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DT		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Skill	**Topic area**	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
Master Practical Skills	**Food** *Teachers to choose a suitable, age-appropriate recipe from the kitchen menu where possible.*	Cut, peel and grate ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales. Assemble or cook ingredients. *With support:* *Cut soft fruits e.g. strawberries, bananas, using a bridge technique.* *Mash soft fruits.* *Use measuring spoons.*	Cut, peel and grate ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales. Assemble or cook ingredients. *With support:* *Continue to develop cutting skills with soft foods, using the bridge technique.* *Use scissors for cutting and snipping ingredients.* *Use measuring spoons and jugs.* *Use balance scales.* *Mash soft foods.* *Spread basic ingredients using a knife.*	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). *With some support, but increasingly independently: Use the bridge technique to cut harder foods e.g. apples.* *Further develop use of scissors for cutting and snipping ingredients e.g. herbs.* *Use measuring spoons and cups.* *Use measuring jugs.* *Use digital and balance scales.* *Spread ingredients using a knife e.g. butter; tomato puree.* *Use a blender.* *Arrange ingredients and toppings.* *Follow recipes.* *Write own recipe instructions.*	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). *With some support, but increasingly independently:* *Use the bridge technique to cut a range of harder foods e.g. apple, potato or tinned pineapples.* *Use scissors to snip a wider range of ingredients e.g. herbs; spring onions.* *Use measuring spoons and cups, digital and balance scales.* *Spread ingredients using a table knife e.g. butter; tomato puree.* *Use a blender.* *Further develop understanding of how to arrange ingredients and toppings.*	Understand the importance of correct storage and handling of ingredients (using knowledge of microorganisms). Measure accurately and calculate ratios of ingredients to scale up and down from a recipe. Demonstrate a range of baking and cooking techniques. Create and refine recipes including ingredients, methods, cooking times and temperatures. *Independently/ minimal support:* *Cut, peel and grate an increasingly wide variety of ingredients.* *Use different types of knife for different purposes e.g. a claw knife.* *Use measuring spoons, cups and jugs, digital and balance scales.* *Spread a range of ingredients in different ways e.g. the back of a spoon.*	Understand the importance of correct storage and handling of ingredients (using knowledge of microorganisms). Measure accurately and calculate ratios of ingredients to scale up and down from a recipe. Demonstrate a range of baking and cooking techniques. Create and refine recipes including ingredients, methods, cooking times and temperatures. *Independently/ minimal support:* *Cut, snip, peel and grate an increasingly wide range of ingredients.* *Further develop cutting techniques with different knives for different purposes.* *Use measuring spoons, cups and jugs, digital and balance scales.* *Spread ingredients in various ways.*

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				Explain the importance of healthy eating.	*Write own recipes. Explain the importance of healthy eating.*	*Use the oven and hob under supervision. Use squeezers and juicers. Explain the nutritional information of some familiar recipes. Write own recipes. Differentiate between healthy and unhealthy food.*	*Thread, mash and squeeze ingredients. Use the hob, grill and oven with supervision. Explain nutritional information. Write a wider range of own recipes. Differentiate between healthy and unhealthy foods.*
	Materials	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	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	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 materials (such as slots of cut outs). Select appropriate joining techniques.	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 materials (such as slots of cut outs). Select appropriate joining techniques.	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 that the nature of fabric may require sharper scissors than would be used to cut paper)	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 that the nature of fabric may require sharper scissors than would be used to cut paper)
	Textiles	Shape textiles using templates. Join textiles using running stitch. Colour and decorate textiles using a number of	Shape textiles using templates. Join textiles using running stitch. Colour and decorate textiles using a number of	Understand the need for a seam allowance. Join textiles with appropriate stitching. Select the most appropriate	Understand the need for a seam allowance. Join textiles with appropriate stitching. Select the most appropriate	Create objects (such as the cushion) that employ a seam allowance. Join textiles with a combination of stitching techniques	Create objects (such as the cushion) that employ a seam allowance. Join textiles with a combination of stitching techniques

