Progression in Woodwork

at Riddlesden St. Mary's

2026-2027

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Expressive arts and design ELG what this will look like To know how to work safely and hygienically. To use and experiment with different construction materials. To share their creations and talk about processes. To plan what they are going to make. To manipulate materials. To know some similarities and differences between materials.		NC: Select from and use a range of tools and equipment to perform practical tasks. NC: Select from and use a wide range of materials and	NC: Select from and use a range of tools and equipment to perform practical tasks. NC: Build structures, exploring how they can be	NC: Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately.	NC: Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately.	NC: Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately.	NC: Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately.

To adapt work where necessary. To use tools to cut and join wood using different nails and screws. To be able to name tools they have used. Physical development ELG- what this will look like. To exhibit control and coordination when using tools. To independently select tools needed to complete a task. To demonstrate an understanding of how to use tools safely. To show increased confidence and independence when problem-solving and overcoming challenges. T o carefully hold and use a variety of tools and materials such as hammers, nails and screws.	components, including construction materials, textiles and ingredients, according to their characteristics. NC: Build structures, exploring how they can be made stronger, stiffer and more stable.	made stronger, stiffer and more stable. NC: Evaluate their ideas and products against design criteria.	NC: Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. NC: Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	NC: Understand and use mechanical systems in their products (e.g. gears, pulleys, cams, levers and linkages). NC: Investigate and analyse a range of existing products.	N C: Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. NC: Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	N C: Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. NC: Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
Expressive Arts and design Use drawing to represent ideas. Join different materials and explore different textures. Explore materials freely, to develop their ideas how to use them and what to make. Explore and make choices and which materials to use when creating.	Explore and handle basic tools safely (such as sandpaper, wood etc.) Select appropriate tools for simple joining e.g. glue. Children begin to talk about the properties of wood (hard, soft,	Cut thin wood with a junior hacksaw (with adult supervision and support). Join wood using nails and PVA glue. Learn how to handle tools safely (using goggles, clamps etc.)	Use a junior hacksaw with increasing independence and accuracy. Create simple lap joints to join two pieces of wood together. Work more carefully with	Accurately measure and mark wood with a ruler. Cut and join wood in different ways, including a crosshalving joint. Select the most suitable join for the job. Use a hand drill with support to make simple holes.	Evaluate how durable their product is. Compare different joins and talk about which one is the strongest and how they know this. Explore stronger joints (e.g. dovetail	Independently select the correct tool for the task. Use saws and hand drills safely and accurately. Take greater responsibility for their own safety and workspace. Construct complex structures using wood and

Develop their own ideas and then decide which materials to use to express them Return to and build upon their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Physical development Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Use one-handed tools and equipment, for example, making snips in paper with scissors. Develop their small motor skills to they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Show growing competence using a range of tools safely and confidently.	smooth, rough etc.) Hammer nails into soft wood with adult support. Join wood using different resources such as tape, glue and elastic bands. Describe and draw pictures of what they want to make. Sand wood down with sandpaper to change its texture (talk about rough to smooth). Construct simple models using mails, tape, or glue with adult supervision. Think of ways to make their structure stronger.	Build simple structures with blocks or dowels. Explore different joining techniques – nails, glue etc. Consider the stability of their model – is it strong, stiff and stable? Sand wood edges independently to finish neatly. Use a ruler to measure and mark wood before cutting. Think away ways to improve their models after testing them.	measurements before cutting. Use clamps to secure wood whilst sawing (with guidance). Combine wood with other materials such as fabric, card etc. Consider ways to reinforce structures to make them stronger Create annotated designs showing cutting and joining. Follow their design plan when making a model. Evaluate the finished model against their design	Attach moving parts e.g. wheels, axles. Consider how mechanical systems help improve function. Create a product using different types of joints. Investigate how to make their model more stable. Consider the 'finishing product' and its aesthetic. Discuss how other products have been designed	and mortise and tenon). Use mitre cuts for angled joints. Develop precision and accuracy when joining wood together Saw wood with increasing accuracy and independence. Encourage them to be neat. Produce a scaled drawing with accurate measurements. Consider the final finish of their product e.g. painting / varnishing / sanding. Consider function and aesthetics in the final product.	combining this with other materials. Refine joints using dowelling to add strength. Adapt their design during the making process to improve the final outcome. Create products with a purpose. Create a prototype to test ideas. Evaluate their product against their design brief and talk about how they could improve it next time. Present and explain their finished product to others.

