

Wheldrake with Thorganby CE Primary School Progression of Skills In SUBJECT

Coverage of skills –Year A

Working together to be the best we can be

To be finalised to align with the Kapow scheme



	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	n		Cut, shape and join fabric to make a simple garment. Use basic sewing techniques Need to place	Demonstrate hygienic food preparation and storage Need to place			
National curriculum Technological Knowledge / Mechanisms	EYFS: “To select tools and techniques needed to shape, assemble and join materials they are using.”	DT1/1.4a build structures, exploring how they can be made stronger, stiffer and more stable DT1/1.4b explore and use mechanisms , in their products. KS1: “To explore and use mechanisms e.g. levers, wheels and axels in their products.”		DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures DT2/1.4b understand and use mechanical systems in their products DT2/1.4c understand and use electrical systems in their products DT2/1.4d apply their understanding of computing to programme, monitor and control their products KS2: “To understand and use mechanical systems e.g. gears, pulleys and linkages in their products.”			
Technological Knowledge / Mechanisms Progression	EYFS: With support begin to incorporate moving parts in to models. For example, use split pins to make body parts move.	Year 1: Sliders/leavers Moving card or story book With some support, begin to explore and use simple mechanisms. For example, use sliders in moving pictures, hinges into models etc	Year 2: Axles and wheels Making a chocolate vehicle With some independence explore and use winding mechanisms. Begin to incorporate wheels and axles into their products.	Year 3: pneumatic toy Begin to develop an understanding that mechanical systems such as levers and linkages or pneumatic systems can create movement. Begin to incorporate levers and	Year 4: Slingshot car/catapult With increasing independence produce models that incorporate mechanical systems such as levers, linkages or pneumatic	Year 5: Pop-up book Begin to understand how mechanical systems such as cams create movement. Design and make a product that	Year 6: Automata Toys Develop a greater understanding of how cams, pulleys or gears create movement. Create and use prototypes. Design and make products with greater independence.

				linkages into their products.	systems to create movement.	incorporates a cam mechanism.	
<u>Ongoing</u>		Work on their own and collaboratively with others on projects in 2 and 3 dimensions Use ICT Investigate different kinds of art, craft and design.	Work on their own and collaboratively with others on projects in 2 and 3 dimensions Use ICT Investigate different kinds of art, craft and design.	Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales. Use ICT -Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	-Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales. -Use ICT -Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	-Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales. -Use ICT -Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	-Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales. -Use ICT -Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.
<u>Autumn 1</u>		Superheroes Healthy snack for Superheroes Developing, planning and communicating ideas. Draw on their own experience to help generate ideas Develop their design ideas applying findings from their earlier research Working with tools, equipment, materials and components to make quality products (incfood) Select and use appropriate fruit and vegetables, processes	Superheroes t shirts/ leavers Developing, planning and communicating ideas. 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	The Journey Starts Here ... art focus	The Journey Starts Here ... art focus	WW2 Make, mend and do Developing, planning and communicating ideas. Generate ideas through brainstorming and identify a purpose for their product Draw up a specification for their design Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and	WW2 Make, mend and do Developing, planning and communicating ideas. Communicate their ideas through detailed labelled drawings Develop a design specification Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways Plan the order of their work, choosing appropriate

		<p>and tools Use basic food handling, hygienic practices and personal hygiene Use simple finishing techniques to improve the appearance of their product</p> <p>Evaluating processes and products</p> <p>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</p>	<p>Working with tools, equipment, materials and components to make quality products Begin to select tools and materials; use vocab' to name and describe them</p> <p>Cut, shape and join fabric to make a simple garment. Use basic sewing techniques Choose and use appropriate finishing techniques</p> <p>Evaluating processes and products</p> <p>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</p>			<p>suggesting alternative methods of making if the first attempts fail Use results of investigations, information sources, including ICT when developing design ideas</p> <p>Working with tools, equipment, materials and components to make quality products</p> <p>Select appropriate materials, tools and techniques</p> <p>Pin, sew and stitch materials together create a product (Y6 skill)</p> <p>Evaluating processes and products</p> <p>Evaluate a product against the original design specification Evaluate it personally and seek evaluation from others</p>	<p>materials, tools and techniques</p> <p>Working with tools, equipment, materials and components to make quality products</p> <p>Select appropriate tools, materials, components and techniques Assemble components make working models Use tools safely and accurately Construct products using permanent joining techniques Make modifications as they go along</p> <p>Pin, sew and stitch materials together create a product</p> <p>Achieve a quality product</p> <p>Evaluating processes and products</p> <p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests Record their evaluations using drawings with labels</p>
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							Evaluate against their original criteria and suggest ways that their product could be improved
<u>Autumn 2</u>		<u>Woodland/ Celebrate</u>	<u>Woodland/ Celebrate</u>	<u>The Journey Starts Here ...</u> art focus	<u>The Journey Starts Here ...</u> art focus	<u>Earth and Space</u>	<u>Earth and Space</u>
<u>Spring 1</u>		<u>Antarctica</u> Learn to thread a needle. Sew a pre- punched felt puppet - penguin	<u>Antarctica</u> Cut, shape and join fabric to make a simple garment. Use basic sewing techniques	<u>Hunters, Gathers, Farmers</u> Lesson focus - make a padded textile case to protect an electronic tablet <u>Skills</u> <u>Developing, Planning and Communicating Ideas</u> <u>Year 3</u> Generate ideas for an item considering its purpose and the users Identify a purpose and establish criteria for a successful product Plan the order of their work before starting Explore, develop and communicate design proposals by modelling ideas	<u>Hunters, Gathers, Farmers</u> Lesson focus - make a padded textile case to protect an electronic tablet <u>Skills</u> <u>Developing, Planning and Communicating Ideas</u> <u>Year 4</u> Generate ideas, considering the purposes for which they are designing Make labelled drawings from different views showing specific features Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and	<u>Fairtrade</u> <u>Food project making fairtrade products.</u> Developing, planning and communicating ideas. Generate ideas through brainstorming and identify a purpose for their product Select appropriate materials, tools and techniques Weigh and measure accurately (time, dry ingredients, liquids) Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens	<u>Fairtrade</u> <u>Food project making fairtrade products.</u> Developing, planning and communicating ideas. Communicate their ideas through detailed labelled drawings Plan the order of their work, choosing appropriate materials, tools and techniques Working with tools, equipment, materials and components to make quality products Select appropriate tools and techniques Use tools safely and accurately.