		techniques, such as dying, adding sequins or printing. *Design an item of clothing for a specific purpose e.g. a woollen jumper for warmth. • Design a 'name card' / specific shape by using weaving technique. • Design a 'dream catcher' using weaving technique Artists: Julia Bland (weaving), Terri Friedman (weaving) Design a pattern on small square of fabric that could be up-scaled to a blanket, cushion etc. • Use individual designs to create one large scale final piece. • Design / create a 'basket' to hold specific object using weaving techniques. Artists: Julia Bland (weaving), Terri Friedman (weaving), Marian Clayden (dip-dye), Rebecca Mushtare (running stitch*	techniques, such as dying, adding sequins or printing. *Design an item of clothing for a specific purpose e.g. a woollen jumper for warmth. • Design a 'name card' / specific shape by using weaving technique. • Design a 'dream catcher' using weaving technique Artists: Julia Bland (weaving), Terri Friedman (weaving) Design a pattern on small square of fabric that could be up-scaled to a blanket, cushion etc. • Use individual designs to create one large scale final piece. • Design / create a 'basket' to hold specific object using weaving techniques. Artists: Julia Bland (weaving), Terri Friedman (weaving), Marian Clayden (dip-dye), Rebecca Mushtare (running stitch*	techniques to decorate textiles. *Design a simple holder for coins, card, keys, glasses etc. with learnt skills. • Design a back drop for a specific purpose e.g. a back drop on a stage and create a small prototype of this design. Artists: Kaffe Fassett (needle work/design), Rebecca Mushtare (running stitch)*	techniques to decorate textiles. *Design a simple holder for coins, card, keys, glasses etc. with learnt skills. • Design a back drop for a specific purpose e.g. a back drop on a stage and create a small prototype of this design. Artists: Kaffe Fassett (needle work/design), Rebecca Mushtare (running stitch)*	(such as backstitch 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). *Design large scale piece through joining individual pieces together. • Design a quilt and create one square piece of the fabric using this design. Artists: Willemien de Villiers (applique), Rachael Howard (embroidery), Kaffe Fassett (needle work/design), Ben Venom (applique, layering)*	(such as backstitch 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). *Design large scale piece through joining individual pieces together. • Design a quilt and create one square piece of the fabric using this design. Artists: Willemien de Villiers (applique), Rachael Howard (embroidery), Kaffe Fassett (needle work/design), Ben Venom (applique, layering)*
	Electricals & Electronics	Diagnose faults in battery operate devices, such as low battery, water	Diagnose faults in battery operate devices, such as low battery, water	Create series and parallel circuits. *Design a toy with electrical components • Design*	Create series and parallel circuits. *Design a toy with electrical components • Design*	Create circuits using electronic kits that employ a number of components (such	Create circuits using electronic kits that employ a number of components (such

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		damage or battery terminal damage.	damage or battery terminal damage.	*a security device like an alarm • Design a domestic appliance*	*a security device like an alarm • Design a domestic appliance*	as LEDs, resistors, transistors and chips). *Design an electrical system to manage traffic flow • Design an electrical system using a sensor • Design a controller to operate an electrical system e.g. Makey Makey*	as LEDs, resistors, transistors and chips). *Design an electrical system to manage traffic flow • Design an electrical system using a sensor • Design a controller to operate an electrical system e.g. Makey Makey*
	Computing	Model designs using software.	Model designs using software.	Control and monitor models, using software designed for this purpose.	Control and monitor models, using software designed for this purpose.	Write code to control and monitor models and products.	Write code to control and monitor models and products.
	Construction	Use materials to practise drilling screwing, gluing, and nailing materials to make and strengthen products. *Design a bridge. Design a tower.*	Use materials to practise drilling screwing, gluing, and nailing materials to make and strengthen products. *Design a bridge. Design a tower.*	Choose suitable techniques to construct products or to repair items. Strengthen materials using suitable techniques. *Design a self-supporting 3D building.*	Choose suitable techniques to construct products or to repair items. Strengthen materials using suitable techniques. *Design a self-supporting 3D building.*	Develop a range of practical skills to create products, such as cutting, drilling and screwing, nailing, gluing, filing and sanding.	Develop a range of practical skills to create products, such as cutting, drilling and screwing, nailing, gluing, filing and sanding.
	Mechanics	Create products using levers, wheels and winding mechanisms. *Design a moving picture or interactive text to communicate story or information. • Design a toy. • Design a useful tool*	Create products using levers, wheels and winding mechanisms. *Design a moving picture or interactive text to communicate story or information. • Design a toy. • Design a useful tool*	Using scientific knowledge of the transference of forces to choose appropriate mechanisms for a products (such as levers, winding mechanisms, pulleys and gears).	Using scientific knowledge of the transference of forces to choose appropriate mechanisms for a products (such as levers, winding mechanisms, pulleys and gears).	Convert rotary motion to linear, using CAMS. Use innovative combinations of electronics (computing) and mechanics in product design. *Design a toy using a cam mechanism. •*	Convert rotary motion to linear, using CAMS. Use innovative combinations of electronics (computing) and mechanics in product design. *Design a toy using a cam mechanism. •*

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				Design a system for moving a load.	*Design a system for moving a load.*	*Design 'a propeller' machine using gears e.g. windmill, aeroplane. • Design a moving vehicle with gears e.g. bike*	*Design 'a propeller' machine using gears e.g. windmill, aeroplane. • Design a moving vehicle with gears e.g. bike*
Design, make, evaluate and improve		Design products that have a clear purpose and intended user. Make products refining the design as work progresses. Use software to design.	Design products that have a clear purpose and intended user. Make products refining the design as work progresses. Use software to design.	Design with purpose by identifying opportunities to design. Make products by working efficiently (such as by carefully selecting materials). Refine work and techniques as work progresses, continually evaluating the products design. Use software to design and represent product designs.	Design with purpose by identifying opportunities to design. Make products by working efficiently (such as by carefully selecting materials). Refine work and techniques as work progresses, continually evaluating the products design. Use software to design and represent product designs.	Design, with the user in mind, motivated by the service a product will offer (rather than simply for profit). 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.	Design, with the user in mind, motivated by the service a product will offer (rather than simply for profit). 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.
Take inspiration from design throughout history		Explore objects and designs to identify likes and dislikes of the designs, Suggest improvements to existing designs. Explore how products have been created.	Explore objects and designs to identify likes and dislikes of the designs, Suggest improvements to existing designs. Explore how products have been created.	Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques). Improve upon existing designs, giving reasons for choices. Disassemble products to	Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques). Improve upon existing designs, giving reasons for choices. Disassemble products to	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	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

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				understand how they work.	understand how they work.	suggest improvements to the user experience.	suggest improvements to the user experience.