



Christ Church CE Primary School – Art Skills Progression Chart
Achieving excellence, opening minds, inspiring dreams, creating futures

Year	Unit	Cooking and Nutrition
1	Eat more fruits and vegetables	<ul style="list-style-type: none"> • I can name a variety of fruits and vegetables. • I can use adjectives to describe the taste, smell and texture of a variety of fruits and vegetables. • I know that some fruits and vegetables need to be washed, cut, cored, peeled or grated before they can be eaten. • I understand basic food hygiene, e.g. washing hands, tying long hair back and keeping surfaces clean. • I can use a knife to cut some fruits and vegetables in different ways. • I can grate an apple and a carrot. • I can peel a banana, apple and cucumber.
2	Perfect Pizzas	<ul style="list-style-type: none"> • I can name a variety of pizza toppings. • I can use the model of the balanced plate to evaluate how healthy different pizzas are. • I can explore different types of bread and evaluate which would work best for a pizza base. • I can identify which food group a variety of pizza toppings belong to. • I can sort pizza toppings into groups based on different criteria, e.g. animal vs plant products. • I can explain why each of the food groups is important for a balanced diet. • I can design and make a healthy pizza following given criteria.



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		<ul style="list-style-type: none">• I can evaluate my finished pizza, saying what I think and feel about it.
4	Seasonal food	<ul style="list-style-type: none">• I can explain what the term 'seasonal food' means.• I know that different parts of the world have different seasonal food.• I can discuss the benefits and problems of unseasonal food being available in shops all year round.• I know that some foods, like wheat, are available all year round in the UK.• I can practise cooking skills including slicing, dicing, beating, whisking, folding sieving, rolling and grating.• I can follow a recipe to make fairy cakes.• I can describe the cycle of wheat production in the UK.• I can distinguish between fruits that are grown in the UK and those grown abroad.• I know how food producers can speed up or slow down the ripening process to make fruits and vegetables available all year round.• I can follow a recipe to make stuffed peppers• I know some of the nutrients we get from fruits, vegetables, meat, fish and dairy products.• I know when certain meats are in season in the UK and which are available all year round.• I can follow a recipe to make meatballs.



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		<ul style="list-style-type: none">• I know some vegetarian options that provide the same nutrients as meat.• I can explain how fish are caught or reared, processed and used in healthy meals.• I can use what I have learnt about seasonal food to design healthy meals and menus.
6	Burgers	<ul style="list-style-type: none">• I know that most foods we buy have nutrition labels to help us make informed choices about what we eat.• I know that calories come from fats, proteins and carbohydrates.• I can evaluate how healthy a burger is based on its nutrition label.• I can compare different burgers and assess which is healthiest.• I can explain some of the different ways in which burger patties are cooked.• I can follow a recipe to make a beef, turkey or vegetable burger patty.• I can add ingredients to a basic burger patty to reflect global cuisine.• I can follow a recipe to make different burger sauces, including salsa, tzatziki and barbecue sauce.• I can design a burger menu to incorporate different patties, sides and sauces.• I can explore, taste and assess different types of bread and their suitability for a burger bun.



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		<ul style="list-style-type: none"> • I can offer suggestions for some alternatives for bread. • I can add mixtures of herbs and spices to a basic bread dough to make flavoured burger buns. • I can design a burger for a particular purpose. • I can design a burger for someone with particular dietary requirements. • I can make and evaluate a burger, following my recipe and design.
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Year	Unit	Stable Structures
1	Stable structures	<ul style="list-style-type: none"> • I can identify the features of toy garages. • I know what the word 'stable' means. • I can make changes to the design of a stable structure to make it fit for purpose. • I can explore a range of materials and evaluate the usefulness of their properties for a particular project. • I can explore how to make stable structures that hold a given object. • I can follow a design to make a stable structure. • I know some ways to make a structure more stable. • I can evaluate my finished structure against a set of given criteria.
3	British inventors	<ul style="list-style-type: none"> • I can explain how concrete is used to make structures more stable.



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		<ul style="list-style-type: none">• I can create a structure strong enough to hold a dictionary using just newspaper and tape.
4	Making mini greenhouses	<ul style="list-style-type: none">• I know what a greenhouse is and how they work.• I can explore a range of different greenhouses.• I know how greenhouses are used today.• I can explain how the shape of a structure affects its stability.• I know that the weight of the structure needs to be evenly spread on the base to make it secure.• I know that the wider a structure's base is, the more stable it will be.• I can use 3D nets to explore potential structures for a greenhouse, assessing their stability.• I can investigate ways of making a structure more stable, e.g. by inserting dowelling or adding triangles at the joins.• I can experiment with a range of materials to test which would be most appropriate for making the structure of a mini greenhouse.• I can design a mini greenhouse using specific design criteria.• I can select appropriate tools and materials to make a mini greenhouse.• I can follow my design to make a mini greenhouse.• I can evaluate my finished mini greenhouse for stability, effectiveness and visual appeal.



