

## DT - Learning Ladder

We follow the National Curriculum. We deliver subjects through the International Curriculum (IPC) which covers all of the National Curriculum objectives. It is a knowledge and skills based curriculum. There are 3 milestones. The skills repeat within a milestone – so if a child is absent they have the opportunity to cover the learning again. The skills build over time. The knowledge taught to children is tailored to the local context.

**IPC key skills are in bold,**  
 IPC Skills start with 'Be able to',  
 Knowledge learning goals start with 'Know',  
 Understanding learning goals start with 'Understand'

IPC units are shown in the term they are taught **Autumn Spring Summer**  
 Highlighting indicates 'threads of learning' which can be evidence from Nursery to Year 6

	EYFS		Milepost 1		Milepost 2		Milepost 3	
KEY CONCEPTS	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Research, imagine and innovate	Create collaboratively sharing ideas, resources and skills  Explore different materials freely, in order to develop their ideas about how to use them and what to make	Choose materials based on properties for our creation  Develop their own ideas and then decide which materials to use to express them	1.01 Know that design is driven by a purpose A Day in the Life Time Travellers The Earth: Our Home Brainwave: The Brain Treasure Islands	1.01 Know that design is driven by a purpose Buildings Live and Let Live From A to B The Magic Toymaker	2.01 Know that designs should consider aesthetics and function Shake It! Travel and Tourism	2.01 Know that designs should consider aesthetics and function All aboard	3.01 Know that there can be a tension between aesthetics and function and both should be considered in the design process Space Scientists The Holiday Show	3.01 Know that there can be a tension between aesthetics and function and both should be considered in the design process Earth as an Island Existing, Endangered, Extinct Fairgrounds
Research, imagine and innovate	Use drawing to represent ideas  Add details to their drawings such as key features Sp2	Work together to develop and realise creative ideas Sp2	1.02 Be able to define a main need of a context/situation Time Travellers Brainwave: The Brain	1.02 Be able to define a main need of a context/situation Buildings Live and Let Live	2.02 Be able to define the criteria that would meet the needs of a context/situation Shake It! Travel and Tourism	2.02 Be able to define the criteria that would meet the needs of a context/situation All aboard Making waves	3.02 Be able to define the criteria that would meet the needs and wants of a client or context/situation Roots, Shoots and Fruits	3.02 Be able to define the criteria that would meet the needs and wants of a client or context/situation Earth as an Island Fairgrounds

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						Different Places Similar Lives	Space Scientists The Holiday Show	Full Power Existing, Endangered, Extinct
Research, imagine and innovate			1.03 Be able to generate a design A Day in the Life Time Travellers The Earth: Our Home Brainwave: The Brain Treasure Islands	1.03 Be able to generate a design Buildings Live and Let Live From A to B The Magic Toymaker	2.03 Be able to generate more than one design Travel and Tourism	2.03 Be able to generate more than one design Different Places Similar Lives	3.03 Be able to generate a range of designs including component parts Space Scientists The Holiday Show	3.03 Be able to generate a range of designs including component parts Earth as an Island Full Power
Research, imagine and innovate			1.04 Be able to articulate how their design meets the identified need A Day in the Life The Earth: Our Home	1.04 Be able to articulate how their design meets the identified need Buildings Live and Let Live From A to B	2.04 Be able to articulate how each design meets the identified needs Travel and Tourism	2.04 Be able to articulate how each design meets the identified needs All aboard Feel the force Different Places Similar Lives	3.04 Be able to rank ideas according to how well they meet the identified needs and wants Roots, Shoots and Fruits Space Scientists The Holiday Show	3.04 Be able to rank ideas according to how well they meet the identified needs and wants Earth as an Island Full Power
Research, imagine and innovate			<b>1.05 Be able to explore ways of constructing parts of a design</b> A Day in the Life The Earth: Our Home Brainwave: The Brain Treasure Islands	<b>1.05 Be able to explore ways of constructing parts of a design</b> Buildings Live and Let Live From A to B The Magic Toymaker	<b>2.05 Be able to use modelling and testing to explore parts of a design</b> Travel and Tourism	<b>2.05 Be able to use modelling and testing to explore parts of a design</b> Making waves Different Places Similar Lives	<b>3.05 Be able to use modelling and testing to improve design</b> Roots, Shoots and Fruits	<b>3.05 Be able to use modelling and testing to improve design</b>  Existing, Endangered, Extinct Fairgrounds Full Power
Research, imagine and innovate			<b>1.06 Be able to produce a final design proposal</b> Time Travellers	<b>1.06 Be able to produce a final design proposal</b> From A to B Live and Let Live The Magic Toymaker	<b>2.06 Be able to produce a final design proposal identifying appropriate materials</b> Bright Sparks	<b>2.06 Be able to produce a final design proposal identifying appropriate materials</b> Feel the force Different Places Similar Lives	<b>3.06 Be able to produce a final design proposal identifying appropriate materials and tools needed</b>	<b>3.06 Be able to produce a final design proposal identifying appropriate materials and tools needed</b> Fairgrounds Full Power

