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| **Structures** | | **EYFS (Reception)** |
| **Junk modelling** |
| **Skills** | **Design** | * Making verbal plans and material choices. * Developing a junk model. |
| **Make** | * Improving ﬁne motor/scissor skills with a variety of materials. * Joining materials in a variety of ways (temporary and permanent). * Joining different materials together. * Describing their junk model, and how they intend to put it together. |
| **Evaluate** | * Giving a verbal evaluation of their own and others’ junk models with adult support. * Checking to see if their model matches their plan. * Considering what they would do differently if they were to do it again. * Describing their favourite and least favourite part of their model. |
| **Knowledge** | **Technical** | * To know there are a range to different materials that can be used to make a model and that they are all slightly different. * Making simple suggestions to ﬁx their junk model. |
| **Additional** |  |

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| **Structures** | | **Year 1** | **Year 2** |
| [**Constructing a windmill**](https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-1/ks1-y1-design-and-technology-constructing-windmills/) | [**Baby bear’s chair**](https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-2/structures-baby-bears-chair/) |
| **Skills** | **Design** | * Learning the importance of a clear design criteria. * Including individual preferences and requirements in a design. | * Generating and communicating ideas using sketching and modelling. |
| **Make** | * Making stable structures from card, tape and glue. * Learning how to turn 2D nets into 3D structures. * Following instructions to cut and assemble the supporting structure of a windmill. * Making functioning turbines and axles which are assembled into a main supporting structure. | * Making a structure according to design criteria. * Creating joints and structures from paper/card and tape. * Building a strong and stiff structure by folding paper. |
| **Evaluate** |  | * Testing the strength of own structure. * Identifying the weakest part of a structure. * Evaluating the strength, stiffness and stability of own structure. |
| **Knowledge** | **Technical** | * To understand that the shape of materials can be changed to improve the strength and stiffness of structures. * To understand that cylinders are a strong type of structure (e.g. the main shape used for windmills and lighthouses). * To understand that axles are used in structures and mechanisms to make parts turn in a circle. * To begin to understand that different structures are used for different purposes. * To know that a structure is something that has been made and put together. | * To know that materials can be manipulated to improve strength and stiffness. * To know that a structure is something which has been formed or made from parts. * To know that a ‘stable’ structure is one which is ﬁrmly ﬁxed and unlikely to change or move. * To know that a ‘strong’ structure is one which does not break easily. * To know that a ‘stiff’ structure or material is one which does not bend easily. |
| **Additional** | * To know that a client is the person I am designing for. * To know that design criteria is a list of points to ensure the product meets the clients needs and wants. * To know that a windmill harnesses the power of wind for a purpose like grinding grain, pumping water or generating electricity. * To know that windmill turbines use wind to turn and make the machines inside work. * To know that a windmill is a structure with sails that are moved by the wind.   To know the three main parts of a windmill are the turbine, axle and structure. | N/A |

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| **Structures** | | **Year 3** | **Year 4** |
| [**Constructing a castle**](https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-3/structures-constructing-a-castle/) | [**Pavilions**](https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-4/structure-pavilions/) |
| **Skills** | **Design** | * Designing a castle with key features to appeal to a speciﬁc person/purpose. * Drawing and labelling a castle design using 2D shapes, labelling: -the 3D shapes that will create the features - materials needed and colours. * Designing and/or decorating a castle tower on CAD software. | * Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect. * Building frame structures designed to support weight. |
| **Make** | * Constructing a range of 3D geometric shapes using nets . * Creating special features for individual designs. * Making facades from a range of recycled materials. | * Creating a range of different shaped frame structures. * Making a variety of free standing frame structures of different shapes and sizes. * Selecting appropriate materials to build a strong structure and cladding. * Reinforcing corners to strengthen a structure. * Creating a design in accordance with a plan. * Learning to create different textural effects with materials. |
| **Evaluate** | * Evaluating own work and the work of others based on the aesthetic of the ﬁnished product and in comparison to the original design. * Suggesting points for modiﬁcation of the individual designs. | * Evaluating structures made by the class. * Describing what characteristics of a design and construction made it the most effective. * Considering effective and ineffective designs. |
| **Knowledge** | **Technical** | * To understand that wide and ﬂat based objects are more stable. * To understand the importance of strength and stiffness in structures. | * To understand what a frame structure is. * To know that a ‘free-standing’ structure is one which can stand on its own. |
| **Additional** | * To know the following features of a castle: ﬂags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse - and their purpose. * To know that a façade is the front of a structure. * To understand that a castle needed to be strong and stable to withstand enemy attack. * To know that a paper net is a ﬂat 2D shape that can become a 3D shape once assembled. * To know that a design speciﬁcation is a list of success criteria for a product. | * To know that a pavilion is a decorative building or structure for leisure activities. * To know that cladding can be applied to structures for different effects. * To know that aesthetics are how a product looks. * To know that a product’s function means its purpose. * To understand that the target audience means the person or group of people a product is designed for. * To know that architects consider light, shadow and patterns when designing. |

