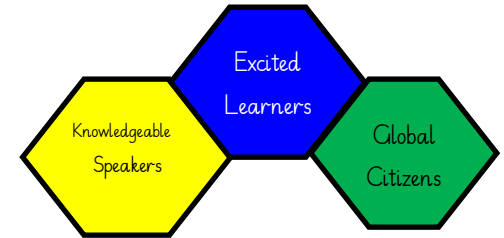
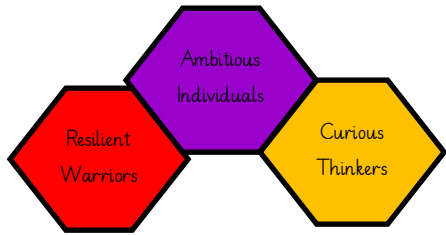


Curriculum Skills Progression and Assessment Handbook

Updated 02.12.22



Art and Design
"Art is a place for children to learn to trust their ideas themselves and to explore what is possible."
Maryann F Kohl – educator and publisher

Geography
"The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world."
President Barack Obama

Science
"The important thing is to never stop questioning."
Albert Einstein

Computing
"The computer is not a device anymore. It is an extension of your mind and your gateway to other people."
Mark Shuttleworth- Entrepreneur

History
"The more you know about the past, the better prepared you are for the future"
Theodore Roosevelt

At Burnt Tree Primary School 'every child matters'; therefore, we strive to ensure our pupils are happy and healthy both physically and mentally. We endeavour to exploit every opportunity within the curriculum to develop their physical and mental strength to be successful. All children will develop the emotional intelligence to be caring and kind citizens who are aware of their self-worth and identify their place in society. They will become life-long learners who are independent, responsible and respectful.

Languages
'The limits of my language are the limits of my world'.
Lutwig Wittgenstein. Australian-British philosopher of language.

Music
"There is music in every child. The teacher's job is to find it and nurture it."
Francis Clark- pianist

PE
"If you can't fly, then run, if you can't run, then walk, if you can't walk, then crawl, but whatever you do, you have to keep moving forward."
Martin Luther King

RE
"The beauty of the world lies in the diversity of its people."
Unknown

Design and Technology
"It's not just about ideas, it's about making ideas happen"
Scott Belsky- entrepreneur

Design and Technology N

Design and Technology is covered over the EYFS topic plan for further information over the year.

All about me – Autumn 1

All about autumn – Autumn 2

All about winter – Spring 1

All about spring – Spring 2/Summer 1

All about summer – Summer 2

To include construction, building, exploring materials, joining materials.

Design and Technology R

Design and Technology is covered throughout all areas. See the topic plan for further information on topics covered over the year.

All about me – Autumn 1

All about autumn – Autumn 2

All about winter – Spring 1

All about spring – Spring 2/Summer 1

All about summer – Summer 2

To include construction, building, exploring materials, joining materials.

Design and Technology Y1

Autumn 1 – Great Fire of London

Autumn DT project – Christmas Punch and Judy style sock puppet- Christmas puppet show.

Spring 1 and Spring 2 - Royalty - Castles – Castle - group junk model with a moving knight.

Summer 1 - Local area

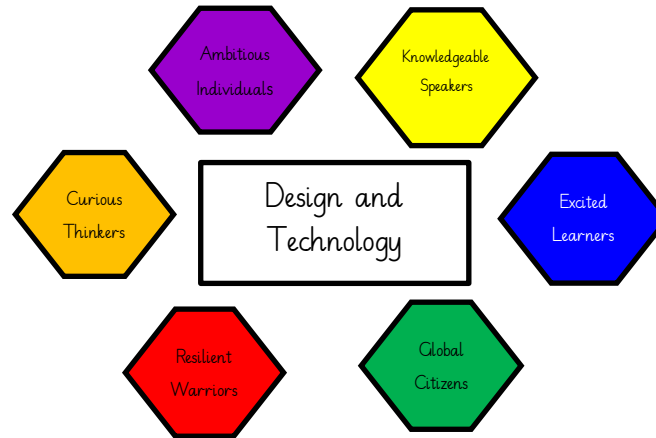
Summer 2- Seasides - Moving ocean scene.

