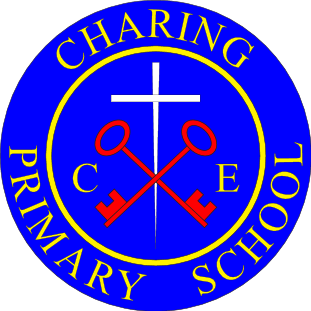
**Charing CEP School**

**Living and learning with faith, friendship and fun**

Charing School is an inclusive family, proud of our faith in God and our friendship with our community. We develop respect, aspiration, curiosity, tolerance and determination. We are a creative, compassionate and confident team.



Progression Document

**Progression in D&T**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Year R** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Design** | Experiments with blocks, colours and marks.  Begin to be interested in describing things.  Understand that different media can be combined to create new effects.  Design with purpose in mind. | I think of ideas and with help, can put them into practice.  I know the features of familiar products.  I use pictures and words to describe what I want to do. | I say what a successful design will be like, or do.  I think of ideas and plan what to do next, based on what I know about materials and components.  I select the appropriate tools, techniques and materials, explaining my choices.  I use models, pictures and words to describe my designs.  I might use ICT to describe my designs. | I generate ideas and recognise that my designs have a purpose.  I make plans that show the materials and processes needed to make my design.  My plan helps to order my work.  I gather the things I need before I begin.  I clarify my ideas using labelled sketches to communicate the details of my designs.  I might use ICT to describe my designs. | I generate ideas and recognise that my designs have to meet a range of different needs.  I make realistic plans to achieve my aims.  I think ahead about the order of my work, choosing appropriate tools, equipment, materials, components and techniques.  I clarify my ideas using labelled sketches and models to communicate the details of my designs.  I might use ICT to describe my designs. | I generate ideas and recognise that my designs have to meet a range of different needs and the requirements of users.  I produce step-by-step plans including a list of appropriate tools, equipment, materials, components and techniques.  I communicate alternative ideas using words, labelled sketches and models showing that I am aware of the constraints of my design. | I identify success criteria against which my design will be evaluated.  I generate ideas by collecting and using information.  I take the views of users into account when designing my products.  I produce step-by-step plans including a list of components /materials/ingredients /tools and equipment  I communicate alternative ideas using words, labelled sketches and models (ICT where appropriate) showing that I am aware of the constraints of my design. |
| **Make** | Use various construction materials.  Construct horizontally, making enclosures and creating spaces.  Manipulate materials to achieve a planned effect.  Use a variety of resources.  Use simple tools and techniques competently and appropriately.  Select appropriate resources and adapts work where necessary.  Selects tools and techniques needed to shape, assemble and join materials they are using.  I can use scissors, hole punchers appropriately. | **Food**  I use knives safely to cut food (with help)  I use a mixing bowl to prepare a mixture.  I have made a food product.  I know that I have to wash my hands and keep work surfaces clean when preparing food.  **Textiles**  I can describe textiles by the way they feel.  I have made a product from textiles.  I can measure, mark out and cut fabric.  I can join fabrics using glue.  I make sure my work is neat and tidy.  **Mechanisms**  I have made a product that uses movement.  I describe the properties of the materials I have used.  I cut materials using scissors.  **Structures**  I have made a structure.  I describe the materials I have used to make my structure.  I measure and mark out the materials I need for my structure. | **Food**  I prepare food safely and hygienically.  I prepare healthy and varied food.  I describe the properties of the food ingredients: taste, smell, texture, and consistency.  I weigh or measure my ingredients accurately.  I describe my food product using its properties and origin.  **Textiles**  I use accurate measurements in cm.  I use scissors precisely when cutting out.  I join textiles using glue, staples, tying or a simple stitch.  I have made a textile product that has a good finish and can do the job it was made for.  **Mechanisms**  I have made a product that moves using a turning mechanism (e.g. wheels, winding) or a lever or a hinge (to make a movement)  The materials I use are just right for the job and this helps my product to work well.  I have used a number of materials and joined them so they are strong.  I use my art skills to add design or detail to my product.  **Structures**  My structures use materials that are strong.  I measure and mark out materials with care and use safe ways of cutting it, including using a junior hacksaw.  I use a range of joins.  I finish off my work so it looks neat and tidy. | **Food**  I prepare food safely and hygienically and can describe what this means.  I select ingredients for my food product, bearing the properties of the ingredients and healthy choices in mind.  I measure out my ingredients by weight or quantity, using scales where appropriate.  My food product is presented to impress the intended user.  **Textiles**  I select the appropriate textile(s) for my product.  I use sharp scissors accurately to cut textiles.  