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| **Structures** | | **Year 6** |
| [**Playgrounds**](https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-3/structures-constructing-a-castle/) |
| **Skills** | **Design** | * Designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs. |
| **Make** | * Building a range of play apparatus structures drawing upon new and prior knowledge of structures. * Measuring, marking and cutting wood to create a range of structures. * Using a range of materials to reinforce and add decoration to structures. |
| **Evaluate** | * Improving a design plan based on peer evaluation. * Testing and adapting a design to improve it as it is developed. * Identifying what makes a successful structure. |
| **Knowledge** | **Technical** | * To know that structures can be strengthened by manipulating materials and shapes. |
| **Additional** | * To understand what a 'footprint plan' is. * To understand that in the real world, design, can impact users in positive and negative ways. * To know that a prototype is a cheap model to test a design idea. |

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| **Mechanisms / Mechanical structures** | | **Year 1** | **Year 2** |
| **Wheels and axles: Designing and building a moving vehicle** | **Making a moving monster** |
| **Skills** | **Design** | * Designing a vehicle that includes wheels, axles and axle holders, that when combined, will allow the wheels to move. * Creating clearly labelled drawings that illustrate movement. | * Creating a class design criteria for a moving monster. * Designing a moving monster for a speciﬁc audience in accordance with a design criteria. |
| **Make** | * Adapting mechanisms, when:   + they do not work as they should   + to ﬁt their vehicle design   to improve how they work after testing their vehicle. | * Making linkages using card for levers and split pins for pivots. * Experimenting with linkages adjusting the widths, lengths and thicknesses of card used. * Cutting and assembling components neatly. |
| **Evaluate** | * Testing wheel and axle mechanisms, identifying what stops the wheels from turning, and recognising that a wheel needs an axle in order to move. | * Evaluating own designs against design criteria. * Using peer feedback to modify a ﬁnal design. |
| **Knowledge** | **Technical** | * To know that wheels need to be round to rotate and move. * To understand that for a wheel to move it must be attached to a rotating axle. * To know that an axle moves within an axle holder which is ﬁxed to the vehicle or toy. * To know that the frame of a vehicle (chassis) needs to be balanced. | * To know that mechanisms are a collection of moving parts that work together as a machine to produce movement. * To know that there is always an input and output in a mechanism. * To know that an input is the energy that is used to start something working. * To know that an output is the movement that happens as a result of the input. * To know that a lever is something that turns on a pivot. * To know that a linkage mechanism is made up of a series of levers. |
| **Additional** | * To know some real-life items that use wheels such as wheelbarrows, hamster wheels and vehicles. | * To know some real-life objects that contain mechanisms. |

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| **Mechanisms / Mechanical structures** | | **Year 3** | **Year 4** |
| [**Pneumatic**](https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-3/structures-constructing-a-castle/) **toys** | **Making a slingshot car** |
| **Skills** | **Design** | * Designing a toy which uses a pneumatic system. * Developing design criteria from a design brief. * Generating ideas using thumbnail sketches and exploded diagrams. * Learning that different types of drawings are used in design to explain ideas clearly. | * Designing a shape that reduces air resistance. * Drawing a net to create a structure from. * Choosing shapes that increase or decrease speed as a result of air resistance. * Personalising a design. |
| **Make** | * Creating a pneumatic system to create a desired motion. * Building secure housing for a pneumatic system. * Using syringes and balloons to create different types of pneumatic systems to make a functional and appealing pneumatic toy. * Selecting materials due to their functional and aesthetic characteristics. * Manipulating materials to create different effects by cutting, creasing, folding and weaving. | * Measuring, marking, cutting and assembling with increasing accuracy. * Making a model based on a chosen design. |
| **Evaluate** | * Using the views of others to improve designs. * Testing and modifying the outcome, suggesting improvements. * Understanding the purpose of exploded-diagrams through the eyes of a designer and their client. | * Evaluating the speed of a ﬁnal product based on: the effect of shape on speed and the accuracy of workmanship on performance. |
| **Knowledge** | **Technical** | * To understand how pneumatic systems work. * To understand that pneumatic systems can be used as part of a mechanism. * To know that pneumatic systems operate by drawing in, releasing and compressing air. | * To know that air resistance is the level of drag on an object as it is forced through the air. * To understand that the shape of a moving object will affect how it moves due to air resistance.. |
| **Additional** | * To understand how sketches, drawings and diagrams can be used to communicate design ideas. * To know that exploded-diagrams are used to show how different parts of a product ﬁt together. * To know that thumbnail sketches are small drawings to get ideas down on paper quickly. | * To know that aesthetics means how an object or product looks in design and technology. * To know that a template is a stencil you can use to help you draw the same shape accurately. * To know that a birds-eye view means a view from a high angle (as if a bird in ﬂight). * To know that graphics are images which are designed to explain or advertise something. * To know that it is important to assess and evaluate design ideas and models against a list of design criteria. |

