



DESIGN & TECHNOLOGY

Heavers Farm and Selsdon Primary Schools

PROGRESSION DOCUMENT

This document outlines progression in D&T from Nursery to Year Six.

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<u>Skills</u>	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="text-align: center;">Designing <i>Understanding contexts, users and purpose</i></p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Use a range of small tools, including scissors, paintbrushes, and cutlery.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour design, texture, form and function.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>State what they are designing and making.</p> <p>State whether their products are for themselves or other users.</p> <p>Describe who (the user) their products are for.</p> <p>Suggest how they will make their products suitable for their intended users. <i>E.g. 'I will make sure it has strawberries because my user likes strawberries and likes the colour red.'</i></p> <p>Develop their ideas through talk, drawings and label parts.</p>	<p>State what they are designing and making in relation to the user and purpose.</p> <p>Say whether their products are for themselves or other users.</p> <p>Describe what/who their products are for and how it will work related to purpose of the project.</p> <p>Say how their products will work. <i>E.g. the wheel and axle will make my vehicle move.</i></p> <p>Suggest how they will make their products suitable for their intended users</p>	<p>To begin to gather information about the needs and wants of particular individuals and groups. <i>E.g. through simple questionnaires, surveys or checklists (or pre-made questionnaire that pupils can use).</i></p> <p>Show their design meets a range of requirements.</p> <p>Develop their own design criteria and use these to inform their ideas.</p> <p>Identify a target group for what they intend to design and make</p>	<p>Gather information about the needs and wants of users through questionnaires.</p> <p>Confidently show their design meets a range of requirements.</p> <p>Develop their own design criteria that that reflects the users wants and needs.</p> <p>Suggest some improvements and say what was good and not so good about their original design <i>E.g. refer to the user's needs, the purpose and function of what they are designing.</i></p>	<p>Identify the needs of particular individuals.</p> <p>Generate innovative ideas through research including surveys, interviews and questionnaires and discussion with peers to develop a design brief.</p> <p>To carry out research, using surveys, interviews, questionnaire and web-based resources.</p> <p>Explain how particular parts of their products work in relation to the purpose and function of the product.</p>	<p>Justify their plan to someone else linking to the user, purpose and function of product.</p> <p>Identify the preferences and values of particular individuals and groups.</p> <p>Develop a simple design specification to guide their thinking.</p> <p>Explain how particular parts of their products work using the technical vocabulary.</p>

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<p style="text-align: center;">Designing</p> <p style="text-align: center;"><i>Generating, developing, modelling and communicating ideas.</i></p>				and in relation to the function of the product. <i>E.g. How does what they're making, suit what the user needs? Is it the right size for the user? Does it function how the user wants it to function?</i>	based on a design criterion.			
	Explore different materials freely in order to develop their ideas about how to use them and what to make.	<p>Begin to use the language of designing and making, e.g. join, build and shape.</p> <p>Explore. Use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Design and make junk models using recyclable materials.</p>	<p>Identify developments of existing products: What they are for; how they work; materials used.</p> <p>Design appealing products for a particular user based on a simple design criterion.</p> <p>Develop ideas through talk, drawings and mock ups of their ideas in card and paper.</p>	<p>Create ideas based on own experiences, explaining what they could make.</p> <p>Communicate ideas through talk and drawings.</p> <p>Make templates and mock ups of their ideas in card and paper</p> <p>Use ICT, where appropriate, to develop and communicate their ideas. <i>E.g. Microsoft paint to develop their</i></p>	<p>Generate realistic ideas and simple design criteria, focusing on the needs of the user.</p> <p>Make design decisions that take account the availability of resources. E.g. if they want to use straws, are these available? Are there alternatives?</p> <p>Produce a step by step plan (e.g. recipe) that shows the order of what they</p>	<p>Use appropriate ICT such as web-based recipes, to develop and communicate ideas.</p> <p>Generate realistic ideas, focusing on the needs of the user and the purpose of the product.</p> <p>Produce a plan and explain it to others relating to who the product is for and how it will work (the</p>	<p>Come up with a range of ideas after they have collected information (from questionnaires, surveys or research).</p> <p>Take a user's view into account when designing.</p> <p>Develop a simple design specification to guide their thinking in relation to the user, purpose</p>	<p>Generate innovative ideas, drawing on research.</p> <p>Confidently make design decision, taking account of constraints such as resources and cost.</p> <p>Recognise when their products have to fulfil conflicting requirements.</p>

