

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

	Units of work	Key knowledge	Key skills	Key vocabulary
<b>2- plus</b>	<ul style="list-style-type: none"> <li>• <b>Mini-theme 1:</b> Building homes</li> <li>• <b>Mini-theme 2:</b> Vehicles</li> <li>• <b>Mini-theme 3:</b> Cooking</li> </ul>	<ul style="list-style-type: none"> <li>• Use their imagination as they consider what they can do with different materials</li> <li>• Make simple models which express their ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Develop manipulation and control</li> <li>• Explore different materials and tools</li> <li>• Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks</li> <li>• Explore different materials, using all their senses to investigate them. Manipulate and play with different materials</li> </ul>	<p><b>Mini-theme 1:</b> build, make, big, small, Duplo, blocks, Podley, strong, join</p> <p><b>Mini-theme 2:</b> imagination, box, container, round, roll, glue, tape, stick, join</p> <p><b>Mini-theme 3:</b> wash, clean, cook, make, mix, stir, ingredients, chop, careful, safe</p>
<b>Nursery</b>	<p><u>Year A</u></p> <ul style="list-style-type: none"> <li>• <b>Mini-theme 1:</b> Buildings (junk modelling) / Buildings (small world/construction)</li> <li>• <b>Mini-theme 2:</b> Pirate role-play / props</li> <li>• <b>Mini-theme 3:</b> Cooking</li> </ul> <p><u>Year B</u></p> <ul style="list-style-type: none"> <li>• <b>Mini-theme 1:</b> Buildings (junk modelling) / Buildings (construction)</li> <li>• <b>Mini-theme 2:</b> Mask making</li> <li>• <b>Mini-theme 3:</b> Cooking</li> </ul>	<ul style="list-style-type: none"> <li>• Choose the right resources to carry out their own plan</li> <li>• 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</li> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</li> <li>• Develop their own ideas and then decide which materials to use to express them</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects</li> </ul>	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors</li> <li>• Explore how things work</li> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make</li> </ul>	<p><u>Year A</u></p> <p><b>Mini-theme 1:</b> construct, think, select, shape, flat, curved, roll, try again, help, ask, support, idea</p> <p><b>Mini-theme 2:</b> telescope, boat, hat, eye-patch, join, tape, glue, string, tie, stick, measure, size, roll, fold</p> <p><b>Mini-theme 3:</b> wash, clean, hygiene, recipe, cook, change, different, hot, cold, safe</p> <p><u>Year B</u></p> <p><b>Mini-theme 1:</b> construct, think, select, shape, flat, curved, roll, try again, help, ask, support, idea</p> <p><b>Mini-theme 2:</b> mask, join, tape, glue, string, tie, stick, measure, size, roll, fold</p> <p><b>Mini-theme 3:</b> wash, clean, hygiene, recipe, cook, change, different, hot, cold, safe</p>
<b>Reception</b>	<ul style="list-style-type: none"> <li>• <b>Mini-theme 1:</b> Our own history / Birthdays</li> <li>• <b>Mini-theme 2:</b> Teddy bears</li> <li>• <b>Mini-theme 3:</b> Differences past &amp; present</li> <li>• <b>Mini-theme 4:</b> Building in London</li> </ul> <ul style="list-style-type: none"> <li>• <b>Focus artist 1:</b> Wassily Kandinsky</li> <li>• <b>Focus artist 2:</b> Piet Mondrian</li> <li>• <b>Focus artist 3:</b> Alma Thomas</li> <li>• <b>Focus artist 4:</b> Claude Monet</li> <li>• <b>Focus artist 5:</b> Vincent Van Gogh</li> <li>• <b>Focus artist 6:</b> Henri Rousseau</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>• Share their creations, explaining the process they have used</li> </ul>	<ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>• Create collaboratively, sharing ideas, resources and skills</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery</li> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> </ul>	<p><b>Mini-theme 1:</b> texture, taste, appearance, senses, explore, design, recipe, safety, packaging</p> <p><b>Mini-theme 2:</b> model, junk modelling, tools, materials, resources, craft, idea, plan, develop, creation, explain</p> <p><b>Mini-theme 3:</b> waterproof, test, materials, predict, float, sink, compare, investigate, structure, improve, reflect</p>