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| **Mechanisms / Mechanical structures** | | **Year 5** | **Year 6** |
| **Pop-up book** | **Automata toys** |
| **Skills** | **Design** | * Designing a pop-up book which uses a mixture of structures and mechanisms. * Naming each mechanism, input and output accurately. * Storyboarding ideas for a book. | •Experimenting with a range of cams, creating a design for an automata toy based on a choice of cam to create a desired movement.   * Understanding how linkages change the direction of a force. * Making things move at the same time. * Understanding and drawing cross-sectional diagrams to show the inner-workings of my design. |
| **Make** | * Following a design brief to make a pop up book, neatly and with focus on accuracy. * Making mechanisms and/or structures using sliders, pivots and folds to produce movement. * Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result. | * Measuring, marking and checking the accuracy of the jelutong and dowel pieces required. * Measuring, marking and cutting components accurately using a ruler and scissors. * Assembling components accurately to make a stable frame. * Understanding that for the frame to function effectively the components must be cut accurately and the joints of the frame secured at right angles. * Selecting appropriate materials based on the materials being joined and the speed at which the glue needs to dry/set. |
| **Evaluate** | N/A | * Evaluating the work of others and receiving feedback on own work. * Applying points of improvement to their toys. * Describing changes they would make/do if they were to do the project again. |
| **Knowledge** | **Technical** | * To know that mechanisms control movement. * To understand that mechanisms can be used to change one kind of motion into another. * To understand how to use sliders, pivots and folds to create paper-based mechanisms. | * To understand that the mechanism in an automata uses a system of cams, axles and followers. * To understand that different shaped cams produce different outputs. |
| **Additional** | * To know that a design brief is a description of what I am going to design and make. * To know that designers often want to hide mechanisms to make a product more aesthetically pleasing. | * To know that an automata is a hand powered mechanical toy. * To know that a cross-sectional diagram shows the inner workings of a product. * To understand how to use a bench hook and saw safely. * To know that a set square can be used to help mark 90° angles. |

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| **Electrical systems** | | **Year 4** |
| [**Torches**](https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-3/structures-constructing-a-castle/) |
| **Skills** | **Design** | * Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas. |
| **Make** | * Making a torch with a working electrical circuit and switch. * Using appropriate equipment to cut and attach materials. * Assembling a torch according to the design and success criteria. |
| **Evaluate** | * Evaluating electrical products. * Testing and evaluating the success of a ﬁnal product. |
| **Knowledge** | **Technical** | * To know that an electrical circuit must be complete for electricity to ﬂow. * To know that a switch can be used to complete and break an electrical circuit. |
| **Additional** | * To know the features of a torch: case, contacts, batteries, switch, reﬂector, lamp, lens. * To know facts from the history and invention of the electric light bulb(s) - by Sir Joseph Swan and Thomas Edison. |

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| **Electrical systems** | | **Year 5** | **Year 6** |
| **Doodlers** | **Steady hand game** |
| **Skills** | **Design** | * Identifying factors that could be changed on existing products and explaining how these would alter the form and function of the product. * Developing design criteria based on ﬁndings from investigating existing products. * Developing design criteria that clariﬁes the target user. | * Designing a steady hand game - identifying and naming the components required. * Drawing a design from three different perspectives. * Generating ideas through sketching and discussion. * Modelling ideas through prototypes. |
| **Make** | * Altering a product’s form and function by tinkering with its conﬁguration. * Making a functional series circuit, incorporating a motor. * Constructing a product with consideration for the design criteria. | * Constructing a stable base for a game. * Accurately cutting, folding and assembling a net. * Decorating the base of the game to a high quality ﬁnish. * Making and testing a circuit. * Incorporating a circuit into a base. |
| **Evaluate** | * Carry out a product analysis to look at the purpose of a product along with its strengths and weaknesses. * Determining which parts of a product affect its function and which parts affect its form. * Analysing whether changes in conﬁguration positively or negatively affect an existing product. | * Testing own and others ﬁnished games, identifying what went well and making suggestions for improvement. |
| **Knowledge** | **Technical** | * To know that series circuits only have one direction for the electricity to ﬂow. * To know when there is a break in a series circuit, all components turn off. * To know that an electric motor converts electrical energy into rotational movement, causing the motor’s axle to spin. * To know a motorised product is one which uses a motor to function. | * To know that batteries contain acid, which can be dangerous if they leak. * To know the names of the components in a basic series circuit, including a buzzer. |
| **Additional** | * To know that product analysis is critiquing the strengths and weaknesses of a product. * To know that ‘conﬁguration’ means how the parts of a product are arranged. | To understand the diagram perspectives 'top view', 'side view' and 'back'. |

