorter, heavier etc.)</p> <p>Use tools supervised</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Understand the dangers of tools</p>	<p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p>	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p>	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p>	<p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.</p>	<p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>
<p><u>Key Vocab</u> Ideas, plan, think, colour, shapes, safety,</p>	<p><u>Key Vocab</u> Appealing, model, template, mock-up, patterns, dangers</p>	<p><u>Key Vocab</u> Develop, example, generate, function, purpose</p>	<p><u>Key Vocab</u> Prototype, research, communicate, annotate</p>	<p><u>Key Vocab</u> Fit for purpose, audience, discussion, step by step</p>	<p><u>Key Vocab</u> Cross-section, aesthetic qualities, solve problems, resourceful</p>	<p><u>Key Vocab</u> Exploded diagrams, computer-aided design, complex multi-steps</p>



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<b>Evaluate</b>						
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Adapt work if necessary</p> <p>Dismantle, examine, talk about existing objects/structures</p> <p>Consider and manage some risks</p> <p>Practise some appropriate safety measures independently</p> <p>Talk about how things work</p> <p>Look at similarities and differences between existing objects / materials / tools</p> <p>Show an interest in technological toys</p> <p>Describe textures</p>	<p>Explore and evaluate a range of existing products.</p>	<p>Evaluate their ideas and products against design criteria.</p>	<p>Investigate and analyse a range of existing products.</p>	<p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria.</p>	<p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>Understand how key events and individuals in design and technology have helped to shape the world.</p>



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<u>Key Vocab</u>	<u>Key Vocab</u>	<u>Key Vocab</u>	<u>Key Vocab</u>	<u>Key Vocab</u>	<u>Key Vocab</u>	<u>Key Vocab</u>
like/dislike, reason, discuss, describe	describe WWW, user, purpose, product,	criteria, product, function, evaluate link to design	prototype, annotated sketch, functional, innovative, suggest improvements	design brief, design criteria, innovative, prototype, user, purpose, function, sensory evaluations	functionality, authentic, design specification, annotate, evaluate quality, mock-up, prototype	purpose design brief, design specification, prototype, research, functional, mock-up, prototype



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### Technical Knowledge

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore and experiment with mechanisms, building blocks and materials	Build structures, exploring how they can be made stronger, stiffer and more stable.	Explore and use mechanisms [for example, wheels and axles]in their products.	Explore and use mechanisms levers, sliders  Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	Understand and use mechanical systems in their products [for example, pulleys,].	Understand and use mechanical systems in their designs [Cams]  Apply their understanding of computing to program, monitor and control their products	Apply their understanding of computing to program, monitor and control their products.
<u>Key Vocab</u> Build, wheels, explore, strong, weak	<u>Key Vocab</u> Structures, stiff, hard	<u>Key Vocab</u> (un)stable, wheels, axels, motion,	<u>Key Vocab</u> Mechanism, levers, linkages, strengthen	<u>Key Vocab</u> Products, axels, reinforce, buzzers, bulbs, motors, switches, circuits, dangerous, safety	<u>Key Vocab</u> Levers, pulleys, cams, design, (dis)advantages	<u>Key Vocab</u> Electricity, circuits (series, parallel), volts, amps, resistance, cell, battery, power



## Progression of Skills - DT



<b>Make</b>						
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Construct with a purpose, using a variety of resources</p> <p>Use simple tools and techniques</p> <p>Build / construct with a wide range of objects</p> <p>Select tools &amp; techniques to shape, assemble and join</p> <p>Replicate structures with materials / components</p> <p>Discuss how to make an activity safe and hygienic</p> <p>Record experiences by drawing, writing, voice recording</p> <p>Understand different media can be combined for a purpose</p>	<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p>	<p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>	<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p>	<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p>	<p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>	<p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>



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<u>Key words</u>	<u>Key words</u>	<u>Key words</u>	<u>Key words</u>	<u>Key words</u>	<u>Key words</u>	<u>Key words</u>
Shape, choose, colour, cut, stick, build,	Joining, selecting, moulding, begin to measure	Finishing, discussing, reflecting, evaluate, construct, measuring independently	Components, Accuracy, measure with accuracy	Functional properties, measure accurate, choice of materials	Qualities, crafting, appropriate materials	Aesthetic qualities. Apply understanding



