KS1 DT overview and Progression document

Cooking and Nutrition.		Year 1 	Year 2 
Skills	Design	• Designing smoothie carton packaging by-hand.	• Designing three wrap ideas based on a food combination which work well together.
	Make	• Chopping fruit and vegetables safely to make a smoothie. • Juicing fruits safely to make a smoothie	• Chopping foods safely to make a wrap. • Constructing a wrap that meets a design brief. • Grating foods to make a wrap. • Snipping smaller foods instead of cutting.
	Evaluate	• Tasting and evaluating different food combinations. • Describing appearance, smell and taste. • Suggesting information to be included on packaging. • Comparing their own smoothie with someone else's.	• Describing the taste, texture and smell of fruit and vegetables. • Taste testing food combinations and final products. • Describing the information that should be included on a label. •Evaluating food by giving a score.
Knowledge		• To know that a blender is a machine which mixes ingredients together into a smooth liquid. • To know that a fruit has seeds. • To know that fruits grow on trees or vines. • To know that vegetables can grow either above or below ground. • To know that vegetables is any edible part of a plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber).	• To know that 'diet' means the food and drink that a person or animal usually eats. • To understand what makes a balanced diet. • To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar. • To understand that I should eat a range of different foods from each food group, and roughly how much of each food group. • To know that 'ingredients' means the items in a mixture or recipe.

Textiles		Year 1	Year 2
Skills	Design	• Using a template to create a design for a puppet. 	• Designing a pouch. 
	Make	• Cutting fabric neatly with scissors. • Using joining methods to decorate a puppet. Sewing and sticking. • Sequencing steps for construction.	• Selecting and cutting fabrics for sewing. • Decorating a pouch using fabric glue or running stitch. • Threading a needle. • Sewing running stitch, with evenly spaced, neat, even stitches to join fabric. • Neatly pinning and cutting fabric using a template.
	Evaluate	• Reflecting on a finished product, explaining likes and dislikes.	• Troubleshooting scenarios posed by teacher. • Evaluating the quality of the stitching on others' work. • Discussing as a class, the success of their stitching against the success criteria. • Identifying aspects of their peers' work that they particularly like and why.
Knowledge		• To know that 'joining technique' means connecting two pieces of material together. • To know that there are various methods of joining fabric by using staples. glue or pins or sewing. • To understand that different techniques for joining materials can be used for different purposes. • To understand that a template (or fabric pattern) is used to cut out the same shape multiple times. • To know that drawing a design idea is useful to see how an idea will look.	• To know that sewing is a method of joining fabric. • To know that different stitches can be used when sewing. • To understand the importance of tying a knot after sewing the final stitch. • To know that a thimble can be used to protect my fingers when sewing. • To know how to fasten two pieces of material. Eg button or velcro

Structures and Mechanisms		Year 1 	Year 2 
Skills	Design	• Designing a vehicle that includes wheels, axles and axle holders, that when combined, will allow the wheels to move. • Creating clearly labelled drawings that illustrate movement.	• Generating and communicating ideas using sketching and modelling. • Learning about different types of structures, found in the natural world and in everyday objects.
	Make	Adapting mechanisms, when: ● they do not work as they should. ● to fit their vehicle design. ● to improve how they work after testing their vehicle.	• Making a structure according to design criteria. • Creating joints and structures from paper/card and tape. • Building a strong and stiff structure by folding paper.
	Evaluate	• Testing wheel and axle mechanisms, identifying what stops the wheels from turning, and recognising that a wheel needs an axle in order to move.	• Exploring the features of structures. • Comparing the stability of different shapes. • Testing the strength of own structures. • Identifying the weakest part of a structure. • Evaluating the strength, stiffness and stability of own structure
Knowledge		• To know that wheels need to be round to rotate and move. • To understand that for a wheel to move it must be attached to a rotating axle. • To know that an axle moves within an axle holder which is fixed to the vehicle or toy. • To know that the frame of a vehicle (chassis) needs to be balanced. • To know some real-life items that use wheels such as wheelbarrows, hamster wheels and vehicles.	• To know that shapes and structures with wide, flat bases or legs are the most stable. • To understand that the shape of a structure affects its strength. • To know that materials can be manipulated to improve strength and stiffness. • To know that a structure is something which has been formed or made from parts. • To know that a ‘stable’ structure is one which is firmly fixed and unlikely to change or move. • To know that a ‘strong’ structure is one which does not break easily. • To know that a ‘stiff’ structure or material is one which does not bend easily. • To know that natural structures are those found in nature. • To know that man-made structures are those made by people.