Design and Technology Y6

Autumn – World War 2 – make, mend and do teddy bear sewing using seam allowance, wire and Paper Mache air raid shelter with working lights/sounds

Spring – Rainforests – creating food items to sell as part of a fundraising campaign.

Summer – Leaving a legacy – creating props



Design and Technology Y2

Autumn – Florence Nightingale- Moving ambulance model , individual junk modelling houses from 1666

Spring - What a Wonderful world- Holiday pouch- How can we carry all of the things we need when we visit hot and cold places?

Summer – Healthy Living - Fruit faces- assembling ingredients- fruit collage.

Design and Technology Y5

Autumn – Vikings and Saxons Create a wooden Viking long, ship, Make viking and Saxon bread

Spring – North America

Summer – Victorians William Morris textile tapestry

Design and Technology Y4

Autumn – Ancient Greeks Paper mache pot vase with painted detail.

Spring – European Region Textiles (binca) patterned place mat, Food technology end of topic restaurant.

Summer – Romans

Design and Technology Y3

Autumn – Stone Age – Animal print purse,

Spring- Extreme Weather -Working volcano model,

Summer – Egyptians Working shaduf, End of topic food technology- Egyptian banquet.

Design and Technology							
Design purposeful, functional and appealing products Generate, model and communicate ideas Evaluate existing products and own ideas				Use research and criteria to develop products which are fit for purpose Use annotated sketches and prototypes to explain ideas, Evaluate existing products and improve own work		Use research and criteria to develop products which are fit for purpose and aimed at specific groups, Use annotated sketches, cross section diagrams and computer aided design, Analyse and evaluate existing products and improve own work	
N	R	Y1	Y2	Y3	Y4	Y5	Y6
<p>Use resources to build and construct to support imaginative play.</p> <p>Design small worlds with construction kits.</p> <p>Develop their model making through their own creative ideas.</p> <p>Talk about their models.</p>	<p>Use a range of materials to support play (fabric/ rugs/ sheets that becomes capes/den roof/cloak)</p>	<p>Design products that have a clear purpose and an intended user</p> <p>Make products refining the design as work progresses</p> <p>Model designs using software (Computing)</p> <p>Explore and evaluate a range of existing products.</p>	<p>Design products that have a clear purpose and an intended user</p> <p>Make products refining the design as work progresses</p> <p>Use software to design</p> <p>Model designs using software (Computing)</p> <p>Explore and evaluate a range of existing products.</p>	<p>Design with a purpose</p> <p>Make products by working efficiently</p> <p>Refine work and techniques as work progresses continually</p> <p>Control and monitor models using software designed for this purpose (Computing)</p>	<p>Design with a purpose</p> <p>Make products by working efficiently</p> <p>Refine work and techniques as work progresses continually</p> <p>Use software to design and represent product designs</p> <p>Control and monitor models using software designed for this purpose (Computing)</p>	<p>Design with the user in mind</p> <p>Make products through stages of prototypes making continual refinements</p> <p>Ensure products have a high quality finish</p> <p>Use prototypes, cross sectional diagrams and computer aided designs</p>	<p>Design with the user in mind</p> <p>Make products through stages of prototypes making continual refinements</p> <p>Ensure products have a high quality finish</p> <p>Use prototypes, cross sectional diagrams and computer aided designs</p> <p>Write code to control and monitor models or products (Computing)</p>
Select and use a range of tools and materials to complete practical tasks Build and improve structure and mechanisms Construct using materials, textiles and ingredients				Select and use a wide range of tools and equipment Use mechanical systems in own work		Select and use a wide range of materials and components including construction, materials, textiles and ingredients Use mechanical and electrical systems in own products including programming	
N	R	Y1	Y2	Y3	Y4	Y5	Y6
<p>Join different materials using a range of different joining materials (glue, masking tape,</p>	<p>Use a range of joining materials (glue, tape, paper clips, split pins)</p>	<p>Shape textiles using templates (Textiles)</p> <p>Colour and decorate textiles using a number</p>	<p>Shape textiles using templates (Textiles)</p>	<p>Join textiles with appropriate stitching (Textiles)</p> <p>Select techniques to decorate textiles (Textiles)</p>	<p>Understand the need for seams when joining textiles with appropriate stitching (Textiles)</p>	<p>Create objects that that employ a seam allowance (Textiles)</p>	<p>Create objects that that employ a seam allowance (Textiles)</p>

