Progression of Skills in D&T For the Special provision

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|  | **Emerge** | **Evolve** | **Establish** | **Year 1** | **Year 2** |
| Collage/Junk Modelling | Use glue sticks to join items with supportExplore different materials freely, in order to develop their ideas about how to use them and what to makeCreate a model with one texture | Use glue spatulas to join items with supportUse glue sticks and glue spatulas to join independentlyDevelop their own ideas and then decide which materials to use to express them | Join items with masking tape with supportJoin items in a variety of ways independently – masking tape, Sellotape, string etcMake informed choices of which material is best to use when junk modelling | Make their design using appropriate techniques With help measure, mark out, cut and shape a range of materials  Use tools eg scissors and a hole punch safely Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape Select and use appropriate fruit and vegetables, processes and tools Use basic food handling, hygienic practices and personal hygiene Use simple finishing techniques to improve the appearance of their product | Begin to select tools and materials; use vocab' to name and describe them Measure, cut and score with some accuracy Use hand tools safely and appropriately Assemble, join and combine materials in order to make a product Cut, shape and join fabric to make a simple garment. Use basic sewing techniques Follow safe procedures for food safety and hygieneChoose and use appropriate finishing techniques |
| Sculpture | Builds towers by stacking objects | Builds walls to create enclosed spaces, Use glue sticks to join items – with support | Build simple models using a variety of resourcesBuild models which replicate those in real life using a variety of resources |  |  |
| Design |  | Draw designs before making models | Begins to add labels to designsShare their creations explaining the process they have used | Draw on their own experience to help generate ideas Suggest ideas and explain what they are going to doIdentify a target group for what they intend to design and make Model their ideas in card and paper Develop their design ideas applying findings from their earlier research | Generate ideas by drawing on their own and other people's experiencesDevelop their design ideas through discussion, observation , drawing and modellingIdentify a purpose for what they intend to design and make Identify simple design criteria Make simple drawings and label parts |
| Evaluating processes and products |  |  | Build structures and explore how they could be made stronger, stiffer, more stable.Explore and use mechanisms | Evaluate their product by discussing how well it works in relation to the purpose Evaluate their products as they are developed, identifying strengths and possible changes they might make Evaluate their product by asking questions about what they have made and how they have gone about it | Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make Talk about their ideas, saying what they like and dislike about them |