

Year 1/2 - Progression of Knowledge and Skills DT

Term	Knowledge	Skills
Autumn CYCLE A Structures: Stable Structures Designing and making a fun, stable pencil pot.	• Recognising that different structures are used for different purposes. • Exploring the features of structures. • Describing structures as buildings or freestanding structures. • Creating supporting structures to aid stability. • To know that the purpose is what something is for. • To know that a plan is deciding what to do first and next. • To know that different equipment does different things. • To know the names of common pieces of equipment. • To know that some tools are sharp like scissors and knives. • To know that a structure is something that has been made and put together.	• Beginning to recognise how products and designs in the world around us solve certain needs. • Stating what they intend to make and why – identifying the purpose. • Talking about ideas, with purpose and user in mind. • Talking about existing products when generating ideas. • Choosing between a small number of materials, ingredients or components. • Explaining their choices based on personal experiences. • Requesting equipment appropriate to the purpose. • Refining their grip to cut competently and confidently. • Saying what they like about their peers' designs and products. • Accepting feedback and understanding it is meant to improve their work

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Spring CYCLE A Structures: A chair for bear Investigating strong shapes and the properties of stiff and flexible materials by designing a chair.	• Recognising that different structures are used for different purposes. • Exploring the features of structures. • Making stable structures from card. • Creating supporting structures to aid stability. Using stable objects like cylinders to create structures. • Comparing the stability of different shapes. Identifying the weakest part of a structure.	• Using a simple design brief that outlines the intended use, target user, and key features of the product, to create simple design criteria. • Creating ideas with design criteria in mind. • Referring to specific parts of existing products when generating ideas. • Choosing materials, ingredients or components from a wider range of materials, ingredients or components. • Explaining their choices based on the properties of materials and components. • Looking for ways to make cutting easier, like turning the material they are cutting, not fully closing scissors etc. • Choosing known geometric shapes when making. • Beginning to shape objects to improve how they work. • Discussing a range of existing products and saying what they like and dislike about them. • Comparing a range of products and explaining why some better meet different design criteria than others

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Summer CYCLE A Cooking and nutrition: Balanced diet Design and make a balanced meal – wraps.	• To know that 'diet' means the food and drink that a person or animal usually eats. • To know 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 know 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. • To know how to cut, grate, snip and spread to prepare foods. • To know how to review and give a score to evaluate.	• Designing three wrap ideas. • 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. • Spreading soft foods to make a wrap. • Identifying the five food groups. • Learning about balanced diet. • Describing look, smell and taste. • Taste and evaluating different food combinations. • Describing the information that should be included on a label.