

The background is a solid teal color. It features several large, light-blue gear outlines of different sizes. One gear is particularly prominent in the center, with others partially visible around it. On the right side, there are three light-blue hexagonal shapes stacked vertically, each containing a white icon: the top one has three interlocking gears, the middle one has a clock face, and the bottom one has the Kapow Primary logo.

Design and technology

Progression of skills and knowledge - Condensed

Subject leader overview year 1 - year 6

Kapow
Primary™

Introduction

This document is to be used by those schools who are following our Condensed long-term plan.

It gives an overview of the **skills** and **knowledge** covered in each year group and strand and how these are developed through our Design and technology scheme of work.

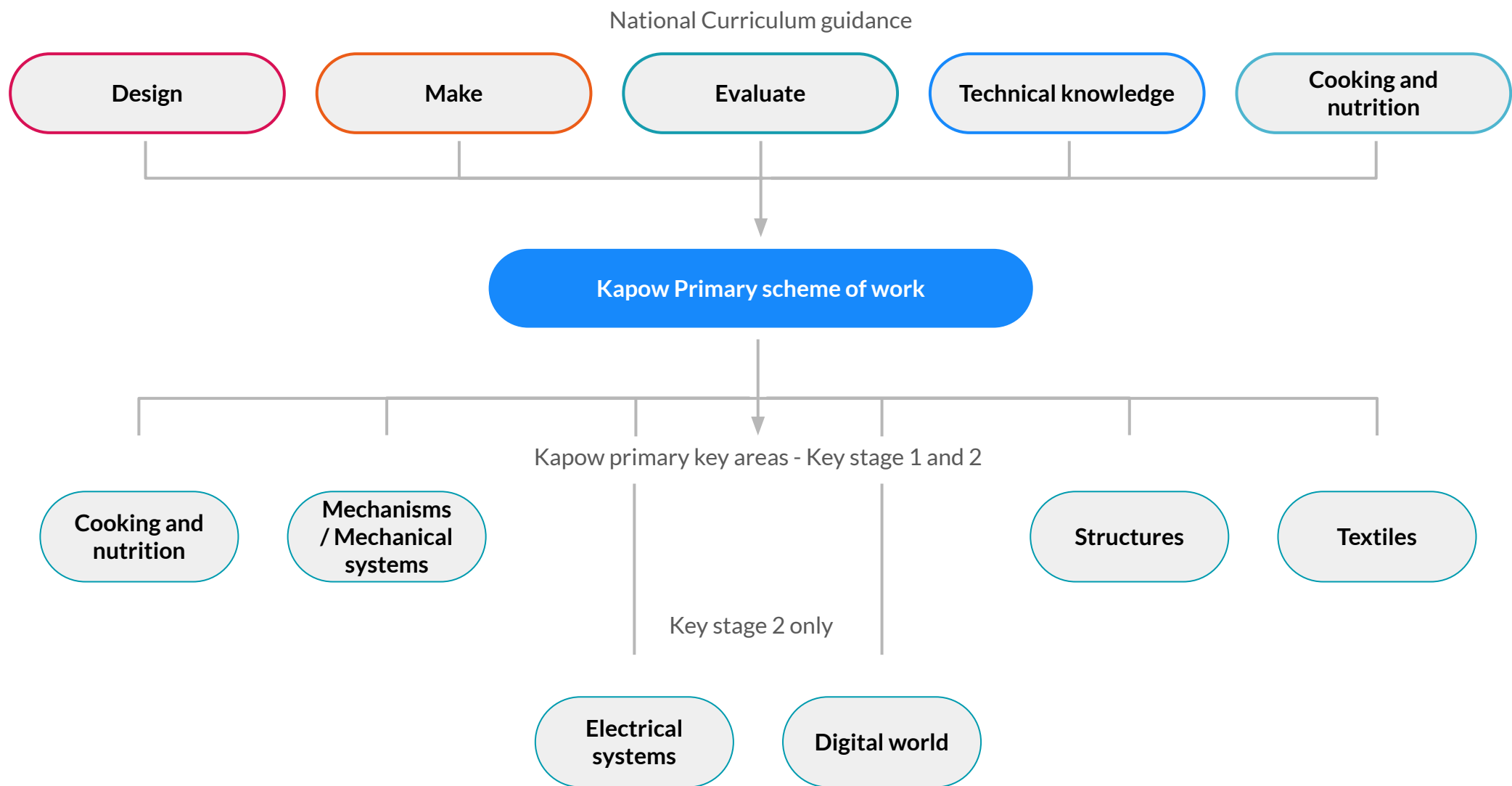
This document was last updated on 08.06.22. Please check [here](#) for the most up to date version.

