## Sequencing and Progression of Learning

|  | Rec | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Technical Knowledge | Structures and Mechanisms <br> Know how to combine items to create a new object <br> Create toys that have moving parts <br> Make decisions on how to join materials together <br> Technology <br> Know that a range of technology is used in places such as homes and schools. | Structures \& Mechanisms <br> Know that corners can be reinforced to make them stronger <br> Use wheels and axles in a product | Structures \& Mechanisms <br> Use levers and sliders in a product <br> Build structures, exploring how they can be made stronger, stiffer and more stable. <br> Know that adding material can improve strength and stiffness <br> Know that choice of material can improve strength and stiffness <br> Know that a wide base makes structures more stable | Structures \& Mechanical systems <br> Create structures knowing how to reinforce, strengthen and stiffen <br> Know that cylinders are the strongest shape in compression <br> Know that choice of material and size (length and thickness) of material affect strength <br> Know how to reinforce structures <br> Know that triangles are strong and stable, especially equilateral triangles | Structures \& Mechanical systems <br> Apply understanding of how to strengthen, stiffen and reinforce more complex structures. <br> Electrical systems <br> Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. | Structures \& Mechanical systems Apply understanding of how to strengthen, stiffen and reinforce more complex structures. <br> Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] | Structures \& Mechanical systems Apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products <br> Computing systems Apply their understanding of computing to program, monitor and control their products. |
|  | Textiles <br> Know that different materials have different textures <br> Learn how to thread | Textiles <br> Thread a needle, knot, cut, glue and trim material. <br> Use the running stitch. <br> Manipulate fabrics in simple ways to create the desired effect. | Textiles <br> Use wax resist (wax resist stick), including colouring fabric using dye <br> Decorate fabric using sewing and other methods | Textiles <br> Use back stitch for embroidery <br> Develop skills in decorating, cutting and joining fabric. | Textiles <br> Join textiles with an appropriate sewing technique, including running and blanket stitch. <br> Learn to applique including attaching decorations such as buttons, sequins and natural objects. | Textiles <br> Create weavings and weaving looms. | Textiles <br> Tape, pin, cut, shape and join fabric with precision. <br> Choose from a range of stitching and joining techniques. <br> Use and apply skills learnt in a variety of techniques (e.g. sewing, using felt squares, tie dyeing, weaving, plaiting, wax or oil resist, applique, embroidery and binca). |
| Greater Depth in Technical Knowledge | Use techniques beyond that of expected, e.g. from year groups above | Use techniques beyond that of expected, e.g. from year groups above | Use techniques beyond that of expected, e.g. from year groups above | Use techniques beyond that of expected, e.g. from year groups above | Use techniques beyond that of expected, e.g. from year groups above | Use techniques beyond that of expected, e.g. from year groups above | Use techniques beyond that of expected, e.g. from year groups above |



|  | Make <br> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. | Make <br> Assemble, join and combine materials. | Make <br> Assemble, join and combine materials. | Make <br> Assemble, join and combine materials and components with some degree of accuracy. | Make <br> Cut a range of materials with precision; shape and score materials with precision; assemble, join and combine materials and components. | Make <br> Cut a range of materials with precision; shape and score materials with precision; assemble, join and combine materials and components and make modifications as they go along. | Make <br> Cut a range of materials with precision; shape and score materials with precision; assemble, join and combine materials and components and make modifications as they go along. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Selects resources needed to shape, assemble and join materials they are using. Use simple tools to effect changes to materials. | Begin to select from a range of hand tools and equipment, such as scissors, hole punchers, rulers | Select and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. | Carefully select from a range of familiar tools and equipment, including joining, explaining their choices. | With growing confidence, select from a wide range of tools and equipment, including joining, explaining their choices. | Select from a range of tools and components, including joining, talking accurately about their functional properties. | Select from a range of tools and components, including joining, talking accurately about their functional properties. |
|  | Handle tools, objects, construction and malleable materials safely and with increasing control. | Learn to use hand tools and equipment safely and appropriately with adult support where necessary. | Continue to learn, apply and practise using hand tools and equipment safely and appropriately. | Learn to use a range of tools and equipment safely, appropriately and accurately. | Learn to use a range of tools and equipment safely, appropriately and accurately with increasing independence. | Understand what a risk assessment is and follow agreed health and safety measures as a class. | Understand what a risk assessment is and follow agreed health and safety measures as a class. |
|  | Understands that different media and materials can be combined to create new effects. | Use a range of construction materials and components including cardboard, textiles with support from an adult. | Use a range of construction materials and components including textiles, cardboard and recycled materials. | Use a wide range of materials and components, including, textiles, wood and metal construction materials. | Use a wider range of materials and components, including textiles, construction materials, and electrical components. | Use a wider range of materials and components, including textiles, construction materials, and mechanical components. | Use a wider range of materials and components, including textiles, construction materials, and computing components. |
|  | Use scissors accurately. Can measure using nonstandard units. | With help, measure and mark out templates for a product. | Measure and mark out templates for a product. | Start to measure and mark out to the nearest cm and millimetre. | With growing independence, measure and mark out to the nearest cm and millimetre. | Independently take mostly accurate measurements and mark out, to within 1 millimetre; | Independently take exact measurements and mark out, to within 1 millimetre |
|  | Shows a preference for a dominant hand. | Learn how to cut, shape and score materials. | Practise and apply skills learnt when cutting, shaping and scoring materials. | Cut, shape and score materials with some degree of accuracy. | Cut, shape and score materials accurately. | Cut, shape and score materials accurately. | Cut, shape and score materials accurately. |
|  | Evaluate <br> Able to discuss things they like about their products and ways to improve whilst making | Evaluate <br> Evaluate their ideas and products against design criteria | Evaluate <br> Evaluate their ideas and products against design criteria | Evaluate <br> Evaluate their ideas and products against design criteria and suggest ways to improve work | Evaluate <br> Evaluate their ideas and products against design criteria and sugges $\dagger$ ways to improve work | Evaluate <br> Evaluate their ideas and products against design criteria and consider the views of others to improve work | Evaluate <br> Evaluate their ideas and products against design criteria and consider the views of others to improve work |
| Greater Depth in Design Process | Create pieces with a very high level of finish. | Create pieces with a very high level of finish. | Create pieces with a very high level of finish. | Create pieces with a very high level of finish. | Create pieces with a very high level of finish. | Create pieces with a very high level of finish. | Create pieces with a very high level of finish. |
|  | Explain design choices linked to properties of materials and choice of joining. | Explain design choices linked to properties of materials and choice of joining. | Explain design choices linked to properties of materials and choice of joining. | Explain design choices linked to properties of materials and choice of joining. | Explain design choices linked to properties of materials and choice of joining. | Explain design choices linked to properties of materials and choice of joining. | Explain design choices linked to properties of materials and choice of joining. |