<i>hammers and nails, paperclips, fasteners)</i>	<i>Use a range of materials, textures and scales to construct and create (cardboard boxes, tubes, egg cups, scrap materials)</i>	<i>of techniques (Textiles)</i> <i>Use materials make and strengthen products</i> <i>Create products using levers</i> <i>Cut materials safely using tools provided</i> <i>Demonstrate accuracy in cutting</i> <i>Build structures, exploring how they can be made stronger, stiffer and more stable.</i>	<i>Colour and decorate textiles using a number of techniques (Textiles)</i> <i>Join textiles using a running stitch (Textiles)</i> <i>Create products using wheels and winding mechanisms</i> <i>Measure and mark out to the nearest cm</i> <i>Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling)</i> <i>Demonstrate a range of joining techniques (such as gluing and hinges)</i> <i>Build structures, exploring how they can be made stronger, stiffer and more stable.</i>	<i>Create series circuits</i> <i>Choose suitable techniques to construct products</i> <i>Create products using levers, pulleys, gears and winding mechanisms</i> <i>Cut materials accurately and safely by selecting appropriate tools</i> <i>Apply appropriate cutting and shaping techniques (slots or cut outs)</i>	<i>Select the most appropriate techniques to decorate textiles (Textiles)</i> <i>Create parallel circuits</i> <i>Strengthen materials using suitable techniques</i> <i>Measure and mark out to the nearest mm</i> <i>Select appropriate joining techniques</i>	<i>Join textiles with a combination of stitching techniques (Textiles)</i> <i>Develop a range of practical skills to create products such as: cutting, drilling, screwing, nailing, gluing, filing and sanding</i> <i>Create motion using cams</i> <i>Cut materials with precision and refine the finish with appropriate tools (such as sanding)</i> <i>Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as using fabric scissors)</i>	<i>Join textiles with a combination of stitching techniques (Textiles)</i> <i>Use the qualities of materials to add decoration (Textiles)</i> <i>Create series using electronics kits</i>
Understand where food comes from			Use the basic principles of a healthy and varied diet to prepare dishes	Understand seasonality	Understand seasonality Prepare and cook mainly savoury dishes	Cook savoury dishes for a healthy and varied diet	
N	R	Y1	Y2	Y3	Y4	Y5	Y6

<p><i>Make healthy choices about food and drink.</i></p>	<p><i>Talk about the importance of healthy eating.</i></p>	<p><i>Measure or weigh using measuring cups or electronic scales</i></p>	<p><i>Cut, peel or grate ingredients safely and hygienically</i></p> <p><i>Assemble or cook ingredients</i></p>	<p><i>Measure or weigh ingredients using grams</i></p>	<p><i>Prepare ingredients hygienically using appropriate utensils</i></p> <p><i>Measure ingredients to the nearest gram</i></p> <p><i>Follow a recipe</i></p> <p><i>Assemble or cook ingredients using an oven</i></p>	<p><i>Understand the importance of the correct storage and handling of ingredients</i></p> <p><i>Demonstrate a range of baking and cooking techniques</i></p> <p><i>Create and refine recipes including ingredients, methods, cooking times and temperatures.</i></p>	<p><i>Measure accurately and calculate ratios of ingredients to scale up or down from a recipe</i></p>
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Design and Technology Assessment			Class -	Academic Year -
Autumn	Spring	Summer		
Working at greater depth	Working at greater depth	Working at greater depth		
Working at	Working at	Working at		
Working towards	Working towards	Working towards		
Working below	Working below	Working below		

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