I know that the texture and other properties of materials affect my choice.  My designs improve as I go along.  **Mechanisms**  I have made a product that uses both electrical and mechanical components.  I come up with solutions to problems as they happen.  My product has a good finish so that a user will find it both useful and attractive.  **Structures**  I use scoring, and folding to shape materials with increasing accuracy.  I make cuts (scissors, snips, saw) accurately  I make holes (punch, drill) accurately  My methods of working are becoming precise so that products have a better quality finish.  I use an appropriate mouldable material suitable for the purpose of my product.  I shape my product carefully, using techniques and tools that lead to a high quality finish.  I use my art skills to apply texture or design to my product. | **Food**  I prepare food safely and hygienically and can describe what this means.  I select ingredients for my food product, bearing the properties of the ingredients and healthy choices in mind.  I measure out my ingredients by weight or quantity, using scales where appropriate.  My food product is presented to impress the intended user.  **Textiles**  I select the appropriate textile(s) for my product.  I use sharp scissors accurately to cut textiles.  I know that the texture and other properties of materials affect my choice.  My designs improve as I go along.  **Mechanisms**  I have made a product that uses both electrical and mechanical components.  I come up with solutions to problems as they happen and adjust my plans.  My product has a good finish so that a user will find it both useful and attractive.  **Structures**  I use scoring, and folding to shape materials accurately.  I make cuts (scissors, snips, saw) accurately  I make holes (punch, drill) accurately  My methods of working are precise so that products have a high quality finish.  I use the most appropriate mouldable material suitable for the purpose of my product.  I shape my product carefully, using techniques and tools that lead to a high quality finish.  I use my art skills to apply texture or design to my product. | **Food**  I prepare food safely and hygienically and can describe what this means.  My food product uses a selection of ingredients to meet an identified need. (e.g. lunchtime snack, healthy sandwich, low gluten).  I measure out my ingredients by weight or quantity, using scales where appropriate.  My food is well presented and packaged using other DT skills.  **Textiles**  I use accurate measurements in cm and mm  I select the appropriate textile(s) for my product, thinking about the texture and other properties of materials.  I use my art textiles skills such  as stitching to help create a product that is sturdy and fit for purpose.  I revise and improve my design as I go along.  **Mechanisms**  I have made a product that uses both electrical and mechanical components.  I have chosen components that can be controlled by switches or by ICT equipment.  My product is improved after testing – my changes are recorded on my plans.  My product is well finished in a way that would appeal to users.  **Structures**  I measure using cm/mm and then use scoring, and folding to shape materials accurately with increasing precision.  I make cuts (scissors, snips, saw) accurately and reject pieces that are not accurate.  I make holes (punch, drill) accurately.  My methods of working are precise so that products have a high quality finish.  I use suitable mouldable materials selected for the purpose of my product.  I use my hands and other tools to mould materials into accurate shapes that will do the intended job well  My product is fit for purpose and I improve it in response to a user’s point of view.  I apply a high quality finish (e.g. using carving, paint, glaze, varnish or other finishes). | **Food**  I prepare food safely and hygienically and can describe what this means.  My food product uses a selection of ingredients to meet an identified need. (e.g. lunchtime snack, healthy sandwich, low gluten)  I measure out my ingredients by weight or quantity, using scales where appropriate.  My food is well presented and packaged using other DT skills.  **Textiles**  I use accurate measurements in cm and mm.  I select the appropriate textile (s), for my product, thinking about the texture and other properties of materials.  I use my art textiles skills such  as stitching to help create a product that is sturdy and fit for purpose.  I revise and improve my design as I go along.  **Mechanisms**  I have made a product that uses both electrical and mechanical components.  I have chosen components that can be controlled by switches or by ICT equipment.  My product is improved after testing – my changes and the reasons for them are recorded on my plans.  My product is well finished in a way that would appeal to users.  **Structures**  I measure using mm and then use scoring, and folding to shape materials accurately with a focus on precision.  I make cuts (scissors, snips, saw) accurately and reject pieces that are not accurate and improve my technique.  I make holes (punch, drill) accurately  My methods of working are precise so that products have a high quality finish.  I use suitable mouldable materials selected for the purpose of my product.  I use my hands and other tools to mould materials into very accurate shapes that will do the intended job well  My product is fit for purpose and I improve it in response to a user’s point of view.  I apply a high quality finish (e.g. using carving, paint, glaze, varnish or other finishes). |