



Federation of St. Cuthbert's and St. Sebastian's Catholic Primary Schools



**DT  
PROGRESSION MAP**

Year 3			
	AUTUMN TERM	SPRING TERM	SUMMER TERM
	<b>CLAY POTS</b> Mouldable materials	<b>GARDEN SALAD</b> Cooking & Nutrition	<b>FASHION ACCESSORY</b> Textiles
Domain	Progression Statement		
Developing, planning and communicating ideas	Can they show that their design meets a range of requirements? Can they put together a step-by-step plan which shows the order and also what equipment and tools they need? Can they describe their design using an accurately labelled sketch and words? How realistic is their plan?		
Working with tools, equipment, materials and components to make quality products	Can they use equipment and tools accurately?		
Evaluating processes and products	Can they explain what they changed which made their design even better?		
Cooking and nutrition	<ul style="list-style-type: none"> <li>Do they know that foods from around the world can look different but usually includes combinations of foods from the same the Eatwell Guide group?</li> <li>Can they use a range of techniques to shape and mould?</li> <li>Can they name an increasing range of cooking equipment and explain what it does. E.g. peeler, vegetable knife, colander?</li> </ul>		

		<ul style="list-style-type: none"> <li>• Can they name and use a range of cooking skills with increasing competence. E.g. Grate (firmer foods like carrots), peel (with a peeler), Arrange (in an attractive way)?</li> <li>• Can they cut? (soft foods with table knife progressing to firmer foods (tomatoes, onions) with a vegetable knife) using: <ul style="list-style-type: none"> <li>-Fork secure</li> <li>-Claw grip</li> <li>-Bridge hold</li> </ul> </li> <li>• Can they say which part of a plant different foods come from. E.g. Celery is the stem of a plant, Apples are the fruit of a plant, Carrots and parsnips the roots of a plant, Potatoes are tubers which is part of the root of a plant?</li> <li>• Can they give examples of how animals are farmed. E.g. I can say: where they live, what they eat and how they are cared for?</li> <li>• Can they give examples of how plants are farmed. E.g. I can say: how they grow, how they are harvested and what produce is produced at the end?</li> <li>• Can they give examples of foods people grow at home?</li> </ul>	
Textiles			<p>Can they join textiles of different types in different ways?</p> <p>Can they choose textiles both for their appearance and also qualities?</p>
Electrical and mechanical components			
Stiff and flexible sheet materials			
Mouldable materials	Do they select the most appropriate materials?		

	Can they use a range of techniques to shape and mould? Do they use finishing techniques?		
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**Year group long-term overview (with statutory requirements) and subject progression map (above) to be used together to inform medium term planning.**