# Holy Cross Curriculum Progression
# DT

**Early Learning Goal links**

Expressive Arts and Design – Creating with Materials: safely use and explore a range of materials, tools and techniques; experiment with colour, design, texture, form and function; share creations and explain the processes used.

Physical Development – Fine Motor Skills: use small tools, including scissors, paintbrushes and cutlery, with increasing control.

Understanding the World – Past and Present / The Natural World: explore how familiar objects are used and notice properties of materials in the surrounding world.

Personal, Social and Emotional Development – Managing Self: manage personal needs, including healthy food choices.

**EYFS skills progression**

| Researching | Designing | Making | Evaluating | Technical knowledge |
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| **Notice how familiar objects are used; explore materials, everyday tools and the work of people such as cooks and builders.** | **Share an idea for something to create, select resources and explain simple choices.** | **Handle small tools and materials with increasing accuracy; combine, construct and adapt creations safely.** | **Describe a finished creation, explain choices and suggest something to try differently.** | **Explore material properties, joining techniques, shape, balance and how objects work through play.** |

**Progression into Year 1: Children move from exploring and selecting materials during purposeful play to planning products, practising safe techniques and describing how well their creations work.**

YEAR 1

FOOD & NUTRITION | Plant-powered snacks

| PROJECT | Researching | Designing | Making | Evaluating | Technical knowledge |
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| Which fruits and vegetables could make a colourful, healthy snack? | Investigate familiar fruit and vegetables and consider nutritious choices. | Sketch a simple fruit or vegetable snack, selecting colours and shapes. | Wash, cut with supervision and arrange ingredients attractively. | Taste the finished snack and identify a possible improvement. | Follow basic hygiene rules and use preparation tools carefully. |

TEXTILES | Seaside fabric collage

| PROJECT | Researching | Designing | Making | Evaluating | Technical knowledge |
|---|---|---|---|---|---|
| How can we use fabric shapes and textures to represent the seaside? | Look closely at seaside images and fabrics to identify patterns, shapes and colours. | Select fabric shapes and colours for a seaside picture. | Cut, position and attach fabric pieces to create a collage. | Compare the finished collage with the intended seaside effect. | Explore texture and simple ways of cutting and fixing fabric. |

CONSTRUCTION | Recycled toy workshop

| PROJECT | Researching | Designing | Making | Evaluating | Technical knowledge |
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| How can we make a safe, enjoyable toy from reused materials? | Examine toys and discuss what makes them enjoyable and safe. | Draw a basic toy idea and identify suitable reused materials. | Assemble a toy, adding a simple moving feature where appropriate. | Try the toy out and identify changes that would help it work. | Practise safe cutting and joining; explore wheels and axles. |

YEAR 2

FOOD & NUTRITION | Seasoned potato wedges

| PROJECT | Researching | Designing | Making | Evaluating | Technical knowledge |
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| How can we prepare tasty vegetables using herbs and seasoning? | Compare varieties of potato and ways of preparing them. | Choose seasonings and plan a potato-wedge recipe. | Peel and cut safely, then follow steps to cook the wedges with adult support. | Assess taste and texture and propose a change. | Use kitchen equipment appropriately and discuss healthier cooking methods. |

TEXTILES | Bug-themed bookmark

| PROJECT | Researching | Designing | Making | Evaluating | Technical knowledge |
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| How can stitching make a useful and attractive bookmark? | Explore fabric bookmarks and learn the basics of threading a needle. | Plan a practical, decorated bookmark with a bug motif. | Join fabric pieces with stitching and add decorative details. | Check that the bookmark is usable, strong and attractive. | Practise running stitch and cross stitch. |

CONSTRUCTION | Historical model houses

| PROJECT | Researching | Designing | Making | Evaluating | Technical knowledge |
|---|---|---|---|---|---|
| How can we construct a strong house inspired by the past? | Study historical houses and identify features that affect strength. | Draw a stable house design that includes a moving element. | Construct a model using card and sticks, incorporating a simple mechanism. | Test stability and suggest structural changes. | Measure with care and investigate cross-bracing and movement. |

YEAR 3

FOOD & NUTRITION | Root vegetable summer rolls

| PROJECT | Researching | Designing | Making | Evaluating | Technical knowledge |
|---|---|---|---|---|---|
| How can seasonal vegetables become a fresh, appealing dish? | Explore root vegetables and their role in seasonal meals. | Choose a colourful combination of fillings for a summer roll. | Peel, slice or grate ingredients and follow a supported recipe. | Review the balance of flavours and propose an adjustment. | Use peeling, cutting and grating techniques with greater control. |

TEXTILES | Stone Age pouch

| PROJECT | Researching | Designing | Making | Evaluating | Technical knowledge |
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| How can we make a practical pouch inspired by Stone Age life? | Compare pouches and identify useful design features. | Use a template to plan a pouch, including size and fastening. | Sew pieces securely and attach a suitable closure. | Check strength and practicality against the intended use. | Develop seams, stitches and fastening methods. |