If you are following our Standard Long-term plan, please use the accompanying: [D&T Progression of skills and knowledge](#).

If you are following our Mixed-age Long-term plan, please use the accompanying: [D&T Progression of skills and knowledge - Mixed-age version](#).

If you are following our Combined Art and DT Long-term plan, please use the accompanying: [Combined Art and DT Progression of skills and knowledge](#).

How is the Design and technology scheme of work organised?



		Year 1	Year 2
		<u>Constructing a windmill</u>	<u>Baby bear's chair</u>
Skills	Design	<ul style="list-style-type: none"> • Learning the importance of a clear design criteria • Including individual preferences and requirements in a design 	<ul style="list-style-type: none"> • Generating and communicating ideas using sketching and modelling
	Make	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Evaluating a windmill according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't • Suggest points for improvements 	<ul style="list-style-type: none"> • Testing the strength of own structures • Identifying the weakest part of a structure • Evaluating the strength, stiffness and stability of own structure
Knowledge	Technical	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

		Year 3	Year 4
		<u>Constructing a castle</u>	<u>Pavilions</u>
Skills	Design	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Constructing a range of 3D geometric shapes using nets • Creating special features for individual designs • Making facades from a range of recycled materials 	<ul style="list-style-type: none"> • 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 for the cladding • Reinforcing corners to strengthen a structure • Creating a design in accordance with a plan • Learning to create different textural effects with materials
	Evaluate	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • To understand that wide and flat based objects are more stable • To understand the importance of strength and stiffness in structures 	<ul style="list-style-type: none"> • To understand what a frame structure is • To know that a 'free-standing' structure is one which can stand on its own
	Additional	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • To know that a pavilions ia 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

		Year 5	Year 6
		<u>Bridges</u>	<u>Playgrounds</u>
Skills	Design	<ul style="list-style-type: none"> • Designing a stable structure that is able to support weight • Creating frame structure with focus on triangulation 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Making a range of different shaped beam bridges • Using triangles to create truss bridges that span a given distance and supports a load • Building a wooden bridge structure • Independently measuring and marking wood accurately • Selecting appropriate tools and equipment for particular tasks • Using the correct techniques to saws safely • Identifying where a structure needs reinforcement and using card corners for support • Explaining why selecting appropriating materials is an important part of the design process • Understanding basic wood functional properties 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Adapting and improving own bridge structure by identifying points of weakness and reinforcing them as necessary • Suggesting points for improvements for own bridges and those designed by others 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • To understand some different ways to reinforce structures • To understand how triangles can be used to reinforce bridges • To know that properties are words that describe the form and function of materials • To understand why material selection is important based on their properties • To understand the material (functional and aesthetic) properties of wood 	<ul style="list-style-type: none"> • To know that structures can be strengthened by manipulating materials and shapes
	Additional	<ul style="list-style-type: none"> • To understand the difference between arch, beam, truss and suspension bridges • To understand how to carry and use a saw safely 	<ul style="list-style-type: none"> • 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