Suggested tools to use hammer, Screwdriver, Small hand drill, Sandpaper	Suggested tools to use Hammer, Screwdriver, Small hand drill, Sandpaper Low melt glue gun	Suggested tools to use All previous tools plus Spanner/wrenches Pliers, wire snips 'Hot' glue gun G clamps	Suggested tools to use Embed previous tool use Pull saw	Suggested tools to use Double sided hand saw.	Suggested tools to use Coping saw Files	Suggested tools to use Small cordless battery drill Electric bench drill Pyrography pen Sanding tool	Suggested tools to use Embed use of all tools from all previous years.
Possible project suggestions: Open-ended exploration; Nursery is not included in the DT Yearly Overview.	**Possible project suggestions:** Summer 1: Bug hotel (woodwork).	**Possible project suggestions:** Autumn 2: Making toys (woodwork).	**Possible project suggestions:** Spring 2: Wooden bridge or structure (woodwork).	**Possible project suggestions:** Summer 2: Wooden catapults.	**Possible project suggestions:** Summer 1–2: Wooden Viking ships (woodwork).	**Possible project suggestions:** Autumn 2: Wooden War Horse puppet.	**Possible project suggestions:** Autumn 2: Wooden Spitfire with a moving part using electricity.
Key vocab Expressive arts and design Join: To connect something together. Materials: Objects used to create or build something. Shapes: The outline of an object. Lines: Long or short marks that are straight or curved. Improve: To make something better. Solve: To find an answer or solution to something. Tools: Objects used to make something. Choose: To pick an option from a range of possibilities. Ideas: Thoughts of something. Cut: To separate using a sharp object. Make: To create something. Difficult: Something that is not easy to understand, do or achieve. Safe: Free from danger or risk.		Key vocab Cut: To divide wood into pieces using a tool. Join: To put two pieces together so they stay in place. Smooth: A surface without bumps or rough bits in it. Wood: A material from trees used for making things. Hammer: A tool for hitting nails with.	Key vocab S aw: A tool with a sharp edge for cutting wood. Clamp: A tool that holds wood still whilst you work. Glue: A sticky substance for joining materials. Structure: Something built from different parts. Joint: The place where two pieces	Key vocab Accurate: Correct and exact. Lap joint: Where two pieces of wood overlap to join. Secure: Safely fixed together so it does not move. Clamp: A strong tool that holds wood in place. Reinforce: To make it stronger.	Key vocab Measure: To find the length or size exactly. Cross-halving joint: When two pieces of wood slot together in the middle. Accurate: Correct and careful Drill: A tool to make holes in wood.	Key vocab Mitre: An angled cut that helps join corners neatly. Precise: Very exact and accurate. Angle: Where two lines or cuts meet. Dovetail joint: A joint with interlocking shapes, strong for corners. Mortise and tenon: One piece fits into	Key vocab Independent: Working on your own without help. Select: To choose the best tool or material. Accurate: Correct and exact. Refine: To make something better and neater. Complex: Something made of many parts.

Physical development Snip: To cut something sharply. Cut: To separate something using a sharp tool. Turn: To change the direction of something so that it faces a different way. Grip: To hold something tightly. Control: To have careful power over something. Curved: Having a smooth, rounded shape. Straight: No bends or curves. Zig-Zag: A pattern that goes in different directions. Outline: The outside edge of something. Woodwork: The activity or skills of making objects from wood. Tools: Instruments used to carry out specific tasks. Safety: Measures taken to protect yourself from danger. Hammer: A tool with a weighted head using for putting nails into wood. Nails: Small metal pins used for fastening pieces of wood together.	Nail: A small metal stick used to join wood. Fix: To make things stay in place. Rough: A bumpy or uneven surface. Sandpaper: Rough paper used to smooth wood. Model: A small version of something you build.	of wood are joined together. Stable: Strong and not wobbly. Measure: To find out the length or size using a ruler. Mark: A line or sign to show where to cut or join. Finish: The final look of something after smoothing or painting	Combine: To join different materials together. Improve: To make something even better. Design: To draw or plan something out showing how it will be made. Evaluate: To look at what worked well and what could be better.	Hinge: A part that lets something move, like a door. Wheel: A round part that rolls and helps things move Aesthetic: How nice something looks. Product: Something that has been made. Investigate: To look closely and find things out.	a hole in another piece. Scale drawing: A smaller drawing that shows the real thing in proportion	Dowel: A small wooden rod used to join pieces together. Brief: Instructions that tell you what to make and why. Function: The job or purpose of something Prototype: The first version of something you make to test an idea.