Hygiene and safety
Understand how to w
hands properly
Become increasingly confident managing
basic hygiene and personal needs
successfully.

## Origins of food

Know that farms can contain plants and/or animals, and that farms create food

## Healthy diet

Talk about ways to keep healthy and safe.

Begin to understand the importance of good health and a healthy diet.

## Prepare and cook

Listen and respond to verbal and pictorial instructions while preparing food dishes.

Greater Depth in<br>Cooking and<br>Nutrition

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## Hygiene and safety <br> Practice and apply basic

 hygiene practices.Understand how to wash hands properly and with independence.

## Origins of food

Understand where food comes from (planting and growing)

## Healthy diet

Understand the basic principles of a healthy and varied diet

## Prepare and cook

Begin to select from a
range of hand tools and equipment, such as graters, zesters, safe knives, juicer;

Learn to use hand tools and equipment safely and appropriately with adult support where necessary.

Start to independently follow a recipe. Prepare ingredients using appropriate cooking utensils.

Hygiene and safety Understand the importance of good personal hygiene.

## Origins of food

Understand that all food comes from plants or animals

## Healthy diet

Understand what a balanced plate looks like. Name and sort foods into the five groups.

## Prepare and cook

Use and combine a range of ingredients

Measure and weigh ingredients to the nearest gram and millilitre.

Hygiene and safety
Demonstrate hygienic food preparation and storage (such as storing food effectively and learning about mould and decay.

## Origins and seasonality

 of foodUnderstand where food comes from (food lifecycles - seed to fruit, grain to bread)

## Healthy diet

Understand the further principles of a healthy and varied diet (vitamins and minerals in foods)

## Prepare and cook

Prepare food using a range of techniques such as mashing
whisking, crushing
grating, cutting, kneading and baking.

Create pieces with a very high level of finish.

Use techniques beyond that of expected, e.g from year groups abov

## Hygiene and safety

 Apply the rules for basic food hygiene and other safe practices.Origins and seasonality of food
Start to know when, where and how food is grown (such as herbs,
tomatoes and
strawberries) in the UK,
Europe and the wider world.

## Healthy diet

Understand different
foods impact on muscle and brain performance.

## Prepare and cook

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

## Create pieces with a

 very high level of finish.Use techniques beyond that of expected, e.g.

Hygiene and safety
Understand and risk assess hazards relating to the use of ovens, utensils and kitchen appliances.

Origins and seasonality of food
Apply understanding of when where and how food is grown when
planning and designing food products.

## Healthy diet

Read and understand food nutrition labels.

## Prepare and cook

Use a heat source to
cook ingredients showing awareness of the need to control the temperature of the hob and/or oven

## Origins and seasonality

 of foodKnow, explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK Europe and the wider world.

## Healthy diet

Apply understanding of food nutrition labels in planning and preparing dishes.

## Prepare and cook

Demonstrate how to use a range of cooking techniques, such as baking, grilling and
boiling (such as soup in a saucepan, led by an adult)

Create pieces with a very high level of finish.

Use techniques beyond that of expected, e.g.


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    Use techniques beyond that of expected, e.g.