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			Share and start to clarify ideas through discussion.	<i>design which has previously been done in their sketch books.</i>	need to do and the equipment and tools they need. Use accurately labelled diagrams to design their ideas.	function of the product). Model their ideas using prototypes and pattern pieces. Use annotated sketches & cross-sectional to design ideas.	and function of the product. Use diagrams and cross-sectional diagrams to develop their ideas. To use computer aided design to communicate ideas e.g. Microsoft paint to create designs of freestanding structures, using text boxes to annotate.	Develop prototypes of the product. Follow and refine their plan if necessary. Use annotated sketches and exploded diagrams to develop and communicate their ideas.
Making <i>Planning</i>	Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	Learn about planning and adapting initial ideas to make them better. Use various construction kits to develop problem solving skills	Make their design using appropriate techniques. Plan their idea by suggesting what to do next. Select from a range of given tools and equipment, explain their choices. E.g. why they want	Select from a range of tools and equipment, explaining their choices. Select appropriate utensils and materials; use correct vocabulary to name and describe them. E.g. tissue	Order the main stages of making, correctly. Select from a range of materials according to their characteristics (how it looks/feels). To use computer aided design to	Conscience of the need to produce something that will be liked by others. <i>E.g. pupils can talk about how what they are making will meet the user's needs.</i> Measures, marks out and cuts materials with some	Explain why their finished product is going to be of good quality. <i>E.g. referring to the user, the purpose and function of the product.</i> Explain how their product will appeal to the audience.	Produce appropriate lists of tools, equipment and materials that they need. Formulate step-by-step plans as a guide to making. Identify why the materials they have used are most effective

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			to use masking tape rather than glue – because it is stronger.	paper, pipe cleaners etc. Demonstrate how to cut, shape and join fabric to make a simple product. (e.g. drawing over a template on fabric, cutting out then joining together). Using sewing techniques. e.g. <i>running stitch</i> .	communicate ideas. E.g. <i>using word to create designs and www.tinkercad.com</i>	accuracy. E.g. <i>using rulers, protractors, scissors and other ways of cutting.</i> Assembles, joins and combines materials and components with some accuracy. E.g. <i>using a variety of joining techniques e.g. pipe cleaners, manipulating card/paper to join.</i>	Produce appropriate lists of tools, equipment and materials that they need. Use learning from mathematics to help design and make products that work.	(related to cost and availability). Explain their choice of tools and equipment in relation to the skills and techniques they will be using. Explain their choice of materials and components according to functional and aesthetic qualities.
Making <i>Practical skills and techniques</i>	Make imaginative and complex small worlds with blocks and construction kits, such as a city with different buildings and a park. Select and use activities and resources, with help when needed.	To learn to construct with a purpose in mind. Selects tools and techniques needed to shape, assemble and join materials. Build / construct with a wide range of objects. Select tools & techniques to	Identify procedures for safety and hygiene. Use a range of materials and resources. With help, measure, mark out, cut and shape a range of materials. Begin to assemble, join and combine	Identify and independently follow procedures for safety and hygiene (using hand tools safely, washing hands). Use a range of materials and components, including construction materials, textiles, food ingredients and	Measure, mark out and cut materials with some accuracy. Assemble, join and combine materials with some accuracy. Apply a range of finishing techniques, including those from Art, with some accuracy.	Identify if their finished product is going to be good quality in relation to how it has been made and whether it functions in the way that it should. Show a good level of expertise when using specific tools and equipment. e.g.	Accurately measure, mark out, cut and shape materials and components. Use a range of tools and equipment expertly. Perseveres through different stages of the making process.	Use tools and materials precisely. Change the way they are working if needed e.g. in relation to materials or if something goes wrong. Accurately measure to the nearest cm and mm and cut out confidently and accurately.