		Year 1		Year 2	
		Making a moving storybook	Wheels and axles	Fairground wheel	Making a moving monster
Skills	Design	<ul style="list-style-type: none"> Explaining how to adapt mechanisms, using bridges or guides to control the movement Designing a moving story book for a given audience 	<ul style="list-style-type: none"> Designing a vehicle that includes wheels, axles and axle holders, which will allow the wheels to move Creating clearly labelled drawings which illustrate movement 	<ul style="list-style-type: none"> Selecting a suitable linkage system to produce the desired motions Designing a wheel Selecting appropriate materials based on their properties 	<ul style="list-style-type: none"> Creating a class design criteria for a moving monster Designing a moving monster for a specific audience in accordance with a design criteria
	Make	<ul style="list-style-type: none"> Following a design to create moving models that use levers and sliders 	<ul style="list-style-type: none"> Adapting mechanisms 	<ul style="list-style-type: none"> Selecting materials according to their characteristics Following a design brief 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed 	<ul style="list-style-type: none"> Testing mechanisms, identifying what stops wheels from turning, knowing that a wheel needs an axle in order to move 	<ul style="list-style-type: none"> Evaluating different designs Testing and adapting a design 	<ul style="list-style-type: none"> Evaluating own designs against design criteria Using peer feedback to modify a final design
Knowledge	Technical	<ul style="list-style-type: none"> To know that a mechanism is the parts of an object that move together To know that a slider mechanism moves an object from side to side To know that a slider mechanism has a slider, slots, guides and an object To know that bridges and guides are bits of card that purposefully restrict the movement of the slider 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> To know that different materials have different properties and are therefore suitable for different uses 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> To know that in Design and technology we call a plan a 'design' 	<ul style="list-style-type: none"> To know some real-life items that use wheels such as wheelbarrows, hamster wheels and vehicles 	<ul style="list-style-type: none"> To know the features of a ferris wheel include the wheel, frame, pods, a base an axle and an axle holder To know that it is important to test my design as I go along so that I can solve any problems that may occur 	<ul style="list-style-type: none"> To know some real-life objects that contain mechanisms

		Year 3	Year 4
		<u>Pneumatic toys</u>	<u>Making a slingshot car</u>
Skills	Design	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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, weaving 	<ul style="list-style-type: none"> • Measuring, marking, cutting and assembling with increasing accuracy • Making a model based on a chosen design
	Evaluate	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance
Knowledge	Technical	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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.

		Year 5	Year 6
		<u>Pop up book</u>	<u>Automata toys</u>
Skills	Design	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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-working
	Make	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Evaluating the work of others and receiving feedback on own work • Applying points of improvements • Describing changes they would make/do if they were to do the project again
Knowledge	Technical	<ul style="list-style-type: none"> • To know that mechanisms control movement • To understand that mechanisms that 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

		Year 3	Year 4
			<u>Torches</u>
Skills	Design	N/A: The Condensed Long-term plan does not include an Electrical systems unit for Year 3	<ul style="list-style-type: none"> • Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas
	Make		<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • Testing and evaluating the success of a final product and taking inspiration from the w
Knowledge	Technical		<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • 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

		Year 5	Year 6
		<u>Doodlers</u> New!	<u>Steady hand game</u>
Skills	Design	<ul style="list-style-type: none"> 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 finding from investigating existing products Developing design criteria that clarifies the target user 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Testing own and others finished games, identifying what went well and making suggestions for improvement
Knowledge	Technical	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> To understand the diagram perspectives 'top view', 'side view' and 'back'

		Year 1	Year 2
		<u>Fruit and vegetables</u>	<u>A balanced diet</u>
Skills	Design	<ul style="list-style-type: none"> • Designing smoothie carton packaging by-hand or on ICT software 	<ul style="list-style-type: none"> • Designing a healthy wrap based on a food combination which work well together
	Make	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Slicing food safely using the bridge or claw grip • Constructing a wrap that meets a design brief
	Evaluate	<ul style="list-style-type: none"> • Tasting and evaluating different food combinations • Describing appearance, smell and taste • Suggesting information to be included on packaging 	<ul style="list-style-type: none"> • 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	Cooking and nutrition	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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'