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5	Building bridges	<ul style="list-style-type: none">• I know what beams and pillars are and how they are used in bridge construction.• I can predict which beams will be strongest from their cross-section.• I can test the strength of different beam shapes using paper and card.• I can explain what a truss is and how trusses make bridges stronger.• I can identify the three types of trusses commonly used in bridge design.• I can build a truss bridge spanning a width of 40cm using paper straws.• I can use a fair test to evaluate the strength of my truss bridge.• I can explain how arches work to make bridges stronger.• I can test the arch heights to see which can bear the most load.• I can make an arch frame.• I can explain how suspension bridges use tension forces to work.• I can design, make and evaluate a prototype suspension bridge using a scale of 1:100 according to specific design criteria.
6	Bird house builders	<ul style="list-style-type: none">• I can investigate the appearance and function of variety of different bird houses.



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		<ul style="list-style-type: none"> • I can identify what materials have been used to construct a variety of bird houses and suggest how the parts have been joined together. • I know what a flat pack diagram is and can use it to identify each part of a structure. • I can create a flat pack diagram of a constructed bird house. • I can draw an exploded diagram. • I can identify the tools associated with basic woodworking. • I can measure, clamp, saw, sand and join wood. • I can use a hand drill to drill a hole in a piece of wood. • I know the safety rules I need to follow when doing woodworking. • I can design a bird house for a particular bird, taking into account the bird's needs. • I can select appropriate rolls and materials to use when making a bird house. • I can create a sturdy bird house frame using wood. • I can evaluate my finished bird house, taking into account the views of others to improve my work. • I can use observation to evaluate the effectiveness of my bird house.
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Year	Unit	Programming and Electrical Systems
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3	Light-Up Signs	<ul style="list-style-type: none">• I can explore and analyse illuminated signs.• I can create a simple circuit with incandescent bulbs and a switch.• I can describe the difference between an LED and an incandescent light bulb.• I can create a simple circuit with an LED bulb and a resistor.• I can make a circuit with a string of LED lights.• I can design an illuminated light box against a set of design criteria.• I can select materials, tools and components to create a free-standing structure.• I can make a stable, free-standing structure to house an electrical circuit.• I can strip, twist and join wire to make permanent connections.• I can insert an electrical circuit into a free-standing structure to create an illuminated light box.• I can evaluate the effectiveness of my finished product against the design criteria.
6	Programming Pioneers	<ul style="list-style-type: none">• I can explain how computers and computer programs are used in a variety of products.• I can explain how modern memory chips work to store information.• I can write an algorithm to suggest how various appliances might work.• I know what a computer engineer is and what they do.



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		<ul style="list-style-type: none"> • I can describe some examples of how computer hardware and software specialists work together to create new products. • I can develop and build a prototype pedestrian crossing using computer programming. • I can develop, model and communicate ideas for an embedded system which monitors and controls a door, room or both. • I can describe the typical design process for computer-controlled electronic products. • I can debug errors in an algorithm. • I can suggest ways to change an algorithm to improve a system. • I can select and use electronic components to construct a prototype of an embedded computer-controlled room system. • I can evaluate my design for a computer-controlled system and consider the views of others to improve my work.
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Year	Unit	Mechanical Systems
1	Moving Minibeasts	<ul style="list-style-type: none"> • I can make a sliding mechanism out of card. • I know what a picot and lever are. • I can use a picot and lever mechanisms using card and a split pin.



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		<ul style="list-style-type: none"> • I can match a mechanisms to the type of movement they produce. • I can design a moving minibeast picture to include a variety of moving mechanisms. • I can follow a design to create a moving minibeast picture for a particular purpose. • I can evaluate my finished moving minibeast picture by identifying things that worked well and things that could be improved.
2	Vehicles	<ul style="list-style-type: none"> • I can investigate a range of vehicles, identifying and labelling their features. • I know what an axle is. • I know what a chassis is. • I can explore different ways of using axles, chassis and wheels to create a moving base. • I can design a vehicle with wheels, axles and chassis, as well as a body. • I can follow a design to make a moving vehicle. • I can evaluate my finished moving vehicle.
3	Storybooks	<ul style="list-style-type: none"> • I can explore moving parts in storybooks, suggesting how they work and what purpose they serve. • I can explain what the words 'linkage', 'pivot', 'rotate' and 'lever' mean. • I can use a paper concertina to make an object pop out of a book. • I can arrange and stick paper between pages to create a pop-out.