				<p>Make a drawing with labels when designing</p> <p><u>Working with tools</u> <u>Year 3</u> Select tools and techniques for making their product Work safely and accurately with a range of simple tools Think about their ideas as they make progress and be willing to change things if this helps them to improve their work Use finishing techniques Strengthen and improve the appearance of their product using a range of equipment including ICT Measure, tape or pin, cut and join fabric with some accuracy</p> <p><u>Evaluating processes and products</u> <u>Year 3</u> Evaluate their product against original design criteria</p>	<p>suggesting alternatives methods of making, if the first attempt fails. Evaluate products and identify criteria that can be used for their own designs</p> <p><u>Working with tools</u> <u>Year 4</u> Select appropriate tools and techniques for making their product Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques Join and combine materials and components accurately in temporary and permanent ways</p> <p>Sew using a range of different stitches Measure, tape or pin, cut and join fabric with some accuracy</p> <p><u>Evaluating processes and products</u> <u>Year 4</u></p>	<p>Evaluating processes and products Evaluate a product against the original design specification Evaluate it personally and seek evaluation from others</p>	<p>(Y5objectives): Weigh and measure accurately (time, dry ingredients, liquids) Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens</p> <p>Evaluating processes and products Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests Record their evaluations using drawings with labels Evaluate against their original criteria and suggest ways that their product could be improved</p>
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				Dissemble and evaluate familiar products	Evaluate their work both during and at the end of the assignment Evaluate their products carrying out appropriate tests		
<u>Spring 2</u>		<u>Elves - Local study</u>	<u>Elves - Local Study</u>	<u>Vive Le France</u> as above	<u>Vive Le France</u> as above	<u>Victorians</u>	<u>Victorians</u>
<u>Summer 1</u>		Plants	<u>Plants</u>	<p><u>What did the Romans ever do for us?</u> Catapults</p> <p>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p> <p>Developing, planning and communicating ideas. Generate ideas for an item considering its purpose and the users Identify a purpose and establish criteria for a successful product Plan the order of their work before starting</p>	<p><u>What did the Romans ever do for us?</u> Catapults</p> <p>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p> <p>Developing, planning and communicating ideas. Generate ideas for an item considering its purpose and the users Identify a purpose and establish criteria for a successful product Plan the order of their work before starting</p>	<u>Comparing people and places</u>	<u>Comparing people and places</u>

				<p>Explore, develop and communicate design proposals by modelling ideas Make a drawing with labels when designing</p> <p>Working with tools, equipment, materials and components to make quality products Select tools and techniques for making their product Measure, mark out, cut, score and assemble components with more accuracy Work safely and accurately with a range of simple tools Think about their ideas as they make progress and be willing change things if this helps them improve their work</p> <p>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT</p>	<p>Explore, develop and communicate design proposals by modelling ideas Make a drawing with labels when designing</p> <p>Working with tools, equipment, materials and components to make quality products Select appropriate tools and techniques for making their product Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques Join and combine materials and components accurately in temporary and permanent ways</p> <p>Use simple graphical communication techniques</p> <p>Evaluating processes and products Evaluate their work both during and at the end of the</p>		
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				<p>Evaluating processes and products Evaluate their product against original design criteria e.g. how well it meets its intended purpose</p> <p>Disassemble and evaluate familiar products</p>	<p>assignment</p> <p>Evaluate their products carrying out appropriate tests</p>		
<u>Summer 2</u>		<p><u>Chocolate</u> <i>Making a vehicle to transport chocolate - focus on wheels and axles</i></p> <p>Developing, planning and communicating ideas. 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</p> <p>Working with tools, equipment, materials and components to make quality products (incfood)</p>	<p><u>Chocolate</u> <i>Making a vehicle to transport chocolate - focus on wheels and axles</i></p> <p>Developing, planning and communicating ideas. 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</p> <p>Working with tools, equipment, materials and components to make quality products Begin to select tools and</p>	<p><u>What did the Romans ever do for us?</u> As above</p>	<p><u>What did the Romans ever do for us?</u> As above</p>	<u>Mystical Mya</u>	<u>Mystical Maya</u>

		<p>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 Use simple finishing techniques to improve the appearance of their product</p> <p>Evaluating processes and products</p> <p>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</p>	<p>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 Choose and use appropriate finishing techniques</p> <p>Evaluating processes and products</p> <p>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</p>				
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