		Year 3	Year 4
		<u>Eating seasonally</u>	<u>Adapting a recipe</u>
Skills	Design	<ul style="list-style-type: none"> • Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish 	<ul style="list-style-type: none"> • Designing a biscuit within a given budget, drawing upon previous taste testing
	Make	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Following a baking recipe • Cooking safely, following basic hygiene rules • Adapting a recipe
	Evaluate	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 products • Suggesting modifications
Knowledge	Cooking and nutrition	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

		Year 5	Year 6
		<u>What could be healthier?</u>	<u>Come dine with me</u>
Skills	Design	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Writing a recipe, explaining the key steps, method and ingredients Including facts and drawings from research undertaken
	Make	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Identifying the nutritional differences between different products and recipes Identifying and describing healthy benefits of food groups 	<ul style="list-style-type: none"> 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 in productions Evaluating health and safety in production to minimise cross contamination
Knowledge	Cooking and nutrition	<ul style="list-style-type: none"> 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 that bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects 	<ul style="list-style-type: none"> 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)

		Year 1	Year 2
		<u>Puppets</u>	<u>Pouches</u>
Skills	Design	<ul style="list-style-type: none"> Using a template to create a design for a puppet 	<ul style="list-style-type: none"> Designing a pouch
	Make	<ul style="list-style-type: none"> Cutting fabric neatly with scissors Using joining methods to decorate a puppet Sequencing steps for construction 	<ul style="list-style-type: none"> Selecting and cutting fabrics for sewing Threading a needle Sewing running stitch, with evenly spaced, neat, even stitches to join fabric Neatly pinning and cutting fabric using a template
	Evaluate	<ul style="list-style-type: none"> Reflecting on a finished product, explaining likes and dislikes 	<ul style="list-style-type: none"> Troubleshooting scenarios posed by teacher
Knowledge		<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

		Year 3	Year 4
		<u>Cushions</u>	<u>Fastenings</u>
Skills	Design	<ul style="list-style-type: none"> • Designing and making a template from an existing cushion and applying individual design criteria 	<ul style="list-style-type: none"> • Writing design criteria for a product, articulating decisions made • Designing a personalised book sleeve
	Make	<ul style="list-style-type: none"> • Following design criteria to create a cushion • 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 	<ul style="list-style-type: none"> • Making and testing a paper template with accuracy and in keeping with the design criteria • Measuring, marking and cutting fabric using a paper template • Selecting a stitch style to join fabric, working neatly sewing small neat stitches • Incorporating fastening to a design
	Evaluate	<ul style="list-style-type: none"> • Evaluating an end product and thinking of other ways in which to create similar items 	<ul style="list-style-type: none"> • Testing and evaluating an end product against the original design criteria • Deciding how many of the criteria should be met for the product to be considered successful • Suggesting modifications for improvement • Articulating the advantages and disadvantages of different fastening types
Knowledge		<ul style="list-style-type: none"> • To know that applique is a way of mending or decorating a textile by applying smaller pieces of fabric • 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 	<ul style="list-style-type: none"> • To know that a fastening is something which holds two pieces of material together for example a zipper, toggle, button, press stud and velcro • To know that different fastening types are useful for different purposes • To know that creating a mock up (prototype) of their design is useful for checking ideas and proportions
		Year 5	Year 6
		N/A: The Condensed Long-term plan does not include a Textiles unit for Year 5	N/A: The Condensed Long-term plan does not include a Textiles unit for Year 6