<p><b>Year 1/2</b></p>	<p><b>Year A</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1:</b> Mechanisms: Wheels and axles (Option 1)</li> <li>• <b>Unit 2:</b> Cooking and nutrition: Balanced diet</li> <li>• <b>Unit 3:</b> Mechanisms: Fairground wheel</li> </ul> <p><b>Year B</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1:</b> Textiles: Puppets</li> <li>• <b>Unit 2:</b> Structures: Baby Bear’s chair</li> <li>• <b>Unit 3:</b> Textiles: Pouches</li> </ul>	<p>-Identify a range of materials and describe their properties (e.g., metal is shiny and strong, fabric is soft).</p> <p>-Understand that tools are used for specific purposes.</p> <p>-Learn about simple mechanisms (e.g., how a lever works or a simple moving toy).</p>	<p>-Begin to design and make simple products, using materials to suit the purpose (e.g., making a simple model or a toy).</p> <p>-Begin to evaluate their products (e.g., “Does it stand up? Does it work?”).</p> <p>-Use basic tools safely (e.g., scissors, glue, simple hammers).</p>	<p><b>Year A Unit 1:</b> axle holder, compare, design, mechanism, movement, product, straight line, tool, turn, user, wheel <b>Unit 2:</b> appearance, carbohydrates, combination, dairy, design, diet, fruit, grater, ingredients, menu, oils, proteins, snip, spread <b>Unit 3:</b> design brief, design criteria, evaluate, frame, model, opinion, rotate, survey</p> <p><b>Year B Unit 1:</b> decorate, design, fabric, glue, model, hand puppet, safety pin, staple, stencil, template <b>Unit 2:</b> design criteria, man-made, natural, properties, structure, stable, shape, model, test <b>Unit 3:</b> decorate, fabric, fabric glue, knot, needle, needle threader, running stitch, sew, template, thread</p>
<p><b>Year 3/4</b></p>	<p><b>Year A</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1:</b> Electrical systems: Electric poster</li> <li>• <b>Unit 2:</b> Textiles: Cross-stitch and appliqué (cushions)</li> <li>• <b>Unit 3:</b> Digital world: Wearable technology</li> </ul> <p><b>Year B</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1:</b> Electrical systems: Torches</li> <li>• <b>Unit 2:</b> Mechanical systems (Option 1: Mechanical cars)</li> <li>• <b>Unit 3:</b> Cooking and nutrition: Eating seasonally</li> </ul>	<p>-Understand that different materials have different properties and uses (e.g., glass is transparent, wood is strong).</p> <p>-Learn about more complex mechanisms (e.g., pulleys, gears).</p> <p>-Begin to understand that products are designed to meet specific needs (e.g., designing a product for a particular user or environment).</p>	<p>-Plan and design a product with more detail (e.g., sketching ideas, choosing appropriate materials).</p> <p>-Use more advanced tools (e.g., saws, drills, glue guns) under supervision.</p> <p>-Make more complex models that may include mechanisms (e.g., moving parts, basic electrical circuits).</p> <p>-Evaluate products with consideration of their function and design.</p>	<p><b>Year A Unit 1:</b> 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 <b>Unit 2:</b> accurate, appliqué, cross-stitch, cushion, design, embellish, fabric, patch, running stitch, seam, stuffing, template, thread <b>Unit 3:</b> analogue, analyse, computer-aided design (CAD), control, design criteria, digital, digital revolution, display, electronic, fastening, feature, feedback, form, function, product design</p> <p><b>Year B Unit 1:</b> battery, bulb, buzzer, circuit diagram, component, conductor, electrical item, electronic item, insulator, series circuit, switch, target audience, test, torch, wire <b>Unit 2:</b> bearing, chassis, force, mechanism, prototype, target audience <b>Unit 3:</b> appearance, arid, climate, Complementary, design, evaluate, export, Import, Mediterranean, seasonal, Temperate, tropical, vegetable, weather</p>

<p><b>Year 5/6</b></p>	<p><b>Year A</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1:</b> Textiles: Stuffed toys</li> <li>• <b>Unit 2:</b> Structure: Bridges</li> <li>• <b>Unit 3:</b> Cooking and nutrition: Developing a recipe</li> </ul> <p><b>Year B</b></p> <ul style="list-style-type: none"> <li>• Unit 1: Digital world: Navigating the world</li> <li>• Unit 2: Electrical systems: Steady hand game</li> <li>Unit 3: Mechanical systems - Option 1: Gears and pulleys</li> </ul>	<p>-Understand that different materials have different properties and uses (e.g., glass is transparent, wood is strong).</p> <p>-Learn about more complex mechanisms (e.g., pulleys, gears).</p> <p>-Begin to understand that products are designed to meet specific needs (e.g., designing a product for a particular user or environment).</p>	<p>-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.</p> <p>-Make more complex models that may include mechanisms (e.g., moving parts, basic electrical circuits).</p> <p>-Evaluate products with consideration of their function and design.</p>	<p><b>Year A Unit 1:</b> accurate, annotate, Appendage, blanket-stitch, design criteria, detail, evaluation, fabric, sew, shape, stuffed toy, stuffing, template <b>Unit 2:</b> corrugation, hardwood, joints, lamination, properties, quality of finish, reinforce, rigid, sandpaper, softwood, stiffness, strength, saw, wood file/rasp <b>Unit 3:</b> abattoir, balanced, beef, cook, cross-contamination, cut, farm, grate, hygiene, ingredients, label, measure, nutrition, process, recipe</p> <p><b>Year B Unit 1:</b> application (apps), biodegradable, client, corrode, design brief, design criteria, duplicate, environmentally friendly, equipment, function, GPS tracker, smartphone <b>Unit 2:</b> assemble, battery, benefit, bulb, buzzer, circuit, component, conductor, copper, function, insulator, LED <b>Unit 3:</b> annotate, axle, force, gear, gear system, input, machine, market research, mechanism, output, problem statement, pulley system, renewable energy, research</p>
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