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 support  Explore different materials freely, in order to develop their ideas about how to use them and what to make  Create a model with one texture | Use glue spatulas to join items with support  Use glue sticks and glue spatulas to join independently  Develop their own ideas and then decide which materials to use to express them | Join items with masking tape with support  Join items in a variety of ways independently – masking tape, Sellotape, string etc  Make 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 hygiene  Choose 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 resources  Build models which replicate those in real life using a variety of resources |  |  |
| Design |  | Draw designs before making models | Begins to add labels to designs  Share 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 do  Identify 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 experiences  Develop their design ideas through discussion, observation , drawing and modelling  Identify 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 |