



Design & Technology

Progression of Skills and Knowledge

St Aidan's Beacon Curriculum | Curriculum update 2026–27

A progression reference for EYFS to Year 6, reflecting the updated Kapow Design & Technology progression information supplied by school.

How to use this document

The Design, Make and Evaluate strands show skills and knowledge separately. Technical Knowledge is organised by content area. Kapow combines Years 3–4 and Years 5–6 in the supplied progression: these are shown as phases rather than unsupported individual year statements.

Curriculum units in the current St Aidan's long-term plan

Year group	Unit 1	Unit 2	Unit 3
Year 1	Stable Structures	Simple Stitches	Wheels and Axles
Year 2	Levers	Balanced Diet	A Chair for a Bear
Year 3	Product Packaging	Wearable Technology	Eating Seasonally
Year 4	Adapting a Recipe	Mechanical Cars	Exploring Electrical Products*
Year 5	Wobble Bots	Gears and Pulleys	Bridges*
Year 6	Bags	Come Dine with Me	Navigating the World

* Kapow materials for Year 4 Exploring Electrical Products and Year 5 Bridges may still be in development. The underlying source for Year 5 Bridges assessment objectives was not available in the supplied assessment spreadsheet.

Source basis: Current DT Progressions PDF; updated Kapow progression screenshots for Design, Make, Evaluate and Technical Knowledge (provided 9 October 2026); St Aidan's revised DT units. Statements are grouped for readability and lightly condensed where multiple closely related source points repeat the same concept.

DESIGN | EYFS AND KEY STAGE 1

Progression of skills and knowledge

Reception

SKILLS · Ideas, choices and communication

- Making verbal plans and material choices.
- Developing a junk model.
- Designing a junk model boat and using exploration to inform the design.
- Discussing what a good design needs.
- Designing a simple pattern with paper and a bookmark.
- Choosing from available materials.

Year 1

SKILLS · Identifying needs and problems

- Thinking about what others might want from a design.
- Beginning to recognise how products and designs solve needs.

SKILLS · Developing for a user

- Considering who they are designing for and identifying the user.
- Stating what they intend to make and why, identifying its purpose.

SKILLS · Generating and communicating ideas

- Talking about ideas with purpose and user in mind.
- Talking about existing products when generating ideas.
- Using basic drawing skills to communicate ideas.

KNOWLEDGE · Needs, users and ideas

- Different users may want different things from a design.
- The user is the person who will use the product.
- Designers usually design and make things to solve problems.
- Who they are designing for makes a difference to what they design.
- Purpose means what something is for.
- Existing products can help when deciding what to design.
- Drawings are a way to explain ideas.

Year 2

SKILLS · Developing for a user

- Using a simple design brief outlining intended use, target user and key features to create simple design criteria.

SKILLS · Generating ideas

- Creating ideas with design criteria in mind.
- Referring to specific parts of existing products when generating ideas.

SKILLS · Communicating ideas

- Making a series of drawings to show how something works.
- Using labels to explain parts of a design and materials, including ICT.
- Integrating moving parts when creating mock-ups.

KNOWLEDGE · Briefs, criteria and communication

- A design brief helps decide what to make.
- Design criteria help define what makes a successful product and support idea generation.
- Different products work in different ways and have parts that make them work.
- Drawings can help explain how something works.
- Labels explain parts of a drawing.

DESIGN | KEY STAGE 2

Progression across Years 3–4 and Years 5–6

Years 3–4

SKILLS · Identifying needs and problems

- Noticing simple problems or needs in everyday life.
- Using empathy and simple surveys to recognise the needs of others.

SKILLS · Developing for a user

- Creating simple design criteria outlining basic function and appeal for users or audiences.

SKILLS · Generating ideas

- Participating in structured idea-generation sessions.
- Generating more ideas and considering feasibility in the classroom.

SKILLS · Communicating ideas

- Beginning to use 2D CAD software.
- Developing drawing and sketching with clarity and simplicity.
- Adding detail and justification about materials, tools and methods.
- Recognising the benefit of sketches, cross-sections, thumbnail and exploded diagrams.
- Creating prototypes using materials with properties similar to the final product.

