Progression of Skills

Design & Technology

Area of Study	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mechanical Systems	Nursery & Reception progression has been mapped out in accordance with Development Matters guidance		**Moving Minibeasts** To be able to create a sliding mechanism To be able to use levers and pivots to create a moving mechanism To be able to create a wheel mechanism To design a picture with a moving mechanism To make a minibeast-themed moving picture To evaluate a moving minibeast picture	**Vehicles** To investigate a variety of vehicles and their uses and features. To investigate wheels, axles and chassis. To be able to investigate ways of creating and decorating the body of a vehicle. To be able to design a vehicle. To be able to make a vehicle based on a design. To be able to evaluate a finished product.	**Moving Monsters** To investigate a variety of familiar objects that use air to make them work. To investigate techniques for making simple pneumatic systems. To be able to gather ideas for creating moving monsters. To be able to design a monster including a moving pneumatic system. To be able to make a monster with a moving pneumatic part. To be able to evaluate a finished product.	**Story Books** To investigate and evaluate products with lever and linkage systems. To experiment with a range of techniques to create moving mechanisms. To explore and experiment with a range of different fonts and graphic techniques. To be able to plan and design a storybook. To be able to make a storybook with moving mechanisms using a design. To be able to evaluate a finished product.		
	Make healthy choices about food, drink, activity, and toothbrushing.	Develop their small motor skills so that they can use a range of tools competently, safely, and confidently.						
Stable Structures	Explore different materials freely, to develop their ideas about how to use them and what to make.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	**Stable Structures / Homes** To explore the features of stable structures, including toy car garages. To design and plan a stable structure. To explore a range of materials and make decisions based on the end product. To follow a design plan and make a product. To evaluate products.			**Making Mini Greenhouses** To explore existing greenhouses To investigate stable structures To investigate materials for making a mini greenhouse To design a mini greenhouse To make a mini greenhouse To evaluate a finished product	**Building Bridges** To explore ways in which pillars and beams are used to span gaps. To explore ways in which trusses can be used to strengthen bridges. To explore ways in which arches are used to strengthen bridges. To understand how suspension bridges are able to span long distances. To develop criteria and design a prototype bridge for a purpose. To analyse and evaluate products according to design criteria.	**Bird House Builders** To investigate the purpose and appearance of bird houses. To investigate the materials and features of bird houses and how to draw diagrams. To investigate and practise woodwork skills. To be able to design a birdhouse for a specific bird. To be able to make a bird house by following a plan. To evaluate, make predictions and promote a completed bird house.

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Programming and Electrical Systems	Explore materials with different properties.	Create collaboratively, sharing ideas, resources, and skills.				**Light Up Signs** To investigate and analyse illuminated signs. To understand how LEDs may be used instead of traditional incandescent bulbs in series circuits. To develop ideas for a decorative illuminated sign. To select and use tools, equipment, materials and components to make the enclosure of a decorative illuminated sign. To construct a working circuit with one or more lights, and fit it in a decorative illuminated sign. To investigate ways in which computers can be used to program and control lights in a product.		**Fairground Rides** To look at a range of existing fairground rides and investigate how they move. To investigate ways of using electrical motors to create rotating parts. To create prototype models to investigate stable frameworks To be able to design a fairground ride with a rotating part. To be able to make a fairground ride following a design. To be able to evaluate a finished product.
Textiles	Use one-handed tools and equipment, for example, making snips in paper with scissors.	Explore, use, and refine a variety of artistic effects to express their ideas and feelings.		**Puppets** To investigate a range of puppets and their features. To be able to work with fabric to create a finger puppet. To develop and practise sewing skills. To be able to design a glove puppet. To be able to follow a design to make a puppet. To be able to evaluate a finished product.		**Seasonal Stockings** To explore and analyse existing products To explore different ways to join fabric using sewing skills To explore different ways to decorate fabric using sewing skills To design a Christmas stocking To use sewing skills to make a Christmas stocking To evaluate a finished product	**Functions of Fabric - Drawstring Bags** To know about the properties and uses of a range of different fabrics To investigate natural and synthetic fabrics and how their uses changed fashion To understand the importance of recycling and reusing fabric To explore and practise different sewing stitches To design a small fabric bag using specific criteria To make a small bag using specific criteria	**Fashion & Textiles - Costume & Set Design** To investigate and analyse items made using textiles: the materials used and how they are made. To explore some ways in which textiles are joined and decorated. To design an item made using textiles, and draw pattern pieces To use pattern pieces to measure, mark and cut fabric; to sew design elements according to a design. To join fabric pieces by hand sewing.

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								To sew hems on an item made using textiles; to add design details.
Cooking and Nutrition	Know how to look after their bodies, including healthy eating and managing personal hygiene.	Learn to manage their own needs, such as making healthy food choices.	**Eat More Fruit and Vegetables** To find out the favourite fruits and vegetables in the class and present the data in a pictogram. To examine, taste and describe a variety of fruits and vegetables. To find out how to handle and prepare a variety of fruits and vegetables. To be able to design a recipe to include fruit and/or vegetables. To be able to make and evaluate a food product based on a design.	**Teddy Bear's Picnic** To learn about different types of picnic food and where they have come from. To explore and taste different picnic food. How to make Teddy Bear Biscuits using a set of instructions. How to design a food skewer to take on a picnic. To make picnic food using their design sheet. Evaluating our picnic food.	**Sandwich Snacks** To learn that food can be divided into different groups and that sandwiches can form part of a healthy diet. To taste a variety of different breads and sandwiches and examine flavours and textures. To design and plan a sandwich for a particular purpose. To be able to create a healthy sandwich. To be able to evaluate a finished product.		**Bread** To investigate and evaluate bread products according to their characteristics To learn how bread products are an important part of a balanced diet and can be eaten in different ways. To find out which different ingredients are needed to make bread and how ingredients can be altered and mixed to create different effects. To be able to design a new bread product for a particular person or event. To be able to make bread based on a plan and design. To be able to evaluate a finished product.	