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		<ul style="list-style-type: none"> • I can use levers to create moving parts. • I can create moving wheel mechanisms to create different effects. • I can experiment with different fonts and graphic design features. • I can design pages of a storybook to including moving mechanisms and appropriate graphic features. • I can follow my designs to create a storybook with moving mechanisms. • I can evaluate how well my moving mechanisms work. • I can evaluate the overall effectiveness of my storybook.
5	Chinese Inventions	<ul style="list-style-type: none"> • I explore how different transmissions create different movements. • I can use a crank to change the motion on a transmission from circular to linear motion.

Year	Unit	Textiles
2	Puppets	<ul style="list-style-type: none"> • I can explore a variety of puppets, identifying and labelling their features. • I can cut out felt using a simple template. • I can stick pieces of felt together to make a finger puppet.



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		<ul style="list-style-type: none">• I can add pieces of felt and other materials to a finger puppet to create features, such as eyes, hats and mouths.• I can use running stitch to join two pieces of fabric together.• I can use overstitch to join two pieces of fabric together.• I can sew a button onto a piece of fabric.• I can design a glove puppet for a particular purpose.• I can follow a design to make a glove puppet by sewing two pieces of fabric together and adding decorations.• I can evaluate my finished glove puppet by identifying what went well and what could be improved.
4	Seasonal Stockings	<ul style="list-style-type: none">• I can explain the difference between the function and visual appeal of a product.• I can evaluate the function and visual appeal of a variety of Christmas stockings.• I can use pins to temporarily fasten two pieces of fabric together.• I can use running stitch, back stitch, overstitch and zigzag stitch to join two pieces of fabric together. I can hide the finishing knot.• I can identify a variety of decorative techniques that have been used to decorate Christmas stockings.



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		<ul style="list-style-type: none">• I can sew a button, bead, sequin or pipe cleaner onto a piece of fabric.• I can embroider shapes and patterns into a pieces of fabric.• I can use applique to add decoration to a piece of fabric.• I can design a Christmas stocking incorporating a range of decorative techniques.• I can use a template to cut out front and back pattern pieces.• I can follow a design to create a Christmas stocking.• I can evaluate the function and visual appeal of my finished Christmas stocking.
5	Fashion and Textiles	<ul style="list-style-type: none">• I can explain the process of turning raw cotton into cloth.• I know that products that are woven together are called textiles.• I know that different textiles have different properties, and can match these to their purpose.• I can identify straight stitch, zigzag stitch, whip/blanket stitch, blind stitch, buttonhole stitch and overlock stitch on a variety of ready-made garments.• I can describe what the job of a fashion design entails.• I can sew a basting stitch.• I can seq a whip stitch.



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		<ul style="list-style-type: none"> • I can sew a hem. • I can sew back stitch. • I can sew an applique decoration. • I can use back stitch to embroider. • I know what a pattern piece is and why they are important when designing a garment. • I can design a drawstring bag, including the necessary pattern pieces. • I can use pattern pieces to measure, mark, cut and sew fabric. • I can sew design elements according to design criteria. • I can join two pieces of fabric by hand sewing, using an appropriate stitch. • I can evaluate my finished product against a set of design criteria.
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Year	Unit	Textiles
3	British Inventors	<ul style="list-style-type: none"> • I can explain about the invention of the mackintosh. • I can investigate ways of making fabric waterproof. • I can explain about the invention of the world wide web. • I can describe how the invention of the internet has changed the world.
5	Chinese Inventions	<ul style="list-style-type: none"> • I can explain how the invention of paper helped shape the world.



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		<ul style="list-style-type: none">• I can explain the traditional method for making paper.• I can test a variety of types of paper for strength, absorbency, opacity, etc.• I can make recycled paper.• I know how gunpowder was invented.• I can explain how the invention of gunpowder helped shape the world.• I can explain how the invention of the compass changed the world.• I can make a hanging/floating compass.• I can design and label my own compass. I can explain what water-powered machines are and how they helped change the world.• I can explain why kites were first invented and how they were made.• I can make a variety of kite prototypes and test their effectiveness.• I can design, make and evaluate a kite according a specific design criteria.
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