KNOWLEDGE · Design concepts

- A problem or need is something a designer can help solve.
- A target audience is a group of people who might like an idea.
- Thinking together can help generate ideas; not everything can be made in the classroom.
- CAD means computer-aided design and helps communicate ideas.
- Annotations help a reader understand designs.
- Thumbnail sketches are quick, less detailed sketches.
- A cross-sectional diagram shows the inside of a product.
- An exploded diagram shows how parts fit together.
- A prototype is a model used to explore how a product will work.

Years 5–6

SKILLS · Identifying needs and problems

- Noticing wider-reaching problems or needs in the community.
- Identifying a wide range of needs and potential barriers through market research.
- With guidance, identifying complex problems involving multiple factors and constraints.

SKILLS · Developing for a user

- Creating complex design criteria that consider detailed user needs, environmental impact, materials and cost.

SKILLS · Generating ideas

- Developing greater independence in generating ideas.
- Generating a broader range of innovative ideas and thinking critically about practicality and originality.

SKILLS · Communicating ideas

- Using 3D CAD software to communicate ideas.
- Using more complex annotated sketches, including cross-sectional and exploded diagrams and pattern pieces.
- Using a series of prototypes to refine and improve designs.

KNOWLEDGE · Design concepts

- Problems can be large or small.
- Market research gathers information about problems and needs.
- Constraints are limits or conditions when making a product.
- Environmental impact considers how products and their manufacture affect the environment.
- Different materials have different costs.
- Original and innovative ideas differ from what has been made before.
- Drawings can communicate ideas in 3D.
- Annotations are detailed labels and comments.
- Improving prototypes can improve the final design.

MAKE | EYFS AND KEY STAGE 1

Progression of skills and knowledge

Reception

SKILLS · Practical making

- Improving fine-motor and scissor skills using varied materials.
- Joining materials in a variety of temporary and permanent ways.
- Joining different materials together.
- Describing their junk model and how they intend to assemble it.
- Making a boat that floats and is waterproof, considering material choices.
- Exploring threading, weaving (under and over) and fine-motor techniques.
- Using a prepared needle and wool to practise threading.

Year 1

SKILLS · Planning and selecting

- Planning more than one step ahead.
- Choosing from a small number of materials, ingredients or components.
- Explaining choices based on personal experiences.
- Requesting equipment appropriate for its purpose (for example scissors for cutting and glue for joining).

SKILLS · Safety and tool use

- Explaining why certain tools must be handled carefully.
- Following and recalling simple safety instructions.
- Measuring, marking and spacing materials using simple tools and identifying midpoints.
- Cutting straight and spaced lines, larger shapes and simple holes safely.
- Joining using glue, tape or simple stitching.
- Shaping by cutting and forming.
- Finishing using controlled colouring and simple textures.

KNOWLEDGE · Planning and selection

- A plan means deciding what to do first and next.
- Choosing materials or components affects what a product does and looks like.
- Some tools are sharp and must be used following instructions.
- Straight lines, equal spacing and midpoints help make products accurate.
- Different tools and techniques can cut materials and soft foods safely.
- Materials can be joined in different ways.
- Tools can change the shape of materials.

Year 2

SKILLS · Planning and selecting

- Planning more than one step ahead.
- Choosing materials, ingredients or components from a wider range.
- Explaining choices using their properties.
- Selecting from a wider range of equipment, including equipment with similar purposes (such as sewing rather than gluing).

SKILLS · Safety and tool use

- Explaining why tools must be handled carefully and following simple safety instructions.
- Measuring, marking and spacing lines of a given length.
- Cutting different materials with improving control by adjusting grip and position.
- Joining edges carefully with glue or neat, even stitches.
- Using templates and familiar shapes to form and adapt products.
- Using consistent strokes to create balanced finishes.

KNOWLEDGE · Planning and selection

- A plan sets out what to do first and next.
- Material properties include hard, soft, flexible, waterproof and strong.
- Different equipment is suited to particular jobs.
- Sharp tools require safe handling and instructions.
- Length can be measured and marked to improve accuracy.
- Changing grip and holding materials securely can improve cutting.
- Aligning edges and applying joins neatly can make stronger, tidier joins.
- Templates and geometric shapes improve accuracy.

MAKE | KEY STAGE 2

Progression across Years 3–4 and Years 5–6

Years 3–4

SKILLS · Planning and selecting

- Ordering the main stages of making into a plan.
- Selecting materials, components or ingredients from a wider choice within a limited design space.
- Selecting according to form and function and explaining choices.
- Selecting equipment for a sequence of tasks and explaining suitability.

