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



	Receptio	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<u>n</u>		Cut, shape and join	Demonstrate			
	-		fabric to make a simple	hygienic food			
			garment. Use basic	preparation and			
			sewing techniques	storage			
			Need to place	Need to place			
National curriculum Technological Knowledge / Mechanisms	EYFS: "To selects tools and techniques needed to shape, assemble and join materials they are using."	DT1/1.4a build struct they can be made stro stable DT1/1.4b explore and their products. KS1: "To explore and a levers, wheels and axe	d use mechanisms, in use mechanisms e.g.	reinforce more con DT2/1.4b underst DT2/1.4c underst DT2/1.4d apply th and control their p	nplex structures and and use mecha and and use electric neir understanding o roducts nd and use mechani	f how to strengthen, nical systems in their al systems in their p f computing to prog cal systems e.g. gea	r products products ramme, monitor
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.	
Ongoing	Work on their own	Work on their own and	Work on their own	-Work on their	-Work on their	-Work on their
<u></u>	and collaboratively	collaboratively with	and collaboratively	own and	own and	own and
	with others on	others on projects in 2	with others on	collaboratively	collaboratively	collaboratively
	projects in 2 and 3	and 3 dimensions	projects in 2 and 3	with others on	with others on	with others on
	dimensions	Use ICT	dimensions and on	projects in 2 and 3	projects in 2 and 3	projects in 2 and 3
	Use ICT	Investigate different	different scales.	dimensions and on	dimensions and on	dimensions and on
	Investigate different	kinds of art, craft and	Use ICT	different scales.	different scales.	different scales.
	kinds of art, craft and	design.	-Investigate art,	-Use ICT	-Use IC T	-Use ICT
	design.		craft and design in	-Investigate art,	-Investigate art,	-Investigate art,
			the locality and in	craft and design in	craft and design in	craft and design in
			a variety of	the locality and in	the locality and in	the locality and in
			genres, styles and	a variety of	a variety of	a variety of
			traditions.	genres, styles and	genres, styles and	genres, styles and
				traditions.	traditions.	traditions.
Autumn 1	<u>Superheroes</u>	Superheroes	The Journey Starts	The Journey Starts	<u>WW2</u>	<u>WW2</u>
	Healthy snack for	t shirts/ leavers	<u>Here</u>	<u>Here</u>	Make, mend and	Make, mend and
	Superheroes				do	do
		Developing, planning and	art focus	art focus	Developing,	Developing,
	Developing, planning	communicating ideas.			planning and	planning and
	and communicating ideas.	Generate ideas by			communicating	communicating
	Draw on their own	drawing on their own			ideas.Generate	ideas. Communicate their
	experience to help	and other people's			ideas through	ideas through
	generate ideas Develop	experiences Develop			brainstorming and	detailed labelled
	their design ideas	their design ideas			identify a purpose	drawings
	applying findings from	through discussion, observation , drawing			for their product	Develop a design
	their earlier research	and modelling Identify			Draw up a	specification
		, e			specification for	Explore, develop and
	Working with tools,	a purpose for what they intend to design and			their design	communicate
	equipment, materials	make Identify simple			Develop a clear	aspects of their
	and components to make quality products	design criteria Make			idea of what has to be done,	design proposals by modelling their ideas
	(incfood)	simple drawings and			,	in a variety of ways
	Select and use	label parts			planning how to	Plan the order of
	appropriate fruit and				use materials,	their work, choosing
	vegetables, processes				equipment and	appropriate
					processes, and	

and tools Use basic food handling, hygienic practices and personal hygiene Use simple finishing techniques to improve the appearance of their product Evaluating processes and products 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	Working with tools, equipment, materials and components to make quality products Begin to select tools and materials; use vocab' to name and describe them Cut, shape and join fabric to make a simple garment. Use basic sewing techniques Choose and use appropriate finishing techniques Evaluating processes and products 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	suggesting alternative methods of making if the first attempts fail Use results of investigations, information sources, including ICT when developing design ideas Working with tools, equipment, materials and components to make quality products Select appropriate materials, tools and techniques Pin, sew and stitch materials together create a product (Y6 skill)	materials, tools and techniques Working with tools, equipment, materials and components to make quality products 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 Pin, sew and stitch materials together create a product Achieve a quality product
		Evaluating processes and products Evaluate a product against the original design specification Evaluate it personally and seek evaluation from others	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

Autumn 2	Woodland/ Celebrate	Woodland/ Celebrate	The Journey Starts Here art focus	The Journey Starts Here art focus	Earth and Space	Evaluate against their original criteria and suggest ways that their product could be improved Earth and Space
Spring 1	Antarctica Learn to thread a needle. Sew a pre- punched felt puppet - penguin	Antarctica Cut, shape and join fabric to make a simple garment. Use basic sewing techniques	Hunters, Gathers, Farmers Lesson focus - make a padded textile case to protect an electronic tablet Skills Developing, Planning and Communicating Ideas Year 3 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	Hunters, Gathers, Farmers Lesson focus - make a padded textile case to protect an electronic tablet Skills Developing, Planning and Communicating Ideas Year 4 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	FairtradeFood projectmaking fairtradeproducts.Developing,planning andcommunicatingideas.Generateideas.Generateideas throughbrainstorming andidentify a purposefor their productSelect appropriatematerials, tools andtechniquesWeigh and measureaccurately (time, dryingredients, liquids)Apply the rules forbasic food hygieneand other safepractices e.g.hazards relating tothe use of ovens	FairtradeFood projectmaking fairtradeproducts.Developing,planning andcommunicatingideas.Communicate theirideas throughdetailed labelleddrawingsPlan the order oftheir work, choosingappropriatematerials, tools andtechniquesWorking with tools,equipment,materials andcomponents tomake qualityproductsSelect appropriatetools and techniquesUse tools safely andaccurately.

