

THE MEADOWS PRIMARY SCHOOL – PROGRESSION THROUGH THE DT STRANDS

DT Strand	Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2	Year 6
Mechanisms	To play with and explore moving toys. To begin to question how things work in the World around them. With support, begin to incorporate moving parts to create simple hinge type lift the flap books and use split pins to create movement e.g. Split pin Santa with moving arms and legs.	With growing independence, begin to explore and use simple mechanisms including sliders, turning split pin wheels and simple levers in moving pictures. Begin to incorporate wheels and axels into their products to create wheeled vehicles that are moved by pushing, pulling or wind powered sails.	To begin to develop an understanding of how pivots, levers, counterweights and pulleys are used to create movement. Use this knowledge and understanding to create a moving armed catapult. Begin to explore the idea of how simple pneumatics made using syringes and tubes can be used to create movement.	To independently use wheels and axels in their product, drawing upon knowledge gained in KS1. To use an electrical circuit and programme to control their product using Flowol or a Crumble board.	No mechanisms taught in this year group

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Structures	To begin to build indoors and outdoors using construction equipment like Duplo, Lego, K'Nex, magnetic shapes and Geoshapes, wooden blocks, giant polydron and materials found in the natural World around them like branches and leaves.	Begin to build structures by joining components together to create a finished product. Explore how structures can be made stronger by rolling materials, using triangular reinforcements on corners and by folding materials into fan shapes.	Build structures with increasing independence by selecting from a range of materials fit for purpose. Begin to demonstrate a growing understanding of how to reinforce and strengthen their finished products drawing upon previous KS1 knowledge and apply independently. Begin to consider how to create stability in their product.	Build innovative, functional, appealing, 3-D structures that are fit for purpose. Evidence how products can be made stronger and more stable, showing an understanding of triangulation for rigidity. Investigate floating and sinking and how to create waterproof/tight products that float. Use finishing techniques to strengthen and improve the appearance of their models.	With increasing independence and ability, build innovative, functional, appealing, stable structures that are fit for purpose. Demonstrate confidently how to reinforce and strengthen a 3D framework. Demonstrate confidently how to create waterproof products. Investigate how structures are important to survival drawing on inspiration from famous survival experts.

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Textiles	Children develop their fine motor skills through threading type activities with large tactile resources and learn to weave using a range of materials again on a large scale e.g. outdoor threading tree and ribbon. Children will use stencils and complete simple tracing type activities to develop fine motor skills. With support, begin to use scissors carefully to cut paper and card.	Join textiles together by using: staples, masking tape, double sided tape and glue. The children will learn how to sew – using running stitch to join materials together. To create simple paper template patterns and trace around onto fabrics. To use scissors with increasing control and independence to cut fabrics into shapes. With support, begin to measure with increasing accuracy.	To join materials by learning a range of different sewing stitches including: back stitch, oversew and continue to develop and refine their ability to sew using running stitch. To create prototypes of their design ideas using inexpensive materials. Use CAD to create template patterns. With some support, measure to the nearest cm, tape, pin and cut on a range of different types of materials. To begin to use simple decorative techniques including glueing on sooequins and using fabric paints.	To use previous knowledge of joining including their sewing skills to decorate their fabric by sewing on sequins, using embroidery to decorate and to sew/weave in ribbons. Know how fabrics are created by weaving. Practise their weaving skills on basic ready cut looms using the idea of the in, out technique learnt when sewing in previous years. Create their own looms, measuring and cutting accurately to the nearest cm and begin to measure to the nearest mm. To investigate how to create patterns on fabric by changing their weaving technique.	To investigate clothing designers and use them for inspiration in their own designs. To sew on sequins and embellishments including their initials or an edging onto their design. To measure and cut independently and with great dexterity, measuring accurately to the nearest mm and range of fabrics. Learn how to upcycle their own clothes drawing upon their sewing, cutting and decorating skills from previous years, working with independence and increased accuracy. To create more complex and intricate template patterns including lettering, picture motifs etc.

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Cooking & Nutrition	Begin to develop a food vocabulary using taste, smell, texture and feel. They start to think about how to keep healthy including the need for a variety of foods in a diet. Begin to show an understanding of healthy and unhealthy foods.	Begin to understand that all food comes from plants or animals. Begin to develop children's peeling and chopping skills. Know that food has to be farmed, grown elsewhere (e.g. home) or caught. Understand how to name and sort foods into the five groups in 'The Eat Well plate.'	Begin to know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. Be able to use a range of techniques such as peeling, chopping, slicing and grating, portioning and moulding. To understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically by following a basic recipe with support. With support, consider how they could change a recipe by leaving out a product that is not essential to the dish or adding a new ingredient.	To know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world and that some foods are fresh whilst others are processed. To begin to understand the idea of 'Fairtrade' and how this effects the wider World. Understand that seasons effect the availability of food available. Gain confidence in the skills of peeling, chopping, slicing, grating, mixing, kneading and baking. To know and practise basic food hygiene and safety when preparing food. To follow recipes with growing confidence and independence and make recipes their own by changing 1 ingredient.	To be able to name some famous chefs from around the World and use these for inspiration when cooking their own World dishes. Using their knowledge and skills know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically. Become increasingly skilled at peeling, chopping, slicing, grating, mixing. To follow a World recipe with growing independency and consider how they would improve it. To change recipes by changing an ingredient.

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