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Plan, build, test	<p>Make creations based on our own designs</p> <p>Join large flat surfaces together a2</p>	<p>Use different techniques for join materials with glue A1</p> <p>Choose resources needed for own creations a2</p>	<p><del>1.07 Be able to list materials and tools needed for production</del></p>	<p><b>1.07 Be able to list materials and tools needed for production</b></p> <p>Buildings Live and Let Live The Magic Toymaker</p>	<p><b>2.07 Be able to list materials, tools and techniques needed for production</b></p> <p>Bright Sparks Travel and Tourism</p>	<p><b>2.07 Be able to list materials, tools and techniques needed for production</b></p> <p>All aboard Feel the force</p>	<p><del>3.07 Be able to produce a step by step plan for production</del></p>	<p><b>3.07 Be able to produce a step by step plan for production</b></p> <p>Bake It! Earth as an Island</p>
	<p>Handles tools with increasing control and intention Sp1</p> <p>Explore materials to express ideas in 2D and 3D Sp1</p>	<p>Experiment with ways of joining fabric a2</p> <p>Shape and assemble in different media a2</p>	<p>1.08 Be able to use tools and techniques following guidance from an adult</p> <p>The Earth: Our Home Treasure Islands</p>	<p>1.08 Be able to use tools and techniques following guidance from an adult</p> <p>Buildings The Magic Toymaker From A to B</p>	<p>2.08 Be able to use appropriate tools and techniques independently</p> <p>Travel and Tourism</p>	<p>2.08 Be able to use appropriate tools and techniques independently</p> <p>Feel the force Making waves</p>	<p>3.08 Be able to select appropriate tools and techniques to make a product</p> <p>Roots, Shoots and Fruits The Holiday Show Full Power</p>	<p>3.08 Be able to select appropriate tools and techniques to make a product</p> <p>Earth as an Island Fairgrounds</p>
	<p>Create 3D representations of imaginary people, objects Sp1</p> <p>Place glue strategically Sum1</p> <p>*Also see block building skills builders</p>	<p>Handles tools with increasing control and intention Sp1</p> <p>Safely use and explore complex tools to attach and join Sp1</p> <p>Explore materials to express ideas in 2D and 3D Sp1</p> <p>*Also see block building skills builders</p>	<p>1.09 Know the risks to self and others when using tools</p> <p>Treasure Islands</p>	<p>1.09 Know the risks to self and others when using tools</p> <p>Buildings</p>	<p>2.09 Know how to avoid the risks associated with using tools and sharing spaces</p> <p>Travel and Tourism</p>	<p>2.09 Know how to avoid the risks associated with using tools and sharing spaces</p> <p>All aboard Feel the force Making waves</p>	<p><del>3.09 Know how to avoid and reduce risks associated with using tools and sharing spaces</del></p>	<p>3.09 Know how to avoid and reduce risks associated with using tools and sharing spaces</p> <p>Bake It! Earth as an Island Fairgrounds</p>

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<p>Test and evaluate</p>		<p>Evaluate their own and others work</p> <p>Share their creations, explaining the process they have used Sum 2</p> <p>Return to and build on their previous learning</p> <p>Refine ideas and develop ability to represent them</p>	<p><b>1.10 Be able to compare their design and product explaining any differences</b> A Day in the Life</p>	<p><b>1.10 Be able to compare their design and product explaining any differences</b> Buildings Live and Let Live From A to B The Magic Toymaker</p>	<p><b>2.10 Be able to compare their design and product explaining any differences and suggesting improvements</b> Bright Sparks Travel and Tourism</p>	<p><del>2.10 Be able to compare their design and product explaining any differences and suggesting improvements</del></p>	<p><b>3.10 Be able to evaluate the success of a product against its original design and suggest improvements</b> Roots, Shoots and Fruits The Holiday Show Full Power</p>	<p><b>3.10 Be able to evaluate the success of a product against its original design and suggest improvements</b> Bake It!</p>
<p>Technology and society</p>			<p>1.11 Understand that the design of products is impacted by material availability Brainwave: The Brain Treasure Islands</p>	<p>1.11 Understand that the design of products is impacted by material availability Buildings</p>	<p><del>2.11 Understand that designers have a responsibility to consider issues of waste when designing products</del></p>	<p><del>2.11 Understand that designers have a responsibility to consider issues of waste when designing products</del></p>	<p>3.11 Understand that the design of products is impacted by issues of sustainability The Holiday Show</p>	<p><del>3.11 Understand that the design of products is impacted by issues of sustainability</del></p>
<p>Technology and society</p>			<p>1.13 Be able to design products, taking inspiration from another source A Day in the Life Time Travellers The Earth: Our Home</p>	<p>1.13 Be able to design products, taking inspiration from another source Buildings The Magic Toymaker</p>	<p>2.13 Be able to adapt and/or combine others' products for a new creation Shake It!</p>	<p>2.13 Be able to adapt and/or combine others' products for a new creation All aboard Different Places Similar Lives</p>	<p>3.13 Be able to design products taking inspiration from many different sources Roots, Shoots and Fruits Space Scientists The Holiday Show Full Power</p>	<p>3.13 Be able to design products taking inspiration from many different sources Earth as an Island Fairgrounds</p>
<p>Food technology and nutrition</p>		<p>Know of interesting ways to decorate food Sp2</p>	<p><del>1.15 Be able to combine ingredients to make a food item</del></p>	<p><del>1.15 Be able to combine ingredients to make a food item</del></p>	<p>2.15 Be able to design, make and test combinations of food items</p>	<p><del>2.15 Be able to design, make and test combinations of food items</del></p>	<p><del>3.15 Be able to make a dish considering taste, nutrition and aesthetics</del></p>	<p>3.15 Be able to make a dish considering taste, nutrition and aesthetics</p>

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					Shake It!			Bake It! Earth as an Island
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