Make a drawing	suggesting	Evaluating	(Y5objectives):
with labels when	alternatives	processes and	Weigh and measure
designing	methods of making,	products	accurately (time, dry
	if the first attempt	Evaluate a product	ingredients, liquids)
Working with tools	fails.	against the original	Apply the rules for
Year 3	Evaluate products	design specification	basic food hygiene
Select tools and	and identify criteria	Evaluate it	and other safe
techniques for	that can be used for	personally and seek	practices e.g.
making their	their own designs	evaluation from	hazards relating to
product		others	the use of ovens
Work safely and	Working with tools		
accurately with a	Year 4		Evaluating processes
range of simple tools			and products
Think about their	tools and techniques		Evaluate their
ideas as they make	for making their		products, identifying
progress and be	product		strengths and areas
willing to change	Measure, mark out,		for development,
things if this helps	cut and shape a		and carrying out
them to improve	range of materials,		appropriate tests
their work	using appropriate		Record their
Use finishing	tools, equipment		evaluations using
techniques	and techniques		drawings with labels
Strengthen and	Join and combine		Evaluate against
improve the	materials and		their original criteria
appearance of their	components		and suggest ways
product using a	accurately in		that their product
range of equipment	temporary and		could be improved
including ICT	permanent ways		
Measure, tape or			
pin, cut and join	Sew using a range of		
fabric with some	different stitches		
accuracy	Measure, tape or		
	pin, cut and join		
Evaluating processes	fabric with some		
and products	accuracy		
Year 3			
Evaluate their	Evaluating processes		
product against	and products		
original design	Year 4		
criteria			

Spring 2	<u>Elves - Local study</u>	<u>Elves - Local Study</u>	Dissemble and evaluate familiar products <u>Vive Le France</u> as above	Evaluate their work both during and at the end of the assignment Evaluate their products carrying out appropriate tests <u>Vive Le France</u> as above	<u>Victorians</u>	<u>Victorians</u>
Summer 1	Plants	Plants	What did the Romans ever do for us? CatapultsInvestigate art, craft and design in the locality and in a variety of genres, styles and traditions.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	What did the Romans ever do for us? Catapults Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 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	Comparing people and places	Comparing people and places

Explore, develop Explore, develop
and communicate and communicate
design proposals by design proposals by
modelling ideas modelling ideas
Make a drawing Make a drawing
with labels when with labels when
designing designing
Working with tools, Working with tools,
equipment, equipment,
materials and materials and
components to components to
make quality make quality
products Select products
tools and techniques Select appropriate
for making their tools and techniques
product Measure, for making their
mark out, cut, score product Measure,
and assemble mark out, cut and
components with shape a range of
more accuracy materials, using
Work safely and appropriate tools,
accurately with a equipment and
range of simple tools techniques Join and
Think about their combine materials
ideas as they make and components
progress and be accurately in
willing change things temporary and
if this helps them permanent ways
improve their work
Use finishing Use simple graphical
techniques communication
strengthen and techniques
improve the
appearance of their Evaluating
product using a processes and
range of equipment products
including ICT Evaluate their work
both during and at

Summer 2 Chocolate Making a vehicle to transport chocolate - focus on wheels and axles Chocolate Making a vehicle to transport chocolate - focus on wheels and axles What did the Romans ever do for us? Mystical Mya Mystical Maya Developing, planning and communicating ideas. Developing, planning and communicating ideas. Generate ideas by drawing 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 and and finding identify a paper Develop their design ideas applying findings from their Decolote to transport chocolate - focus on wheels and communicating ideas. Generate ideas by drawing on their own and other people's experiences Develop their design ideas What did the Romans ever do for us? As above Mystical Maya Mission of 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 ideas applying findings from their Developing, planning and communicating ideas. Generate ideas by drawing on their own and modelling identify a purpose for what they intend to design and make identify simple What did the Romans ever do for us? As above Mystical Maya				Evaluating processes and productsEvaluate their product against original design criteria e.g. how well it meets its intended purpose Disassemble and evaluate familiar products	assignment Evaluate their products carrying out appropriate tests		
earlier research Working with tools, equipment, materials and components to make quality products (Working with tools, equipment, materials and components to make	Summer 2	Making a vehicle to transport chocolate - focus on wheels and axlesDeveloping, 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 researchWorking with tools, equipment, materials and components to	Making a vehicle to transport chocolate - focus on wheels and axles 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 Working with tools, equipment, materials and	Romans ever do for us?	Romans ever do for us?	<u>Mystical Mya</u>	<u>Mystical Maya</u>

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 Evaluating processes and products 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	accuracy Use hand tools safely and appropriately Assemble, join and combine materials in order to make a product Choose and use appropriate finishing techniques Evaluating processes and products Evaluate against their design criteria Evaluate their products as they are developed, identifying
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