

## Subject Progression for DT

Year Group	Unit	Objectives	Skills / Knowledge Children at the expected standard can...
3	<b>Cooking and Nutrition</b>  Healthy Sandwiches (Design a sandwich considering a healthy diet and choosing from a range of ingredients.)  <i>KEY QUESTION:</i> <i>What makes a well-balanced diet?</i>  <i>KEY VOCABULARY:</i> <i>Design brief, audience, purpose, components, protein, carbohydrates, vitamins, dairy, fat</i>	To design and make a healthy sandwich considering a well-balanced diet.  To safely use knives and other tools.  To evaluate my finished product.	<b>Design</b> - Begin to explain their choices when designing a product including reasons related to a healthy diet.  <b>Make</b> - Select from a range of tools and use them safely.  <b>Evaluate</b> - Begin to evaluate their finished product using key questions.
	<b>Textiles</b>  Create an element of an Egyptian Costume. This could be a pair of cuffs, a waist belt, a necklace or a headdress to be used on Egyptian day.  <i>KEY QUESTION:</i> <i>What aspects of the Egyptian culture could be designed to represent a costume?</i>  <i>KEY VOCABULARY:</i> <i>Design brief, audience, purpose, components, running stitch, back stitch</i>	To choose from ideas to design a costume element.  To produce running stitch and back stitch.  To evaluate my finished product.	<b>Design</b> – With growing confidence, generate ideas for an item, considering its purpose and user.  <b>Make</b> – Use running and back stitch to attach two pieces of fabric.  <b>Evaluate</b> - Begin to evaluate their finished product using key questions.

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4	<b>Construction</b>  Roman Vehicles (Design and construct a vehicles with moving wheels to transport a Roman soldier)  <i>KEY QUESTION:</i> <i>How does a vehicle move? (axel)</i>  <i>KEY VOCABULARY:</i> <i>Design brief, purpose, audience, components, joining, assemble, combine</i>	To design and make a Roman vehicle considering different joining techniques.  To safely and accurately use tools.  To evaluate my finished product.	<b>Design</b> – Begin to explain their choices when designing a product including reasons related to the design brief.  <b>Make</b> – Choose from a range of tools and joining techniques.  <b>Evaluate</b> – Begin to evaluate their finished product using key questions.
	<b>Electronics</b>  (Construct a Torch / Steady Hand Game)  <i>KEY QUESTION:</i> <i>What is a closed circuit?</i>  <i>KEY VOCABULARY:</i> <i>Design brief, purpose, audience, components, closed circuit, open circuit, broken circuit, switch</i>	To design a closed circuit with a switch (push switch for torch/ touch switch for steady hand game).  To use a variety of components to create a working circuit.  To evaluate my product.	<b>Design</b> – Begin to explain their choices when designing a product including reasons related to the design brief.  <b>Make</b> – Choose from a range of components to create a circuit.  <b>Evaluate</b> – Begin to evaluate their finished product using key questions.
5	<b>Electronics</b>  (Crumble Kits)  <i>KEY QUESTION: How can I use computer programming to control a vehicle?</i>	To explore a computer programme to complete simple movements.  To use my understanding to produce more complex movements.	<b>Design</b> – Explore using the crumble programme to make simple movements.  <b>Make</b> – Build on their knowledge of simple movements to put a series of movements together to make a more complex programme.

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	<p><i>KEY VOCABULARY:</i> Design brief, purpose, audience, components, input, output, trouble shooting, coding</p>	To evaluate my skills and troubleshoot bugs in my code.	<b>Evaluate</b> – Evaluate the success of their code and troubleshoot when something doesn't go to plan.
	<p><b>Textiles</b>  (Cushions / Wall Hangings)</p> <p><i>KEY QUESTION:</i> How can we promote mindfulness?</p> <p><i>KEY VOCABULARY:</i> design brief, purpose, audience, components, back stitch, running stitch, blanket stitch</p>	<p>I can plan a sensory wall hanging considering purpose and audience.</p> <p>I can combine materials with different stitches.</p> <p>I can evaluate my finished product.</p>	<p><b>Design</b> – Begin to explain their choices when designing a product including reasons related to the design brief.</p> <p><b>Make</b> – Choose from a range stitching techniques.</p> <p><b>Evaluate</b> – Begin to evaluate their finished product using key questions.</p>
6	<p><b>Construction</b>  (Weapons)</p> <p><i>KEY QUESTION:</i> How can I make a moving weapon?</p> <p><i>KEY VOCABULARY:</i> Design brief , audience, purpose, components, joining, assemble, combine</p>	<p>To plan a product considering purpose and audience.</p> <p>To choose from a range of joining techniques.</p> <p>To evaluate my finished product.</p>	<p><b>Design</b> – Use knowledge of Anglo Saxon and Vikings to plan a moving weapon.</p> <p><b>Make</b> – Choose from a range of tools and joining techniques.</p> <p><b>Evaluate</b> – Begin to evaluate their finished product using key questions.</p>
	<p><b>Cooking and Nutrition</b>  (Pizzas)</p> <p><i>KEY QUESTION:</i> Where does our food come from and what makes a balanced diet?</p>	<p>I can understand where my food comes from.</p> <p>I can use safe techniques when using knives.</p> <p>I can evaluate my finished product.</p>	<p><b>Design</b> – Discuss the origins of food and plan a pizza based around a healthy diet.</p> <p><b>Make</b> – Choose appropriate techniques e.g. peeling, chopping, slicing, grating, mixing, spreading, kneading</p>

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