

Primary Phase Skills Progression (DT)

Overview

DT encourages students to develop their practical, creative and imaginative skills in an increasingly technological world. The skills progression enables each individual to build a repertoire of knowledge, understanding and skills, alongside application of these skills. It encompasses the four key areas of designing, making, evaluating and technological knowledge.

Developing Skills with SOLO taxonomy				
Prestructural	Unistructural	Multi	Relate	Extend
(no verbs – exploring and needs support)	Define Identify Label (simple procedure)	Memorise Define Name Match Recall Describe Outline List	Sequence Compare and contrast Explain effects Distinguish Question Classify Explain causes Analyse Organise	Generalise Evaluate Prove Justify Predict Reflect Argue Prioritise Construct Generate

Sensory SOLAR P1(i)-P3(ii)	Semi-Formal SOLAR P4-P7	Formal SOLAR P8 onwards (KS3)
<p>Early skills for learning:</p> <ul style="list-style-type: none"> Respond to the teacher Attention during activity Familiar and repetitive actions Engage in activity React to teacher, activity and peers Repeat actions Engage in activity with teacher or peer React to stimuli Express themselves 	<p>Beginning to develop skills for learning:</p> <ul style="list-style-type: none"> Explore textures, food, equipment and tools Extend skills for building, stacking Make choices from selection <p>Begin to design and communicate ideas through drawing, selecting pictures & symbols, ICT. Select tools:</p> <ul style="list-style-type: none"> Make choices from tools and equipment Cutting 	<p>Extending skills for learning:</p> <ul style="list-style-type: none"> Classify materials and use comparative terms Work with a wider range of materials Use a wider range of tools, including wood-working Consider and work safely Describe methods and components Describe and evaluate with increasing confidence

<ul style="list-style-type: none"> • Early problem solving • Exploration using sensory and practical equipment • Communication <p>Explore a range of tools:</p> <ul style="list-style-type: none"> • Cutting • Gluing • Paint, chalk, pencils, mark-making • Printing, rolling, finger painting <p>Explore toys and mechanisms:</p> <ul style="list-style-type: none"> • Push and pull • Cause and effect • Sensory opportunities • Wheels • Sliding • Stacking • Building • Jigsaws <p>Explore food and textures.</p>	<ul style="list-style-type: none"> • Joining • Shaping • Finishing <p>Explore materials and select what is required.</p> <p>Explore a range of products and how they are made.</p> <p>Build structures and discuss how to make them stronger or more stable.</p> <ul style="list-style-type: none"> • Mechanisms – explore wheels, levers <p>Beginning to extend skills for learning:</p> <ul style="list-style-type: none"> • Compare outcomes and practice skills • Experiment with wider range of tools • Select and use range of equipment • Planning, designing and communicate ideas through drawing, ICT, diagrams and planning grids • Communicate and give reasons for choices • Begin to research and model ideas <p>Explore food and textures. Tools:</p> <ul style="list-style-type: none"> • Use a wider range of tools with more accuracy for cutting, shaping, joining, folding, building, finishing 	<ul style="list-style-type: none"> • Compare and discuss own and others work • Experience and develop cooking and nutrition skills • Explore electronic components (CC ICT)
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	<p>Use a wider range of materials and components, including food, textures and ingredients.</p> <p>Investigate products and make own based on these.</p> <p>Evaluate own and other products using a writing frame and word-bank.</p> <p>Apply knowledge and understanding of electrical systems.</p>	
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