



## Crawley Ridge Infant School – Progression in DT.



### (Sequence and Structure)

#### Implementation

Skills	Year R	Year 1	Year 2
		<ul style="list-style-type: none"><li>• Pupils are encouraged to ask questions</li><li>• Pupils begin to follow simple sequential instructions</li><li>• Pupils make simple plans of their work using pictures and labels</li><li>• Pupils select tools, techniques and materials suggested by the teacher</li><li>• Pupils learn simple techniques to make parts of their products move (slider, pop-ups and folding)</li><li>• Pupils make simple evaluations of their work identifying what</li></ul>	<ul style="list-style-type: none"><li>• Pupils are confident to ask complex questions to help them solve problems</li><li>• Pupils are able to follow more complex instructions</li><li>• Pupils make detailed plans of their work using a ruler to draw a diagram and label it clearly</li><li>• Pupils learn more complex ways to make moving parts and mechanisms (winders, axels, hinges)</li><li>• Pupils are confident to exchange ideas without threat of failure and evaluate</li></ul>

		they could do to make any improvements	their work with an aim to make improvements
<b>Application</b>		<ul style="list-style-type: none"> <li>• Children follow their simple plans with support from adults</li> <li>• Pupils are able to select simple tools and use them with some accuracy</li> <li>• Children use their knowledge of materials to select what could be used to complete a task</li> <li>• Children begin to evaluate their work highlighting strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>• Children work independently to follow their plans closely</li> <li>• Pupils select from a wider range of tools and use them with increased accuracy and independence</li> <li>• Children use their knowledge of materials and components to make a product fit for purpose</li> <li>• Children evaluate and modify their work with the aim of making improvements</li> </ul>
<b>Problem Solving</b>		<ul style="list-style-type: none"> <li>• Children begin to use a systematic approach to making a product</li> </ul>	<ul style="list-style-type: none"> <li>• Children use clear procedures to design, make, evaluate and build knowledge</li> </ul>

		<ul style="list-style-type: none"> <li>• Children begin to experiment with different ideas</li> <li>• Children start to work with some independence and seek support if needed</li> </ul>	<ul style="list-style-type: none"> <li>• Children show a good level of creative imagination and knowledge to problem solve</li> <li>• Children work with a good level of independence to solve problems</li> <li>• Children will be confident to take risks without fear of failure and learn from their mistakes</li> </ul>
<p><b>Key Vocabulary</b></p>		<p>Plan, mark, cut, join, labels, materials, tools, sliders, pop-ups, folding, sewing, binka, running stitch, hole punch, split pins, treasury tags, sellotape, hot glue gun, heat, knots, stapler, fix, improve</p>	<p>Design, measure, assemble, diagrams, labels, headings, discussion, components, fit for purpose, ideas, equipment, joints, axels, hygiene, safety, risk, structure, strength, firm, strong, weak, stronger, strongest, support, liquid, solid (glue gun), evaluate</p>