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| **Cooking and nutrition** | | **Year 1** | **Year 2** |
| **Fruit and vegetables** | **A balanced diet** |
| **Skills** | **Design** | * Designing smoothie carton packaging by-hand or on ICT software. | * Designing a healthy wrap based on a food combination which works well together. |
| **Make** | * Chopping fruit and vegetables safely to make a smoothie. * Identifying if a food is a fruit or a vegetable. * Learning where and how fruits and vegetables grow. | * Slicing food safely using the bridge or claw grip. * Constructing a wrap that meets a design brief. |
| **Evaluate** | * Tasting and evaluating different food combinations. * Describing appearance, smell and taste. * Suggesting information to be included on packaging. | * Describing the taste, texture and smell of fruit and vegetables. * Taste testing food combinations and ﬁnal products. * Describing the information that should be included on a label. * Evaluating which grip was most effective. |
| **Knowledge** | **Technical** | * Understanding the difference between fruits and vegetables. * To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber). * To know that a blender is a machine which mixes ingredients together into a smooth liquid. * To know that a fruit has seeds and a vegetable does not. * To know that fruits grow on trees or vines. * To know that vegetables can grow either above or below ground. * To know that vegetables can come from different parts of the plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber). | * To know that ‘diet’ means the food and drink that a person or animal usually eats. * To understand what makes a balanced diet. * To know where to ﬁnd the nutritional information on packaging. * To know that the ﬁve main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar. * To understand that I should eat a range of different foods from each food group, and roughly how much of each food group. * To know that nutrients are substances in food that all living things need to make energy, grow and develop. * To know that ‘ingredients’ means the items in a mixture or recipe. * To know that I should only have a maximum of ﬁve teaspoons of sugar a day to stay healthy. * To know that many food and drinks we do not expect to contain sugar do; we call these ‘hidden sugars’. |
| **Additional** | * Designing smoothie carton packaging by-hand or on ICT software. | * Designing a healthy wrap based on a food combination which works well together. |

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| **Cooking and nutrition** | | **Year 3** | **Year 4** |
| **Eating seasonally** | **Adapting a recipe (Making biscuits)** |
| **Skills** | **Design** | * Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish. | * Designing a biscuit within a given budget, drawing upon previous taste testing judgements. |
| **Make** | * Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination. * Following the instructions within a recipe. | * Following a baking recipe, from start to ﬁnish, including the preparation of ingredients. * Cooking safely, following basic hygiene rules. * Adapting a recipe to improve it or change it to meet new criteria (e.g. from savoury to sweet). |
| **Evaluate** | * Establishing and using design criteria to help test and review dishes. * Describing the beneﬁts of seasonal fruits and vegetables and the impact on the environment. * Suggesting points for improvement when making a seasonal tart. | * Evaluating a recipe, considering: taste, smell, texture and appearance. * Describing the impact of the budget on the selection of ingredients. * Evaluating and comparing a range of food products. * Suggesting modiﬁcations to a recipe (e.g. This biscuit has too many raisins, and it is falling apart, so next time I will use less raisins). |
| **Knowledge** | **Technical** | * To know that not all fruits and vegetables can be grown in the UK. * To know that climate affects food growth. * To know that vegetables and fruit grow in certain seasons. * To know that cooking instructions are known as a ‘recipe’. * To know that imported food is food which has been brought into the country. * To know that exported food is food which has been sent to another country.. * To understand that imported foods travel from far away and this can negatively impact the environment. * To know that each fruit and vegetable gives us nutritional beneﬁts because they contain vitamins, minerals and ﬁbre. * To understand that vitamins, minerals and ﬁbre are important for energy, growth and maintaining health. * To know safety rules for using, storing and cleaning a knife safely. * To know that similar coloured fruits and vegetables often have similar nutritional beneﬁts. | * To know that the amount of an ingredient in a recipe is known as the ‘quantity.’ * To know that it is important to use oven gloves when removing hot food from an oven. * To know the following cooking techniques: sieving, creaming, rubbing method, cooling. * To understand the importance of budgeting while planning ingredients for biscuits. |
| **Additional** | * Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish. | * Designing a biscuit within a given budget, drawing upon previous taste testing judgements. |