SKILLS · Safety and tool use

- Suggesting safety rules and participating in classroom safety discussions.
- Following detailed safety instructions.
- Using rulers to measure and mark accurate straight lines.
- Cutting complex shapes and a wider range of materials or foods accurately and safely (for example bridge or claw hold).
- Selecting appropriate secure joining methods.
- Creating and refining accurate 2D and 3D shapes.
- Applying precise and varied finishing techniques.

KNOWLEDGE · Planning and materials

- Ordering the steps of a build can make it easier.
- Form is the shape and appearance of something; function is what it does and how it works.
- Different equipment is used at different stages in a plan.
- Tools and equipment have different hazards.
- A ruler measures and marks length precisely.
- Different cutting tools suit different materials and resistance.
- Stronger, longer-lasting joints may be needed for certain materials and uses.
- Accurate shaping and refining improve appearance and performance.
- Finishing can improve the look and performance of a product.

Years 5–6

SKILLS · Planning and selecting

- Producing lists of equipment, materials and tools for a task.
- Creating a step-by-step plan.
- Selecting materials, components or ingredients from research and user needs.
- Explaining material choices using research.
- Considering equipment that works well together.
- Selecting known equipment with increasing independence.

SKILLS · Safety and tool use

- Assessing risks associated with tools and equipment.
- Explaining the importance of safety rules and applying instructions consistently.
- Measuring and marking with greater accuracy for complex designs.
- Selecting cutting tools and techniques for accurate, attractive cuts.
- Creating strong, durable, well-finished joins.
- Shaping and refining components to balance aesthetics and function.
- Selecting and applying protective and decorative finishes.

KNOWLEDGE · Planning, precision and safety

- Materials and equipment lists improve planning.
- Aesthetics means how something looks.
- Research can help decide form and function.
- Some equipment works effectively alongside other equipment.
- Risks are things that might go wrong.
- Precise marking and measuring help components fit and function.
- Precision in cutting affects fit, function and appearance.
- Joints may need reinforcement or adjustment.
- Form influences how a product looks, feels and performs.
- Finishes can improve durability, protect materials and suit different uses.

EVALUATE | EYFS AND KEY STAGE 1

Progression of skills and knowledge

Reception

SKILLS · Exploring, testing and reflecting

- Giving verbal evaluations of their own and others' junk models with adult support.
- Checking whether a model matches the plan.
- Considering what they would do differently next time.
- Describing favourite and least favourite features.
- Predicting and testing materials for waterproofing.
- Predicting and testing which existing boats float best.
- Testing designs and reflecting on improvements.
- Investigating how a boat's shape and structure affect movement.

Year 1

SKILLS · Evaluating existing products

- Discussing existing products and what they like.
- Comparing two products and considering which suits a purpose best.

SKILLS · Evaluating own ideas and products

- Discussing possible improvements based on personal preferences.
- Comparing the finished product with the original design.

SKILLS · Giving and receiving feedback

- Saying what they like about peers' designs and products.
- Accepting feedback as a way to improve work.

KNOWLEDGE · Evaluation and feedback

- Some products are better for particular purposes than others.
- Ideas and products can be improved.
- A finished product may differ from an original idea.
- Their ideas can help improve someone else's work.
- Other people's ideas may improve their own work.

Year 2

SKILLS · Evaluating existing products

- Discussing a range of products and likes or dislikes.
- Comparing products and explaining how well they meet design criteria.

SKILLS · Evaluating own ideas and products

- Evaluating ideas and creations against simple design criteria.
- Discussing whether tools and techniques were used effectively.

SKILLS · Giving and receiving feedback

- Suggesting improvements to peers' designs and products.

KNOWLEDGE · Evaluation and feedback

- Existing products can be evaluated against design criteria.
- Design criteria help decide whether a product succeeds.
- Different tools and equipment perform different jobs.
- To improve means to make something better.
- Suggestions can improve someone else's work.

EVALUATE | KEY STAGE 2

Progression across Years 3–4 and Years 5–6

Years 3–4

SKILLS · Evaluating existing products

- Investigating and analysing products for functionality and appeal.
- Analysing why specific products, designers or inventors are successful.

SKILLS · Evaluating own ideas and products

- Evaluating designs against criteria and using peer feedback to suggest improvements.
- Evaluating how chosen materials and tools fulfilled a design brief.

