

## DT Progression of Skills – Kapow Projects

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
T1 & T2 Structures and Mechanics	Structures: Junk Modelling (A&B)	Structures: Building Houses (A&B)	Mechanics: Moving Monsters (A&B)	Structures: Castle/Pavilion (A)	Mechanics: Christmas card (levers/moving pictures) (B)	Technology: CAMS (A)	Structures: Bridges (B)
<i>Skills Covered</i>	<p><i>Develop small motor skills.</i></p> <p><i>Use a range of small tools.</i></p> <p><i>ELG PD</i></p> <p><i>Explore, use and refine a variety of artistic effects.</i></p> <p><i>Safely use and explore a variety of materials.</i></p> <p><i>ELG Creating with Materials</i></p>	<p><i>ELG Speaking</i></p> <p><i>ELG The Natural World</i></p> <p><i>ELG Creating with Materials</i></p> <p><i>Test and make predictions</i></p> <p><i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p>	<p><i>Identify the correct terms for levers, linkages and pivots.</i></p> <p><i>Analyse popular toys with the correct terminology. Create functional linkages that produce the desired input and output motions.</i></p> <p><i>Design monsters suitable for children, which satisfy most of the design criteria.</i></p> <p><i>Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design. Select and assemble materials to create their planned</i></p>	<p><i>Structures (A):</i></p> <p><i>Produce a range of free-standing frame structures of different shapes and sizes. Design a pavilion that is strong, stable and aesthetically pleasing. Select appropriate materials and construction techniques to create a stable, free-standing frame structure. Select appropriate materials and techniques to add cladding to their pavilion.</i></p> <p><i>Cards (B):</i></p> <p><i>TBC</i></p>	<p><i>CAMS (A):</i></p> <p><i>TBC</i></p> <p><i>Bridges (B):</i></p> <p><i>Identify stronger and weaker shapes. Recognise that supporting shapes can help increase the strength of a bridge, allowing it to hold more weight. Identify beam, arch and truss bridges and describe their differences. Use triangles to create simple truss bridges that support a load (weight). Cut beams to the correct size. Follow each stage of the truss bridge creation as instructed by their teacher. Complete a bridge, with varying ranges of accuracy and finish, supported by the teacher. Identify some areas for improvement, reinforcing their bridges as necessary.</i></p>		

			<i>monster features. Assemble the monster to their linkages without affecting their functionality.</i>		
T3 & T4 Healthy Eating	Seasonal: Designing a rainbow salad (A&B)	Cooking and nutrition: Fruit and vegetables - Smoothie (A&B)	Cooking and nutrition: A balanced diet (A&B)	Cooking and nutrition: Adapting a recipe Year 4 unit (A)	Cooking and nutrition: Come dine with me Year 6 unit – <i>adapted</i> – one course not three (A)
<i>Skills Covered</i>	<i>ELG Speaking ELG Managing Self ELG Natural World Know and talk about different factors that support their overall health and wellbeing.</i>	<i>Describe fruits and vegetables and explain why they are a fruit or a vegetable. Name a range of places that fruits and vegetables grow. Describe basic characteristics of fruit and vegetables. Prepare fruits and vegetables to make a smoothie</i>	<i>Name the main food groups and identify foods that belong to each group. Describe the taste, texture and smell of a given food. Think of four different wrap ideas, considering flavour combinations. Construct a wrap that meets the design brief and their plan.</i>	<i>Follow a recipe, with some support. Describe some of the features of a biscuit based on taste, smell, texture and appearance. Adapt a recipe by adding extra ingredients to it. Plan a biscuit recipe within a budget.</i>	<i>Find a suitable recipe for their course. Record the relevant ingredients and equipment needed. Follow a recipe, including using the correct quantities of each ingredient. Write a recipe, explaining the process taken. Explain where certain key foods come from before they appear on the supermarket shelf.</i>
T5 & T6 Textiles	Textiles: Bookmarks (A&B)	Textiles: Puppets (A&B)	Textiles: Pouches/Puppets (A&B)	Textiles: Cross Stitch Year 3 unit (Egyptian Collars) (B)	Textiles: Stuffed toys Year 5 unit (B) (Reception and Year 1 to be the ‘user’)
<i>Skills Covered</i>	<i>Develop their small motor skills ELG FMS ELG Creating with Materials</i>	<i>Join fabrics together using pins, staples or glue. Design a puppet and use a template. Join their two puppets’ faces together as</i>	<i>Sew a running stitch with regular-sized stitches and understand that both ends must be</i>	<i>Demonstrate their ability to use cross-stitch as a decorative feature or to join two pieces of fabric together. Develop appliqué designs based on design criteria. Design, cut and shape their template for an usekh/wesekh collar, with</i>	<i>Design a stuffed toy, considering the main component shapes of their toy. Create an appropriate template for their stuffed toy. Join two pieces of fabric using a blanket stitch. Neatly cut out their fabric. Use appliqué or</i>

		<p><i>one. Decorate a puppet to match their design.</i></p>	<p><i>knotted. Prepare and cut fabric to make a pouch from a template. Use a running stitch to join the two pieces of fabric together. Decorate their pouch using the materials provided.</i></p>	<p><i>increasing accuracy. Decorate their Egyptian collar using a variety of techniques such as appliqué, cross-stitch, beads, buttons and pinking. Measure and attach a ribbon with a running stitch. Recognise different types and qualities of fabrics. Explain the aesthetic and/or functional properties of some of their material choices.</i></p>	<p><i>decorative stitching to decorate the front of their stuffed toy. Use blanket stitch to assemble their stuffed toy, repairing when needed. Identify what worked well and areas for improvement.</i></p>
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