



Essendon CofE Primary School

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D&T: Skills and Knowledge Ladder



Focus	Early Years	Y1-2 Progression	Y3-4 Progression	Y5-6 Progression
Food	<ul style="list-style-type: none"> Develop small motor skills to use knives, forks and spoons confidently and safely Begin to use one handed tools and equipment to cut, peel and grate safely Measure or weigh using measuring cups or balancing scales to compare weight, length and capacity Assemble or cook ingredients with support. 	<ul style="list-style-type: none"> Cut, peel or grate ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales. Assemble or cook ingredients. 	<ul style="list-style-type: none"> Prepare ingredients hygienically using appropriate utensils. Measure ingredients to the nearest gram accurately. Follow a recipe. Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). 	<ul style="list-style-type: none"> Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. Demonstrate a range of baking and cooking techniques. Create and refine recipes, including ingredients, methods, cooking times and temperatures.
Materials	<ul style="list-style-type: none"> Explore different materials freely, to develop their ideas about how to use them and what to make. Safely use and explore a variety of materials, tools and techniques. 	<ul style="list-style-type: none"> Cut materials safely using tools provided. Measure and mark out to the nearest centimetre. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). 	<ul style="list-style-type: none"> Cut materials accurately and safely by selecting appropriate tools. Measure and mark out to the nearest millimetre. Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). Select appropriate joining techniques. 	<ul style="list-style-type: none"> Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).
Textiles	<ul style="list-style-type: none"> Develop own ideas and then decide which materials to use to express them. 	<ul style="list-style-type: none"> Shape textiles using templates. Join textiles using running stitch. 	<ul style="list-style-type: none"> Understand the need for a seam allowance. Join textiles with appropriate stitching. 	<ul style="list-style-type: none"> Create objects (such as a cushion) that employ a seam allowance. Join textiles with a combination of stitching techniques (such as

	<ul style="list-style-type: none"> • Begin to use one handed tools to cut • Use scissors safely, confidently and competently 	<ul style="list-style-type: none"> • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). 	<ul style="list-style-type: none"> • Select the most appropriate techniques to decorate textiles. 	<ul style="list-style-type: none"> back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).
Electricals and electronics		<ul style="list-style-type: none"> • Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage). 	<ul style="list-style-type: none"> • Create series and parallel circuits 	<ul style="list-style-type: none"> • Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).
Computer-aided design (CAD)		<ul style="list-style-type: none"> • Model designs using software. 	<ul style="list-style-type: none"> • Control and monitor models using software designed for this purpose. 	<ul style="list-style-type: none"> • Write code to control and monitor models or products.
Construction	<ul style="list-style-type: none"> • Experiment with colour, design, texture, form and function. • Join different materials and explore different textures. 	<ul style="list-style-type: none"> • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. 	<ul style="list-style-type: none"> • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. 	<ul style="list-style-type: none"> • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).
Mechanics		<ul style="list-style-type: none"> • Create products using levers, wheels and winding mechanisms. 	<ul style="list-style-type: none"> • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product such as levers, gears winding mechanisms and pulleys. 	<ul style="list-style-type: none"> • Convert rotary motion to linear using cams. • Use innovative combinations of electronics (or computing) and mechanics in product designs.
Design	<ul style="list-style-type: none"> • Experiment with colour, design, texture, form and function. • Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design. 	<ul style="list-style-type: none"> • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). 	<ul style="list-style-type: none"> • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).



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			<ul style="list-style-type: none">• Refine work and techniques as work progresses, continually evaluating the product design.• Use software to design and represent product designs.	<ul style="list-style-type: none">• Make products through stages of prototypes, making continual refinements.• Ensure products have a high quality finish, using art skills where appropriate.• Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.
		<ul style="list-style-type: none">• Explore objects and designs to identify likes and dislikes of the designs.• Suggest improvements to existing designs.• Explore how products have been created.	<ul style="list-style-type: none">• Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.• Improve upon existing designs, giving reasons for choices.• Disassemble products to understand how they work.• Discuss how design can be used to complement or detract from nature• Discuss how innovation can be used to solve problems and support the natural environment, e.g. the Ocean Cleanup project, wind farms.	<ul style="list-style-type: none">• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.• Create innovative designs that improve upon existing products.• Evaluate the design of products so as to suggest improvements to the user experience.• Understand and discuss the obligations of current generations to find innovative design solutions to safeguard the environment for future generations to come.



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