SKILLS · Giving and receiving feedback

- Explaining which aspects of peers' designs are effective and why improvements might help.
- Reflecting on feedback and deciding whether and how it could improve future iterations.

KNOWLEDGE · Evaluation and feedback

- Some products are more successful because of their function.
- Designers and inventors create products.
- Choices of materials and equipment affect the finished product.
- Feedback is suggestions from others that can improve work.
- Better suggestions make feedback more useful.
- Pupils may choose whether to use feedback.

Years 5–6

SKILLS · Evaluating existing products

- Reflecting on usability, aesthetics, innovation and sustainability, and how design choices affect these.
- Evaluating different designers' work to inform their own designs.

SKILLS · Evaluating own ideas and products

- Assessing designs against complex criteria: function, aesthetics, user experience, sustainability and cost.
- Considering alternative materials, tools or techniques to improve a product.

SKILLS · Giving and receiving feedback

- Providing helpful, specific and encouraging feedback.
- Incorporating feedback from peers or users, explaining changes and their impact.

KNOWLEDGE · Evaluation and feedback

- Sustainability involves considering the materials and processes used.
- Other designers' work can inform designs.
- Finished products can be improved using different materials or techniques.
- Detailed evaluation identifies successful and less successful aspects.
- Feedback should be positive, helpful and specific.
- Explaining how feedback influenced a design supports future improvement.

TECHNICAL KNOWLEDGE | EARLY YEARS AND KS1

How pupils develop practical and technical understanding

Reception | Structures and Textiles

KNOWLEDGE · Structures

- Different materials can be used to make models and have different properties.
- Simple suggestions can help fix a junk model.
- Waterproof materials do not absorb water.
- Some objects float while others sink.
- Knowing the different parts of a boat supports design.

SKILLS · Textiles

- Exploring threading and weaving through a range of materials.
- Using a prepared needle and wool to practise threading.

KNOWLEDGE · Textiles

- Designs help to plan ideas before starting.
- Threading involves passing one material through another.

Years 1–2 | Structures

SKILLS · Key skills

- Recognising structures in everyday objects and their different purposes.
- Exploring and describing building and freestanding structures.
- Making stable card structures and supporting features.
- Using stable shapes such as cylinders.
- Folding paper to strengthen or stiffen it.
- Comparing structural stability and identifying weak points.

KNOWLEDGE · Key knowledge

- Structures are things made and put together.
- The shape of a structure affects its strength.
- Stable structures do not topple.
- Wide, flat bases or well-positioned legs improve stability.
- Adding weight to a base can increase stability.
- Materials can be manipulated for strength and stiffness.
- Strong means not breaking easily; stiff means not bending easily.

Years 1–2 | Mechanisms

SKILLS · Key skills

- Recognising mechanisms in everyday objects.
- Investigating sliders, wheels and axles, and levers.
- Recognising that wheels must rotate to work effectively.

KNOWLEDGE · Key knowledge

- Moving objects often contain internal parts that help them function.
- Mechanisms can constrain unwanted movement.
- A slider moves an object along a straight line.
- Guides or rails can constrain a slider.
- An axle allows a wheel to turn without falling off.
- A pivot is the point around which a lever moves.

TECHNICAL KNOWLEDGE | KEY STAGE 1

Textiles and Cooking & Nutrition

Years 1–2 | Textiles

SKILLS · Key skills

- Discussing fabric properties and selecting fabric.
- Threading large needles and rehearsing sewing with thick thread or wool.
- Sewing running stitches into large-weave fabric.
- Making and following stitch patterns and spacing stitches evenly.
- Pinning fabric to a template.

KNOWLEDGE · Key knowledge

- Sewing is a method of joining fabric.
- Evenly spaced stitches help when following a pattern.
- Joining means connecting two pieces of material.
- Fabric can be joined temporarily with pins, staples or glue.
- Templates can be used to cut repeated shapes.

Years 1–2 | Cooking and Nutrition

SKILLS · Key skills

- Investigating the origins of fruits and vegetables.
- Selecting foods to create balanced recipes and recognise food groups.
- Preparing fruits and vegetables safely: cutting, juicing, grating and snipping.
- Describing appearance, smell and taste.