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	<p>Choose the right resources to carry out their own plan.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p>shape, assemble and join</p> <p>Replicate structures with materials / components</p>	<p>materials and components together using a variety of temporary methods <i>e.g. glues or masking tape.</i></p> <p>Explore using tools <i>e.g. scissors and a hole punch safely.</i></p> <p>Explore different finishing techniques <i>e.g. using painting, fabric crayons, sequins, buttons and ribbons, food toppings.</i></p>	<p>mechanical components.</p> <p>With help, measure, mark out, cut and shape materials and components.</p> <p>Start to assemble, join and combine materials in order to make a product.</p>	<p>Choose and use appropriate finishing techniques based on own ideas.</p>	<p>cutting where it should be cut.</p> <p>Measures, marks out and cuts materials with accuracy.</p> <p>Assembles, joins and combines materials and components with accuracy.</p>	<p>Uses the most appropriate material of their product in relation to the users wants and the function of the product.</p> <p>Apply a range of finishing techniques <i>these should be appropriate to what they are making e.g. a garnish for a specific meal.</i></p>	<p>Accurately apply a range of finishing techniques, including those from Art.</p> <p>Demonstrate resourcefulness, for example – make refinements.</p> <p>To begin to demonstrate resourcefulness when tackling practical problems.</p>
<p>Evaluate</p> <p><i>Own ideas and products</i></p>	<p>Show an interest in technological toys Begin to talk about changes made during the making process, <i>e.g. deciding to use a different joining method.</i></p> <p>Describe textures</p>	<p>Adapt work if necessary.</p> <p>I am starting to talk about what I am making.</p> <p>Look at similarities and differences between existing objects / materials / tools</p>	<p>Talk about their design ideas and what they are making.</p> <p>Evaluate their product by discussing how well it works in relation to the purpose (design criteria).</p> <p>Evaluate their products they</p>	<p>Evaluate their work against their design criteria (was it the same, did it work?).</p> <p>Evaluate products with confidence by talking about their ideas, saying what they like and dislike about them</p>	<p>Use their design criteria to evaluate their completed products.</p> <p>Begin to explain how they can improve their original design. <i>E.g. how can I make it better to suit my user? How can I make</i></p>	<p>Identified how they will check if their design is successful.</p> <p>Evaluate their product, thinking of both appearance and the way it works.</p> <p>Take time to consider how they could have</p>	<p>Evaluate the quality of the design, manufacture and fitness for the purpose of their products as they design and make.</p> <p>Check whether anything could be improved.</p>	<p>Identify if product is fit for purpose and give reasons why related to purpose and function.</p> <p>Suggest different resources that would have improved their product.</p>

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			have developed, identifying strengths and possible changes they might make (related to the purpose of the product).	(could be related to how it looks or how it works, all in relation to the user/purpose).	<i>it function the way it should?</i> Explain what they changed which made their design even better. E.g. <i>relate this to the user and purpose.</i> Identify what went well and what could be improved.	made their idea better. Consider the views of others to improve their work.	Check and evaluate against their original design criteria. Evaluate appearance and function against the original idea.	Identify if they need more or different information to make it even better. Critically evaluate the quality of the design for purpose of their products as they design and make.
Evaluate <i>Existing products</i>	I am starting to express my feelings towards simple products. I am starting to reflect and talk about what I am making.	I am more able to reflect and talk about what I like and dislike in my product. I am starting to think about how I can make my product better.	Investigate a range of products that use sliders and levers e.g. pop up books; pop-up/sliding books. Taste, explore and evaluate a range of products to determine the intended users' preferences for the product. Explain what products are.	Investigate a range of cars (wheels and axels), textiles, and foods. Explain what products are in relation the topic. E.g. these are cars which use wheels and axels Explain who products are for and give a range of examples. Identify how products work.	Investigate a range of 3D products, ingredients, lever and linkage products relevant to their project. Demonstrate some understanding of where products were designed and made. Demonstrate some understanding of when products were	Investigate a range of 3D products, ingredient and lever and linkage products relevant to their project Explain who designed and made the products. Explain, in relation to users, who would use a product like this.	Investigate and analyse products linked to their final product. Test products with intended user and critically evaluate the quality of the design <i>based on function and purpose.</i> To demonstrate some understanding about how sustainable the	Identify how much products cost to make. Explain how innovative products are. Identify how sustainable the materials in the products are? <i>E.g. what are the environmental, social, and economic benefits of using specific materials.</i>