CONSTRUCTION | Magnetic Egyptian model

| PROJECT | Researching | Designing | Making | Evaluating | Technical knowledge |
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| How can magnets create movement in an Egyptian-inspired model? | Explore magnetic effects and examples of magnets in everyday objects. | Specify success criteria and sketch a model with magnetic movement. | Construct a reinforced model that creates a magnetic effect. | Judge performance against the agreed criteria. | Use tabs, folds, slots and braces to strengthen joins. |

YEAR 4

FOOD & NUTRITION | Ethical chocolate creations

| PROJECT | Researching | Designing | Making | Evaluating | Technical knowledge |
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| How can we make a treat that considers people and the planet? | Compare chocolate flavours and textures and explore ingredient sourcing. | Plan a chocolate product that considers people and the environment. | Prepare a chocolate treat hygienically using responsibly sourced ingredients. | Consider taste and how well the product reflects ethical intentions. | Explain cocoa sourcing, processing and the purpose of Fairtrade. |

TEXTILES | Story-inspired book bag

| PROJECT | Researching | Designing | Making | Evaluating | Technical knowledge |
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| How can a textile product reflect a favourite story? | Investigate bags and how their construction and decoration support use. | Plan a book bag for a chosen user with a literary motif. | Stitch a durable bag, attaching handles and decorative features. | Test the bag for strength and suitability, then suggest refinements. | Use backstitch and secure joining techniques safely. |

CONSTRUCTION | Motorised Roman chariot

| PROJECT | Researching | Designing | Making | Evaluating | Technical knowledge |
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| How can electricity help a model chariot move? | Explore how electrical power can produce movement. | Design a chariot with a powered moving system. | Build a wheeled chassis and connect a motor and circuit. | Test the movement and improve the model. | Strengthen a frame and align wheels, axles and electrical parts. |

YEAR 5

FOOD & NUTRITION | Central American flavours

| PROJECT | Researching | Designing | Making | Evaluating | Technical knowledge |
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| How can ingredients and recipes celebrate | Explore ingredients from Central America and | Adapt a traditional recipe by considering taste, | Prepare tortillas and accompaniments | Review flavour, presentation and | Choose suitable utensils and apply |

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| Central American food? | cultural influences on food. | texture and appearance. | using an ordered recipe. | links to the dish's origins. | food hygiene independently. |

TEXTILES | Atmospheric fabric Christmas bauble

| PROJECT | Researching | Designing | Making | Evaluating | Technical knowledge |
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| How can textile techniques create mood and atmosphere? | Investigate how textile artists use colour, texture and stitch to suggest mood. | Plan a layered Christmas bauble using accurate pattern pieces. | Attach appliqué and finish edges with appropriate stitches. | Assess how effectively the textile communicates its intended atmosphere. | Use secure appliqué stitches and decorative edge finishes. |

CONSTRUCTION | Moving fairy-tale theatre

| PROJECT | Researching | Designing | Making | Evaluating | Technical knowledge |
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| How can mechanisms bring a fairy-tale scene to life? | Investigate mechanisms that solve practical movement problems. | Create labelled plans and criteria for a theatre with moving scenery. | Make a theatre model incorporating moving components. | Test the mechanisms and compare results with the design criteria. | Explore pulleys, levers and linkages. |

YEAR 6

FOOD & NUTRITION | Inventive fusion food

| PROJECT | Researching | Designing | Making | Evaluating | Technical knowledge |
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| How can we combine culinary ideas to invent a new dish? | Compare combined-cuisine dishes, considering texture, flavour and presentation. | Develop an original dish blending techniques and ingredients. | Follow and adapt a recipe independently as needed. | Explain strengths and improvements with evidence from tasting. | Refine preparation techniques to achieve intended results. |

TEXTILES | Upcycled textile design

| PROJECT | Researching | Designing | Making | Evaluating | Technical knowledge |
|---|---|---|---|---|---|
| How can unwanted fabrics become something useful? | Explore reused textile products and their environmental benefits. | Design a new item using recovered fabric for a clear purpose. | Cut, stitch and embellish pieces accurately and securely. | Consider usability, appearance, waste reduction and future improvements. | Select stitches and decorative techniques for strength and detail. |

CONSTRUCTION | Illuminated Gothic model

| PROJECT | Researching | Designing | Making | Evaluating | Technical knowledge |
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| How can a structure combine Gothic design and electrical features? | Explore defining features of Gothic architecture and design. | Produce a labelled plan combining Gothic styling and electrical features. | Construct a stable model and incorporate working electrical elements. | Review appearance and function against agreed criteria. | Apply circuit knowledge and structural reinforcement. |