KNOWLEDGE · Key knowledge

- Fruits may grow on trees or vines; vegetables may grow above or below ground.
- Edible plant parts include roots, leaves and fruits.
- Diet means the food and drink regularly consumed.
- Food groups support balanced eating.
- Ingredients are the foods in a recipe.
- Foods differ in smell, appearance and taste.
- Kitchen equipment is used to prepare food.

TECHNICAL KNOWLEDGE | STRUCTURES

Key skills and knowledge: KS2 progression

Years 3–4

SKILLS · Key skills

- Exploring how structures are built.
- Constructing a range of 3D shapes and freestanding shell structures.
- Strengthening by layering, laminating and ribbing.

KNOWLEDGE · Key knowledge

- A shell structure is a hollow shape with a thin outer layer.
- 3D shapes can form structures.
- Manipulating materials and shapes can strengthen structures.
- Layering, laminating and ribbing can stiffen or reinforce a structure.

Years 5–6

SKILLS · Key skills

- Understanding how to reinforce structures for stability.
- Creating frame structures using strong shapes, including triangles.
- Identifying areas requiring reinforcement.
- Using triangulation to stabilise a structure.

KNOWLEDGE · Key knowledge

- A frame structure consists of strong parts joined to support a shape.
- Structures can be reinforced.
- Triangles and bracing strengthen structures.
- Reinforcing corners can strengthen joints.

TECHNICAL KNOWLEDGE | MECHANISMS AND MECHANICAL SYSTEMS

Key skills and knowledge: KS2 progression

Years 3–4

SKILLS · Key skills

- Beginning to understand how mechanisms work.
- Using pivots and levers to create linkages.
- Recognising pneumatic systems in everyday objects.

KNOWLEDGE · Key knowledge

- Mechanical systems can make moving things easier.
- A mechanical system contains more than one mechanism.
- Air pressure can move a mechanism.
- Linkages create or extend movement.
- Combining mechanisms can improve a product.
- Wheels may turn around the axle or move with it.

Years 5–6

SKILLS · Key skills

- Recognising mechanisms that work together as mechanical systems.
- Recognising directions of movement and how systems convert movement or force.
- Investigating everyday gear systems and using cams to change motion.

KNOWLEDGE · Key knowledge

- Movement can be up/down, back/forth, side-to-side or circular.
- Some mechanisms transform one movement into another.
- Gears and pulleys transfer force and movement.
- Different gear arrangements affect output and direction.
- Cams, axles and followers can work together to create movement.
- Different cam shapes create different movements; rotary input can produce linear output.

TECHNICAL KNOWLEDGE | TEXTILES

Key skills and knowledge: KS2 progression

Years 3–4

SKILLS · Key skills

- Threading needles with increasing independence.
- Using smaller needles and stitches.
- Choosing thread colour to hide or display stitches.
- Making and testing templates.
- Sewing running stitch and cross-stitch.
- Decorating with appliqué and adding fastenings.
- Stuffing and sewing to complete a product.

KNOWLEDGE · Key knowledge

- Thread colour and stitch size affect visibility and decoration.
- Appliqué decorates or repairs fabric using smaller pieces.
- A seam joins fabric edges.
- Seam allowance is space left beyond a stitching line.
- Products can be turned inside-out to conceal seams.
- Different fastenings have different purposes.

Years 5–6

SKILLS · Key skills

- Threading needles independently.
- Following patterns or templates for accurate cutting and marking.
- Sewing blanket stitch with regular spacing.
- Pinning templates without creases or bulges.
- Attaching buttons and tying secure knots.

KNOWLEDGE · Key knowledge

- Templates help mark accurately on fabric.
- Blanket stitch reinforces edges or joins two pieces.
- Finished products may be made from separate sewn pieces.
- Consistent stitch size improves the appearance of a textile product.

TECHNICAL KNOWLEDGE | COOKING AND NUTRITION

Key skills and knowledge: KS2 progression

Years 3–4

SKILLS · Key skills

- Identifying nutritional properties of foods.
- Recognising seasonality and imported food.
- Following recipes, tasting and selecting seasonal ingredients.
- Preparing ingredients safely with knives and peelers.
- Following food hygiene rules.

KNOWLEDGE · Key knowledge

- Food growing depends on climate and season.
- Not all fruits and vegetables can be grown in the UK.
- Recipes contain cooking instructions.
- Imported food is brought from another country.
- Fruit and vegetables of similar colours may share nutritional benefits.
- Appearance matters as well as taste.
- Quantities give amounts of ingredients.

