

Year 1/2 - Progression of Knowledge and Skills DT

Term	Knowledge	Skills
Autumn CYCLE B Mechanisms: Wheels and Axels Pull along toy Designing, building a nd evaluating a pull- along toy against design criteria.	• 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.	• 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 • Adapting mechanisms, when: • they do not work as they should. • to fit their vehicle design. • to improve how they work after testing their vehicle. • Testing wheel and axle mechanisms, identifying what stops the wheels from turning, and recognising that a wheel needs an axle in order to move.

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Spring CYCLE B Mechanisms: Levers Investigating different types of levers and how they work in everyday mechanisms.	• Recognising and exploring everyday objects that have mechanisms. • Exploring everyday objects that use levers (e.g. scissors, tongs, door handle, stapler).	• Creating ideas with design criteria in mind. • Referring to specific parts of existing products when generating ideas. • Integrating moving parts when creating mock-ups. • Integrating moving parts when creating mock-ups. • Planning more than one step ahead. • Choosing materials or components from a wider range of materials or components. • Choosing between pieces of equipment that are used for the same purpose (e.g. joining) and explaining why their choice suits the task. • Explaining their choices based on the properties of materials and components. • Following and recalling simple safety instructions. • Discussing whether they were able to use the tools and techniques effectively. • Comparing a range of products and explaining why some better meet different design criteria than others. • Evaluating their ideas and creations against simple design criteria

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Summer CYCLE B Textiles : Simple Stitches Bunting Examining fabrics, practising basic sewing techniques and identifying how different materials are made from threads	• To know drawings are a way to explain ideas • . To know the names of common pieces of equipment. • To know that following instructions helps with safety. • To know that spacing cuts or marks evenly can be useful. • To know that texture is how something feels. • To know that evenly spaced stitches help when following a pattern.	• Talking about ideas, with purpose and user in mind. • Using basic drawing skills to communicate ideas • Explaining why certain tools must be handled carefully. • Following and recalling simple safety instructions. • Using a straightedge to draw a straight line. • Beginning to use objects with a fixed width or length to create even spacing of markings or cuts. • Threading and using a large plastic needle and large-weave embroidery fabric to begin to create a running stitch. • Applying masking tape to fix something in place or join to edges • Discussing fabric properties. • Rehearsing sewing techniques • Sewing a running stitch in large-weave embroidery fabric or hessian. Spacing stitches evenly.