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			<p>Identify who products are for.</p> <p>Name the materials the product is made from.</p> <p>Explain what they like and dislike about products and why. <i>The reasons should be based around the making of the product.</i></p>	<p><i>E.g. this car works well because it moves</i></p> <p>Explain how products are used.</p> <p>Evaluate how well the products works in relation to the purpose.</p>	<p>designed and made.</p> <p>Explain whether products can be recycled or reused.</p>		<p>materials in the products are.</p> <p>How well products, achieve their purposes.</p> <p>How well products meet user needs and wants.</p>	<p>Identify what impact products have beyond their intended purpose.</p>
<p>Evaluate</p> <p><i>Key events and individuals</i></p>							<p>Learn about inventors, designers and engineers who have developed ground-breaking products. <i>E.g. who they are What was the purpose of their products Who were they for?</i></p>	<p>Learn about chefs and manufacturers who have developed ground-breaking products. <i>Looking at the function of the products that were made.</i></p>
<p><u>Vocabulary</u></p>	<p><i>like dislike, use, snip, cut, fold, join, fix, glue, bumpy, smooth, shiny, rough,</i></p>	<p><i>Planning, investigating, design, evaluate, make, user, purpose, ideas, product.</i></p>	<p><i>Investigating, planning, design, make, evaluate, user, purpose, ideas,</i></p>	<p><i>User, purpose, design, model, evaluate, prototype, annotated sketch,</i></p>	<p><i>Evaluating, design brief, criteria, innovative, prototype, user, purpose,</i></p>	<p><i>Design decisions, functionality, authentic, user, purpose, design specification,</i></p>	<p><i>Function, innovative, design specification, design brief, purpose, user,</i></p>	

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			<i>design, criteria, product function</i>	<i>functional, innovative, investigate, label, drawing, function, planning, design criteria, appealing.</i>	<i>function, design criteria, innovative, design brief, sensory evaluations.</i>	<i>design brief, innovative, research, annotate, evaluate, mock-up</i>	<i>research, prototype, mock-up, functional, innovation</i>
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<u>Knowledge</u>	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Food Preparing fruit and vegetables Healthy and varied diet</p>	<p>Begin to understand some food preparation tools, techniques and processes</p> <p>Practise stirring, mixing, pouring, blending</p> <p>Discuss use of senses</p>	<p>Understand need for variety in food</p> <p>Begin to understand that eating well contributes to good health</p> <p>To begin to understand some of the tools, techniques and processes involved in food preparation.</p> <p>Children have basic hygiene awareness.</p> <p>Discuss how to make an activity safe and hygienic</p>	<p>Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught.</p> <p>To name and sort some foods into the five groups in 'The Eat well plate'.</p> <p>Begin to understand that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>Know how to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>Know how to use techniques such as cutting,</p>	<p>Understand that all food comes from plants or animals.</p> <p>Name and sort a range of foods into the five groups in 'The Eat well plate'.</p> <p>Know that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>Demonstrate how to use techniques such as cutting, peeling and grating.</p>	<p>Food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world</p> <p>Know that a healthy diet is made up from a variety and balance of different food and drink as depicted in 'The Eat well plate'.</p> <p>Know that to be active and healthy, food and drink are needed to provide energy for the body.</p>	<p>How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>How to use a range of techniques such as peeling, chopping, grating, mixing, spreading, kneading and baking.</p> <p>That food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and</p>	<p>How food is processed into ingredients that can be eaten or used in cooking and nutrition – Food preparation, cooking and nutrition.</p> <p>Know that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.</p> <p>Know that a recipe can be adapted by adding or substituting one or more ingredients.</p> <p>Know and use technical</p>	<p>Know that seasons may affect the food available</p> <p>How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p> <p>Know how to effectively use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p> <p>That recipes can be adapted to change the appearance,</p>