Years 5–6

SKILLS · Key skills

- Understanding how substituting ingredients alters nutritional value.
- Recognising that meat is farmed or reared.
- Adapting recipes and preparing vegetables safely.
- Using knives, hobs and hot pans safely.
- Following methods carefully and preventing cross-contamination.
- Identifying and combining complementary flavours.

KNOWLEDGE · Key knowledge

- Recipes can be adapted to suit dietary needs.
- Meat comes from animals that are raised for food.
- Changing ingredients changes the recipe and potentially its nutrition.
- Cross-contamination can transfer germs from raw meat or unclean surfaces.
- Coloured chopping boards help prevent cross-contamination.
- Flavour is how food or drink tastes.

TECHNICAL KNOWLEDGE | ELECTRICAL SYSTEMS

Key skills and knowledge: KS2 progression

Years 3–4

SKILLS · Key skills

- Recognising electrical products in daily life.
- Identifying common electrical components.
- Using batteries and components safely.
- Making working electrical circuits and incorporating switches.

KNOWLEDGE · Key knowledge

- Electrical products often feature batteries, switches, buttons or plugs.
- Batteries store energy used to power electrical products.
- A complete circuit is needed for electricity to flow.
- A switch can make or break a circuit.

Years 5–6

SKILLS · Key skills

- Exploring how electricity flows through circuits.
- Using components to produce different results.
- Creating working circuits with a wider range of components.
- Deconstructing electrical systems.
- Applying science knowledge to improve circuit function.

KNOWLEDGE · Key knowledge

- Electrical systems combine components in a circuit.
- An electric motor converts electrical energy to rotational motion.
- A motorised product uses a motor to function.
- Electrical systems can contain a range of identifiable components.

TECHNICAL KNOWLEDGE | DIGITAL WORLD

Key skills and knowledge: KS2 progression

Years 3–4

SKILLS · Key skills

- Beginning to use computing knowledge to control products.
- Using a micro:bit as the starting point for a product.
- Coding button presses, light sensing and timing.
- Using a micro:bit simulator to test code.

KNOWLEDGE · Key knowledge

- Simple programs can control products.
- A micro:bit has a range of functions.
- Loops and variables can be used in programmable products.
- A simulator can replicate features of existing technology.

Years 5–6

SKILLS · Key skills

- Designing products that require computing to function.
- Selecting suitable micro:bit functions.
- Using code to trigger alerts such as sound or light.

KNOWLEDGE · Key knowledge

- Coding can complete tasks when used with a programmable device.
- Micro:bit features can be selected according to a product's purpose.
- Conditional statements (and, or, if) can monitor or control products.
- Some micro:bit features detect movement.

CURRICULUM ALIGNMENT AND REVIEW NOTES

For DT subject leaders, curriculum review and inspection discussion

Design → Make → Evaluate

- The three iterative processes develop across EYFS, KS1 and KS2: from verbal plans and supported evaluation to research-led design, accurate making and evidence-based refinement.
- Skills and declarative knowledge are presented separately to support curriculum planning, pupil discussion and assessment.

Technical foundations

- Early learning prioritises materials, making and joining; KS1 develops structure, mechanisms, textiles and food; KS2 extends this through sophisticated structures, mechanical systems, electrical systems and programmable products.
- Knowledge builds around purpose, structure, movement, materials, safety, precision, user needs and evaluation.

Mapping to the school's units

- The unit overview on page 1 lists three DT units for each year group. A number of technical skills are repeated across different products; teachers should revisit and deepen, not assume that all technical statements belong to one unit.
- Current pending Kapow content: Year 4 Exploring Electrical Products and Year 5 Bridges. Review these headings when the published resources and corresponding assessment information become available.

Evidence for progression

- Use finished products, design sketches, annotated models, pupil voice, evaluation against criteria and safe tool use to confirm the intended progression.
- Review vocabulary from the Knowledge Organisers; the uploaded condensed vocabulary PDF contains directions to the unit vocabulary rather than a full word-by-word progression.

Source note: This is a St Aidan's synthesis of the materials supplied by school, not a verbatim reprint of Kapow's full progression interface. Refer to the individual Kapow unit materials when checking lesson-level coverage.