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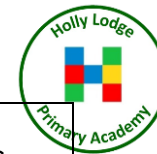


<b>Food Tech</b>						
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to understand some food preparation tools, techniques and processes</p> <p>Practise stirring, mixing, pouring, blending</p> <p>Discuss how to make an activity safe and hygienic</p> <p>Discuss use of senses</p> <p>Understand need for variety in food</p> <p>Begin to understand that eating well contributes to good health</p>	<p>Describe textures</p> <p>Wash hands &amp; clean surfaces</p> <p>Where food comes from (animals, plants)</p> <p>Describe differences between some food groups (i.e. sweet, vegetable etc.)</p> <p>Discuss how fruit and vegetables are healthy</p> <p>Cut, peel and grate safely, with support</p>	<p>Explain hygiene and keep a hygienic kitchen</p> <p>Describe properties of ingredients and importance of varied diet</p> <p>Say where food comes from (animal, underground, countries/cultures)</p> <p>Describe how food is farmed, home-grown, caught</p> <p>Draw eat well plate; explain there are groups of food</p> <p>Describe "five a day"</p> <p>Cut, peel and grate with increasing confidence</p>	<p>Carefully select ingredients</p> <p>Use equipment safely</p> <p>Make product look attractive</p> <p>Think about how to grow plants to use in cooking</p> <p>Begin to understand food comes from UK and wider world</p> <p>Describe how healthy diet= variety/balance of food/drinks</p> <p>Explain how food and drink are needed for active/healthy bodies.</p> <p>Prepare and cook some dishes safely and hygienically</p> <p>Grow in confidence using some of the following techniques:</p>	<p>Explain how to be safe/hygienic</p> <p>Think about presenting product in interesting/attractive ways</p> <p>Understand ingredients can be fresh, pre-cooked or processed</p> <p>Begin to understand about food being grown, reared or caught in the UK or wider world</p> <p>Describe eat well plate and how a healthy diet=variety / balance of food and drinks</p> <p>Explain importance of food and drink for active, healthy bodies</p> <p>Use some of the following techniques: peeling, chopping,</p>	<p>Present product well - interesting, attractive, fit for purpose</p> <p>Begin to understand seasonality of foods</p> <p>Understand food can be grown, reared or caught in the UK and the wider world</p> <p>Describe how recipes can be adapted to change appearance, taste, texture, aroma</p> <p>Explain how there are different substances in food / drink needed for health</p> <p>Prepare and cook some savoury dishes safely and hygienically including, where appropriate, use of heat source</p> <p>Use range of techniques such as slicing, grating,</p>	<p>Understand a recipe can be adapted by adding / substituting ingredients</p> <p>Explain seasonality of foods • learn about food processing methods</p> <p>Name some types of food that are grown, reared or caught in the UK or wider world</p> <p>Adapt recipes to change appearance, taste, texture or aroma.</p> <p>Prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of heat source.</p> <p>Use a range of techniques confidently such as peeling, chopping,</p>





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			mixing, spreading, kneading and baking	slicing, grating, mixing, spreading,	mixing, spreading, kneading and baking	slicing, grating, mixing, spreading.
<p style="text-align: center;"><u>Key Vocab</u></p> <p>fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, wash, clean</p>	<p style="text-align: center;"><u>Key Vocab</u></p> <p>fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, clean</p>	<p style="text-align: center;"><u>Key Vocab</u></p> <p>fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, clean</p>	<p style="text-align: center;"><u>Key Vocab</u></p> <p>name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet, hygiene</p>	<p style="text-align: center;"><u>Key Vocab</u></p> <p>name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet, hygiene</p>	<p style="text-align: center;"><u>Key Vocab</u></p> <p>ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble, hygiene</p>	<p style="text-align: center;"><u>Key Vocab</u></p> <p>ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble, hygiene</p>