



D & T Progression in Skills – Lower Key Stage Two

Year group _____ Class Teacher _____ Date _____

| Area | National Curriculum Objective | Children needing support to achieve key skills | Children surpassing key skills |
|---------------------|--|--|--------------------------------|
| DESIGN | <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups | | |
| | <ul style="list-style-type: none"> • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design | | |
| MAKE | <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately | | |
| | <ul style="list-style-type: none"> • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities | | |
| TECHNICAL KNOWLEDGE | <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [e.g., series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products. | | |
| EVALUATE | <ul style="list-style-type: none"> • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | | |
| | <ul style="list-style-type: none"> • investigate and analyse a range of existing products | | |
| | <ul style="list-style-type: none"> • understand how key events and individuals in design and technology have helped shape the world | | |

| | | | |
|------|---|--|--|
| FOOD | <ul style="list-style-type: none">• understand and apply the principles of a healthy and varied diet | | |
| | <ul style="list-style-type: none">• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques | | |
| | <ul style="list-style-type: none">• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | | |