

DT progression of knowledge, skills and vocabulary EYFS, KS1 and KS2

	Units of work	Key knowledge	Key skills	Key vocabulary
2-plus	• Mini-theme 1: Building homes • Mini-theme 2: Vehicles • Mini-theme 3: Cooking	• Use their imagination as they consider what they can do with different materials • Make simple models which express their ideas	• Develop manipulation and control • Explore different materials and tools • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials	Mini-theme 1: build, make, big, small, Duplo, blocks, Podley, strong, join Mini-theme 2: imagination, box, container, round, roll, glue, tape, stick, join Mini-theme 3: wash, clean, cook, make, mix, stir, ingredients, chop, careful, safe
Nursery	<u>Year A</u> • Mini-theme 1: Buildings (junk modelling) / Buildings (small world/construction) • Mini-theme 2: Pirate role-play / props • Mini-theme 3: Cooking <u>Year B</u> • Mini-theme 1: Buildings (junk modelling) / Buildings (construction) • Mini-theme 2: Mask making • Mini-theme 3: Cooking	• Choose the right resources to carry out their own plan • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park • Develop their own ideas and then decide which materials to use to express them • Create closed shapes with continuous lines, and begin to use these shapes to represent objects	• Use large-muscle movements to wave flags and streamers, paint and make marks • Use one-handed tools and equipment, for example, making snips in paper with scissors • Explore how things work • Explore different materials freely, in order to develop their ideas about how to use them and what to make	<u>Year A</u> Mini-theme 1: construct, think, select, shape, flat, curved, roll, try again, help, ask, support, idea Mini-theme 2: telescope, boat, hat, eye-patch, join, tape, glue, string, tie, stick, measure, size, roll, fold Mini-theme 3: wash, clean, hygiene, recipe, cook, change, different, hot, cold, safe <u>Year B</u> Mini-theme 1: construct, think, select, shape, flat, curved, roll, try again, help, ask, support, idea Mini-theme 2: mask, join, tape, glue, string, tie, stick, measure, size, roll, fold Mini-theme 3: wash, clean, hygiene, recipe, cook, change, different, hot, cold, safe
Reception	• Mini-theme 1: Our own history / Birthdays • Mini-theme 2: Teddy bears • Mini-theme 3: Differences past & present • Mini-theme 4: Building in London • Focus artist 1: Wassily Kandinsky • Focus artist 2: Piet Mondrian • Focus artist 3: Alma Thomas • Focus artist 4: Claude Monet • Focus artist 5: Vincent Van Gogh • Focus artist 6: Henri Rousseau	• Explore, use and refine a variety of artistic effects to express their ideas and feelings • Return to and build on their previous learning, refining ideas and developing their ability to represent them • Share their creations, explaining the process they have used	• Progress towards a more fluent style of moving, with developing control and grace • Develop their small motor skills so that they can use a range of tools competently, safely and confidently • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Create collaboratively, sharing ideas, resources and skills • Use a range of small tools, including scissors, paintbrushes and cutlery • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	Mini-theme 1: texture, taste, appearance, senses, explore, design, recipe, safety, packaging Mini-theme 2: model, junk modelling, tools, materials, resources, craft, idea, plan, develop, creation, explain Mini-theme 3: waterproof, test, materials, predict, float, sink, compare, investigate, structure, improve, reflect

