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	**Year A** • **Mini-theme 1:** Buildings (junk modelling) / Buildings (small world/construction) • **Mini-theme 2:** Pirate role-play / props • **Mini-theme 3:** Cooking **Year B** • **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	**Year A** **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 **Year B** **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	**<u>Year A</u>** • **Unit 1:** Mechanisms: Wheels and axles (Option 1) • **Unit 2:** Cooking and nutrition: Balanced diet • **Unit 3:** Mechanisms: Fairground wheel **<u>Year B</u>** • **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).	**<u>Year A</u> 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 **<u>Year B</u> 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	**<u>Year A</u>** • **Unit 1:** Electrical systems: Electric poster • **Unit 2:** Textiles: Cross-stitch and appliqué (cushions) • **Unit 3:** Digital world: Wearable technology **<u>Year B</u>** • **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.	**<u>Year A</u> 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 **<u>Year B</u> 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