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			peeling and grating. Know and use technical vocabulary relevant to project	Demonstrate understanding that food ingredients should be combined according to their sensory characteristics Know and use technical vocabulary relevant to project	Know and use technical vocabulary relevant to project	caught (such as fish) in the UK, Europe and the wider world. Know and use technical vocabulary relevant to project	vocabulary relevant to project	taste, texture and aroma Know that a recipe can be adapted by adding or substituting one or more ingredients. Know and use technical vocabulary relevant to project
<u>Vocabulary</u>	<i>Names of some fruits</i>	<i>Names of some vegetables</i>	<i>Fruit and vegetable names, names of equipment and utensils, Sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth,</i>	<i>Flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating popular,</i>	<i>Texture, taste, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh savoury</i>	<i>Hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested, healthy/varied diet,</i>	<i>Yeast, dough, bran, flour, wholemeal, baking soda, spice, herbs, fat, sugar, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, sprinkle, crumble,</i>	<i>Yeast, dough, bran, flour, wholemeal, baking soda, spice, herbs, fat, sugar, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, sprinkle, crumble,</i>

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<p><u>Mechanisms/Mechanical Systems</u></p> <p>Sliders and levers Wheels and axels Levers and linkages Pulleys or gears</p>	<p>Learn how everyday objects work by dismantling things.</p> <p>With support, begin to incorporate moving parts in to models. For example, use split pins to make body parts move.</p> <p>Know how some simple toys move</p>	<p>Make toys work by pressing parts or applying force.</p>	<p>Explore and use mechanisms (for example, levers, sliders, in their products.</p> <p>Understand that different mechanisms produce different types of movement.</p> <p>Begin using technical vocabulary relevant to the project.</p>	<p>Explain the simple working characteristics of materials and components.</p> <p>Distinguish between fixed and freely moving axels.</p> <p>Demonstrate understanding about the movement of simple mechanisms such as wheels and axels.</p> <p>Show that they can use the correct technical vocabulary for the projects they are undertaking.</p>		<p>Know that mechanical systems have an input, process and output.</p> <p>Distinguish between fixed and loose pivots.</p> <p>Distinguish between levers and linkages.</p> <p>Know how mechanical systems such as levers and linkages create movement.</p> <p>Know materials have both functional properties and aesthetic qualities.</p>		<p>Know materials have both functional properties and aesthetic qualities.</p> <p>Know that mechanical systems such as levers, linkages, cams, pulleys of gears create movement.</p> <p>Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.</p> <p>Know and use technical vocabulary relevant to project.</p> <p>Know and use technical vocabulary relevant to project</p>
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<p><u>Vocabulary</u></p>	<p><i>Direction, forces, press, pull, push, slow, speed, start, stop, test, wind up</i></p>		<p><i>Slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, forwards</i></p>	<p><i>Vehicle, wheel, axle, axle holder, chassis, body, assembling, cutting, joining, shaping, finishing, fixed, mechanism, moving. Name of tools, equipment and materials used</i></p>		<p><i>Mechanism, lever, linkage, pivot, slot, system, input, output, process, linear, rotary, oscillating, reciprocating, innovative, design brief.</i></p>		<p><i>Pulley, drive, belt, gear, rotation, spindle, driver, follower, ratio, transmit, axel, motor, functionality, authentic</i></p>
<p><u>Electrical Systems</u></p> <p>Simple circuits and switches Simple circuits</p>						<p>Know how simple electrical circuits and components can be used to create functional products.</p> <p>Know how to program a computer to control their products. <i>E.g. use of: classroom.micro bit.org</i> Know and use technical vocabulary relevant to project</p>	<p>How to program a computer to monitor changes in the environment and control their products.</p> <p>Understand and use electrical systems in their products linked to science coverage.</p> <p>Apply their understanding of computing to monitor, program and control their products.</p> <p>Know and use technical vocab.</p>	