Year 1/2	Year A • Unit 1: Mechanisms: Wheels and axles (Option 1) • Unit 2: Cooking and nutrition: Balanced diet • Unit 3: Mechanisms: Fairground wheel Year B • Unit 1: Textiles: Puppets • Unit 2: Structures: Baby Bear's chair • Unit 3: Textiles: Pouches	-Identify a range of materials and describe their properties (e.g., metal is shiny and strong, fabric is soft). -Understand that tools are used for specific purposes. -Learn about simple mechanisms (e.g., how a lever works or a simple moving toy).	-Begin to design and make simple products, using materials to suit the purpose (e.g., making a simple model or a toy). -Begin to evaluate their products (e.g., "Does it stand up? Does it work?"). -Use basic tools safely (e.g., scissors, glue, simple hammers).	Year A Unit 1: axle holder, compare, design, mechanism, movement, product, straight line, tool, turn, user, wheel Unit 2: appearance, carbohydrates, combination, dairy, design, diet, fruit, grater, ingredients, menu, oils, proteins, snip, spread Unit 3: design brief, design criteria, evaluate, frame, model, opinion, rotate, survey Year B Unit 1: decorate, design, fabric, glue, model, hand puppet, safety pin, staple, stencil, template Unit 2: design criteria, man-made, natural, properties, structure, stable, shape, model, test Unit 3: decorate, fabric, fabric glue, knot, needle, needle threader, running stitch, sew, template, thread
Year 3/4	Year A • Unit 1: Electrical systems: Electric poster • Unit 2: Textiles: Cross-stitch and appliqué (cushions) • Unit 3: Digital world: Wearable technology Year B • Unit 1: Electrical systems: Torches • Unit 2: Mechanical systems (Option 1: Mechanical cars) • Unit 3: Cooking and nutrition: Eating seasonally	-Understand that different materials have different properties and uses (e.g., glass is transparent, wood is strong). -Learn about more complex mechanisms (e.g., pulleys, gears). -Begin to understand that products are designed to meet specific needs (e.g., designing a product for a particular user or environment).	-Plan and design a product with more detail (e.g., sketching ideas, choosing appropriate materials). -Use more advanced tools (e.g., saws, drills, glue guns) under supervision. -Make more complex models that may include mechanisms (e.g., moving parts, basic electrical circuits). -Evaluate products with consideration of their function and design.	Year A Unit 1: battery, bulb, circuit, circuit component, crocodile wire, design criteria, electric product, electrical system, feedback, final design, information design, peer-assessment, public, research, self-assessment, sketch Unit 2: accurate, appliqué, cross-stitch, cushion, design, embellish, fabric, patch, running stitch, seam, stuffing, template, thread Unit 3: analogue, analyse, computer-aided design (CAD), control, design criteria, digital, digital revolution, display, electronic, fastening, feature, feedback, form, function, product design Year B Unit 1: battery, bulb, buzzer, circuit diagram, component, conductor, electrical item, electronic item, insulator, series circuit, switch, target audience, test, torch, wire Unit 2: bearing, chassis, force, mechanism, prototype, target audience Unit 3: appearance, arid, climate, Complementary, design, evaluate, export, Import, Mediterranean, seasonal, Temperate, tropical, vegetable, weather

Year 5/6	<u>Year A</u> • Unit 1: Textiles: Stuffed toys • Unit 2: Structure: Bridges • Unit 3: Cooking and nutrition: Developing a recipe <u>Year B</u> • Unit 1: Digital world: Navigating the world • Unit 2: Electrical systems: Steady hand game - Unit 3: Mechanical systems - Option 1: Gears and pulleys	-Understand that different materials have different properties and uses (e.g., glass is transparent, wood is strong). -Learn about more complex mechanisms (e.g., pulleys, gears). -Begin to understand that products are designed to meet specific needs (e.g., designing a product for a particular user or environment).	-Plan and design a product with more detail (e.g., sketching ideas, choosing appropriate materials).Use more advanced tools (e.g., saws, drills, glue guns) under supervision. -Make more complex models that may include mechanisms (e.g., moving parts, basic electrical circuits). -Evaluate products with consideration of their function and design.	<u>Year A</u> Unit 1: accurate, annotate, Appendage, blanket-stitch, design criteria, detail, evaluation, fabric, sew, shape, stuffed toy, stuffing, template Unit 2: corrugation, hardwood, joints, lamination, properties, quality of finish, reinforce, rigid, sandpaper, softwood, stiffness, strength, saw, wood file/rasp Unit 3: abattoir, balanced, beef, cook, cross-contamination, cut, farm, grate, hygiene, ingredients, label, measure, nutrition, process, recipe <u>Year B</u> Unit 1: application (apps), biodegradable, client, corrode, design brief, design criteria, duplicate, environmentally friendly, equipment, function, GPS tracker, smartphone Unit 2: assemble, battery, benefit, bulb, buzzer, circuit, component, conductor, copper, function, insulator, LED Unit 3: annotate, axle, force, gear, gear system, input, machine, market research, mechanism, output, problem statement, pulley system, renewable energy, research
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