		Year 3	Year 4
		<u>Electronic charm</u>	<u>Mindful moments timer</u>
Skills	Design	<ul style="list-style-type: none"> • Problem solving by suggesting potential features on a Micro: bit and justifying my ideas • Developing design ideas for a technology pouch • Drawing and manipulating 2D shapes, using computer-aided design, to produce a point of sale badge 	N/A: The condensed Long term plan does not include a Digital World unit for Year 4
	Make	<ul style="list-style-type: none"> • Using a template when cutting and assembling the pouch • Following a list of design requirements • Selecting and using the appropriate tools and equipment for cutting, joining, shaping and decorating a foam pouch • Applying functional features such as using foam to create soft buttons 	
	Evaluate	<ul style="list-style-type: none"> • Analysing and evaluating an existing product • Identifying the key features of a pouch 	
Knowledge	Technical	<ul style="list-style-type: none"> • To understand that in programming a 'loop' is code that repeats something again and again until stopped • To know that a Micro:bit is a pocket-sized, codeable computer • Writing a program to control (button press) and/or monitor (sense light) that will initiate a flashing LED algorithm 	
	Additional	<ul style="list-style-type: none"> • To know what the 'Digital Revolution' is and features of some of the products that have evolved as a result • To know that in Design and technology the term 'smart' means a programmed product • To know the difference between analogue and digital technologies • To understand what is meant by 'point of sale display' • To know that CAD stands for Computer-aided design 	

		Year 5	Year 6
		<u>Monitoring devices</u>	<u>Navigating the world</u>
Skills	Design	<ul style="list-style-type: none"> • Researching (books, internet) for a particular (user's) animal's needs • Developing design criteria based on research • Generating multiple housing ideas using building bricks • Understanding what a virtual model is and the pros and cons of traditional and CAD modelling • Placing and manoeuvring 3D objects, using CAD • Changing the properties of, or combine one or more 3D objects, using CAD 	<ul style="list-style-type: none"> • Writing a design brief from information submitted by a client • Developing design criteria to fulfil the client's request • Considering and suggesting additional functions for my navigation tool • Developing a product idea through annotated sketches • Placing and manoeuvring 3D objects, using CAD • Changing the properties of, or combine one or more 3D objects, using CAD
	Make	<ul style="list-style-type: none"> • Understanding the functional and aesthetic properties of plastics • Programming to monitor the ambient temperature and coding an (audible or visual) alert when the temperature rises above or falls below a specified range 	<ul style="list-style-type: none"> • Considering materials and their functional properties, especially those that are sustainable and recyclable (for example, cork and bamboo) • Explaining material choices and why they were chosen as part of a product concept • Programming an N,E, S,W cardinal compass
	Evaluate	<ul style="list-style-type: none"> • Stating an event or fact from the last 100 years of plastic history • Explaining how plastic is affecting planet Earth and suggesting ways to make more sustainable choices • Explaining key functions in my program (audible alert, visuals) • Explaining how my product would be useful for an animal carer including programmed features 	<ul style="list-style-type: none"> • Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool • Developing an awareness of sustainable design • Identifying key industries that utilise 3D CAD modelling and explain why • Describing how the product concept fits the client's request and how it will benefit the customers • Explaining the key functions in my program, including any additions • Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool • Explaining the key functions and features of my navigation tool to the client as part of a product concept pitch • Demonstrating a functional program as part of a product concept
Knowledge	Technical	<ul style="list-style-type: none"> • To know that a 'device' means equipment created for a certain purpose or job and that monitoring devices observe and record • To know that a sensor is a tool or device that is designed to monitor, detect and respond to changes for a purpose • To understand that conditional statements (and, or, if booleans) in programming are a set of rules which are followed if certain conditions are met 	<ul style="list-style-type: none"> • To know that accelerometers can detect movement • To understand that sensors can be useful in products as they mean the product can function without human input
	Additional	<ul style="list-style-type: none"> • To understand key developments in thermometer history • To know events or facts that took place over the last 100 years in the history of plastic, and how this is changing our outlook on the future • To know the 6Rs of sustainability • To understand what a virtual model is and the pros and cons of traditional vs CAD modelling 	<ul style="list-style-type: none"> • To know that designers write design briefs and develop design criteria to enable them to fulfil a client's request • To know that 'multifunctional' means an object or product has more than one function • To know that magnetometers are devices that measure the Earth's magnetic field to determine which direction you are facing