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<u>Vocabulary</u>						<i>battery, bulb, wire, crocodile clip, control, program, system, input device, output device.</i>	<i>Series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch</i>	
<p><u>Structures</u></p> <p>Freestanding structures Shell structures Frame structures</p>	<p>Know how to begin to build a range of structures.</p>	<p>Know and use technical vocabulary relevant to project</p> <p>Know how to begin to build a range of structures with a range of materials inside and out.</p>	<p>Begin to explore and build how freestanding structures can be made stronger, stiffer, and more stable. <i>E.g. using triangle support structures</i></p> <p><i>Develop and use knowledge of how to construct strong, stiff shell structures.</i></p> <p>Know and use technical vocabulary relevant to project</p>		<p>How to make strong, stiff shell structures or freestanding structures. Use correct</p> <p>How to program a computer to control their products.</p> <p>Know and use technical vocabulary relevant to project</p>		<p>How to use extended learning from science and maths to help design and make products that work.</p> <p>The materials can be combined and mixed to create more useful characteristics.</p> <p>How to reinforce and strengthen a 3D framework.</p> <p>Know and use technical vocabulary relevant to project</p>	
<u>Vocabulary</u>	<i>like dislike, use, snip, cut, fold, join, fix, glue,</i>		<i>Cut, fold, join, fix, structure, weak, strong, design, make,</i>		<i>Weak, strong, base, top, edge, side, surface, thinner, thicker,</i>		<i>Frame structure, stiffen, strengthen, reinforce,</i>	

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	<i>bumpy, smooth, shiny, rough</i>		<i>evaluate, plastic, circle, triangle, cuboid, cube, cylinder</i>		<i>corner, straight, curved, design criteria</i>		<i>triangulation, stability, shape, design brief, prototype, innovation, research, functional</i>	
<p><u>Textiles</u></p> <p>2D – 3D product Templates and joining techniques. Combining different fabric shapes (including computer-aided design).</p>	<p>Children learn how to weave with a range of different fabrics.</p> <p>To learn how to use a range of tools, e.g. scissors, hole punch, stapler, woodworking tools, rolling pins, pastry cutters.</p>	<p>Know and use technical vocabulary relevant to project</p>	<p>Stitch: running stitch</p> <p>Understand how simple 3-D textile products are made, using a template to create two identical shapes. E.g. <i>cutting around a stencil to help cut the fabric.</i></p> <p>Know and use technical vocabulary relevant to project.</p>	<p>Stitch: running stitch</p> <p>Demonstrate ability to assemble two identical fabric shapes to make a 3-D textile.</p> <p>Know and use technical vocabulary relevant to project.</p>	<p>Stitch: backstitch</p> <p>Know a single fabric shape can be used to make a 3D textiles product.</p> <p>Know and use technical vocabulary relevant to project</p>	<p>Stitch: catch stitch</p> <p>Know how to strengthen, stiffen and reinforce existing fabrics.</p> <p>Understand how to securely join two pieces of fabric together.</p> <p>Understand the need for patterns and seam allowances.</p> <p>Know and use technical vocabulary relevant to project</p>	<p>Stitch: whip stitch</p> <p>Understand how fabrics can be strengthened, stiffened and reinforced where appropriate.</p> <p>Know and use technical vocabulary relevant to project.</p>	<p>Stitch: blanket stitch</p> <p>Produce a 3-D textile product from a combination of accurately made pattern pieces, fabric shapes and different fabrics.</p> <p>Know and use technical vocabulary relevant to project.</p>
<p><u>Vocabulary</u></p>	<i>Bead, button, fabric, felt, scissors, sew, cello tape, glue stick, masking</i>		<i>sew, cello tape, glue stick, masking tape, paper clip,</i>	<i>Names of existing products, joining and finishing techniques,</i>	<i>Template, pattern pieces, mark out, join, decorate, finish, features,</i>			<i>Seam, seam allowance, wadding, reinforce, right side, wrong side,</i>

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	<i>tape, paper clip, plasticine, ruler, straw,</i>		<i>plasticine, ruler, straw,</i>	<i>tools, fabrics and components, suitable</i>	<i>suitable, quality, mock-up</i>			<i>hem, template, pattern pieces, names of textiles and fastening used, needles, thread, authentic, functionality.</i>
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