**Design and technology- Progression of skills**

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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** |  |

**Design and technology- Progression of skills**

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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 |

**Design and technology- Progression of skills**

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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.
 |

**Design and technology- Progression of skills**

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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.
 |

**Design and technology- Progression of skills**

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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.
 |

**Design and technology- Progression of skills**

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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.
 |

**Design and technology- Progression of skills**

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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.
 |

**Design and technology- Progression of skills**

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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.
 |

**Design and technology- Progression of skills**

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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'. |

**Design and technology- Progression of skills**

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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.
 |

**Design and technology- Progression of skills**

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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.
 |

**Design and technology- Progression of skills**

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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).
 |

**Design and technology- Progression of skills**

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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.
 |

**Design and technology- Progression of skills**

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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.
 |  |