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| **Cooking and nutrition** | | **Year 5** | **Year 6** |
| **What could be healthier? (Bolognese)** | **Come dine with me** |
| **Skills** | **Design** | * Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients. * Writing an amended method for a recipe to incorporate the relevant changes to ingredients. * Designing appealing packaging to reﬂect a recipe. | * Writing a recipe, explaining the key steps, method and ingredients. * Including facts and drawings from research undertaken. |
| **Make** | * Cutting and preparing vegetables safely. * Using equipment safely, including knives, hot pans and hobs. * Knowing how to avoid cross-contamination. * Following a step by step method carefully to make a recipe. | * Following a recipe, including using the correct quantities of each ingredient. * Adapting a recipe based on research. * Working to a given timescale. * Working safely and hygienically with independence. |
| **Evaluate** | * Identifying the nutritional differences between different products and recipes. * Identifying and describing healthy beneﬁts of food groups. | * Evaluating a recipe, considering: taste, smell, texture and origin of the food group. * Taste testing and scoring ﬁnal products. * Suggesting and writing up points of improvements when scoring others’ dishes, and when evaluating their own throughout the planning, preparation and cooking process. * Evaluating health and safety in production to minimise cross contamination. |
| **Knowledge** | **Technical / Additional** | * To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed, including key welfare issues. * To know that I can adapt a recipe to make it healthier by substituting ingredients. * To know that I can use a nutritional calculator to see how healthy a food option is. * To understand that ‘cross-contamination’ means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects. | * To know that ‘ﬂavour’ is how a food or drink tastes. * To know that many countries have ‘national dishes’ which are recipes associated with that country. * To know that ‘processed food’ means food that has been put through multiple changes in a factory. * To understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides. * To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork). |

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| **Textiles** | | **Year 1** | **Year 2** |
| **Puppets** | **Pouches** |
| **Skills** | **Design** | * Using a template to create a design for a puppet. | * Designing a pouch. |
| **Make** | * Cutting fabric neatly with scissors. * Using joining methods to decorate a puppet. * Sequencing steps for construction. | * Selecting and cutting fabrics for sewing. * Decorating a pouch using fabric glue or running stitch. * Threading a needle. * Sewing running stitch, with evenly spaced, neat, even stitches to join fabric. * Neatly pinning and cutting fabric using a template. |
| **Evaluate** | * Reﬂecting on a ﬁnished product, explaining likes and dislikes. | * Troubleshooting scenarios posed by teacher. * Evaluating the quality of the stitching on others’ work. * Discussing as a class, the success of their stitching against the success criteria. * Identifying aspects of their peers’ work that they particularly like and why. |
| **Knowledge** | **Technical / Additional** | * To know that ‘joining technique’ means connecting two pieces of material together. * To know that there are various temporary methods of joining fabric by using staples. glue or pins. * To understand that different techniques for joining materials can be used for different purposes. * To understand that a template (or fabric pattern) is used to cut out the same shape multiple times. * To know that drawing a design idea is useful to see how an idea will look. | * To know that sewing is a method of joining fabric. * To know that different stitches can be used when sewing. * To understand the importance of tying a knot after sewing the ﬁnal stitch. * To know that a thimble can be used to protect my ﬁngers when sewing. |

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| **Textiles** | | **Year 3** | **Year 5** |
| **Cross-stitch and appliqué** | **Stuffed toys** |
| **Skills** | **Design** | * Designing and making a template from an existing cushion and applying individual design criteria. |  |
| **Make** | * Following design criteria to create a cushion or Egyptian collar. * Selecting and cutting fabrics with ease using fabric scissors. * Threading needles with greater independence. * Tying knots with greater independence. * Sewing cross stitch to join fabric. * Decorating fabric using appliqué. * Completing design ideas with stufﬁng and sewing the edges (Cushions) ***or*** * embellishing the collars based on design ideas (Egyptian collars). |  |
| **Evaluate** | * Evaluating an end product and thinking of other ways in which to create similar items. |  |
| **Knowledge** | **Technical / Additional** | * To know that applique is a way of mending or decorating a textile by applying smaller pieces of fabric to larger pieces. * To know that when two edges of fabric have been joined together it is called a seam. * To know that it is important to leave space on the fabric for the seam. * To understand that some products are turned inside out after sewing so the stitching is hidden. |  |