

# Progression of Knowledge and Skills in Design and Technology



Our Design and Technology curriculum follows the English National Curriculum and is delivered through a spiral approach, revisiting and deepening pupils' knowledge, skills, and understanding in designing, making, and evaluating products over time. Key skills and technical knowledge—including materials, mechanisms, structures, textiles, electrical systems, and cooking and nutrition—are carefully sequenced so that learning is recalled, refined, and built upon, enabling pupils to develop creativity, problem-solving skills, and technical competence and to meet end-of-key-stage expectations. Each unit is explicitly mapped to the aims and content of the National Curriculum, ensuring a coherent and cumulative progression of design knowledge, practical skills, and evaluative understanding, including consideration of users and real-world designers. In EYFS, the curriculum aligns with the Early Learning Goals and Development Matters, supporting purposeful learning through exploration, construction, talk, and play, and ensuring smooth progression into Key Stage 1.

Progression of Knowledge and Skills			Food	
	Technical and Disciplinary Knowledge	Evaluate	Design	Make
N u r s e r y	Know where the fruit comes from. Know the season in which it is grown in the UK. Know what the following mean: peel, slice, chop.	Evaluate the taste, texture, appearance of bananas, apples, oranges, grapes, melon, cherry, strawberry, raspberry.	Design a fruit salad/kebab for to solve the problem of a healthy picnic snack for a picnic. Label the fruit in their design.	Make a taster. Learn how to follow what has been designed. With supervision, cut, peel, chop the fruit and learn the safety of the kitchen and the importance of hygiene.

<b>R e c e p t i o n</b>	<p>Know that vegetables grow in different ways: Underground (carrots, potatoes), on plants (peas, beans) and on trees (apple).</p> <p>Know that soup is made by combining and heating ingredients.</p> <p>Understand that heating changes food, making it softer, warmer, and easier to eat.</p> <p>Know that vegetables help our bodies stay healthy, giving us vitamins and energy.</p> <p>Recognise that we can use our senses (touch, smell, taste, sight, hearing) to explore food.</p> <p>Know that we need to wash our hands before handling food to stay clean and healthy.</p> <p>Understand that some foods grow in the UK and others come around the world.</p> <p>Recognise people enjoy different foods depending on: family, culture, traditions.</p>	<p>Share their opinions on what they liked or might change next time.</p> <p>Use simple language to describe the look, smell, and taste (e.g. yummy, warm, colourful).</p> <p>Compare raw and cooked vegetables, noticing differences in texture and colour.</p> <p>Talk about which vegetables they liked best and why.</p> <p>Reflect as a group on how they worked together to make something healthy and delicious.</p>	<p>Choose a selection of vegetables they would like to include in the class soup.</p> <p>Talk about their colour, shape, and texture, sorting them by features (soft/hard, smooth/bumpy, round/long).</p> <p>Use pictures or simple drawings to show which vegetables they would like to add.</p> <p>Contribute ideas as a group for what might make the soup smell and taste delicious</p> <p>Name their soup and create a class display or recipe card for it.</p>	<p>Wash vegetables safely using water and brushes where needed.</p> <p>Tear, break, or cut soft vegetables (e.g. spinach, mushrooms, cooked carrots) with support.</p> <p>Observe and talk about what happens as ingredients are added to the pot and heated.</p> <p>Help stir and mix safely, under adult supervision.</p> <p>Smell and describe the changes as the soup cooks (using vocabulary like hot, steamy, soft, smells nice).</p> <p>Taste the finished soup, describing its flavour and texture (e.g. smooth, chunky, sweet, salty)</p>
<b>Y e a r 1</b>	<p>Know where fruit grows: on trees, bushes or plants – and which ones grow in the UK.</p> <p>Know when fruit is in season in the UK (e.g. strawberries in summer, apples in autumn).</p> <p>Understand what happens when fruits are blended together to make a smoothie (they become liquid and mix into one drink).</p> <p>Know what a blender does and how it helps us to mix ingredients safely.</p> <p>Understand what yoghurt is made from and that it comes from milk.</p> <p>Know what yoghurt does in a smoothie (makes it creamy and thicker).</p> <p>Recognise healthy choices by comparing smoothies to sugary drinks.</p>	<p>Taste test different smoothies (e.g. strawberry, banana, mixed fruit).</p> <p>Discuss which they like best and why: “Is it sweet? creamy? tangy?”</p> <p>Compare textures and colours and talk about what makes a smoothie healthy.</p> <p>Share opinions and vote for the best smoothie for the Teddy Bear’s Tea Party.</p> <p>Reflect on their own smoothie – what worked well and what they would change next time.</p>	<p>Design their own smoothie for Teddy Bear’s Tea Party, thinking about colour, taste and texture.</p> <p>Choose fruits and liquids (milk, yoghurt, or juice) that work well together.</p> <p>Create a smoothie plan or drawing, showing ingredients and the steps they will take.</p> <p>Name their smoothie and design a fun label for their bottle or cup.</p>	<p>Wash, peel and safely cut soft fruits using child-friendly tools and good hygiene.</p> <p>Measure and pour ingredients carefully using spoons and cups.</p> <p>Use a blender safely with adult supervision to mix their smoothie.</p> <p>Taste and adjust their smoothie – maybe add more fruit, yoghurt, or juice for flavour.</p>

<p><b>Y e a r 2</b></p>	<p>Know the names of different vegetables such as peppers, carrots, cucumbers, tomatoes, onions, and lettuce.</p> <p>Know that vegetables help us stay healthy and that they contain different vitamins and nutrients our bodies need.</p> <p>Understand what “healthy” means when planning a balanced meal.</p> <p>Know what happens when we grate, chop, or slice vegetables (texture, shape, and flavour change).</p> <p>Understand what a pitta bread is and that it can be used as a pocket or wrap.</p> <p>Know where key ingredients come from – e.g. wheat for bread, milk for yoghurt, vegetables grown in the ground or on plants.</p> <p>Build on Year 1 learning by using new skills like grating, dicing, and mixing, in addition to cutting and chopping.</p> <p>Recognise that hygiene and safety are important when preparing food.</p>	<p>Taste and describe their own and others’ pittas, commenting on flavour, texture, and appearance.</p> <p>Discuss what makes their pitta healthy and how it could be improved.</p> <p>Compare different breads (pitta, wraps, rolls) to decide which makes the best pocket for vegetables.</p> <p>Reflect on what they found easy or tricky, especially new skills like grating.</p> <p>Consider who would enjoy their pitta – for example, parents, teachers, or community visitors.</p>	<p>Design their own healthy pitta pocket, choosing a combination of grated, chopped, or sliced vegetables and a simple dressing or sauce (e.g. yoghurt and lemon).</p> <p>Think about colour, texture, and flavour to make the pitta appealing.</p> <p>Draw and label [a cross-section design] showing what their pitta will look like inside.</p> <p>Consider special dietary needs (e.g. vegetarian, dairy-free) when planning their design.</p> <p>Decide on a name for their pitta to serve at a “Community Lunch” or “Healthy Café.”</p>	<p>Use safe cutting techniques from Year 1 and now learn how to grate vegetables such as carrots or cheese.</p> <p>Prepare ingredients by washing, grating, chopping, and mixing.</p> <p>Open and fill a pitta pocket carefully, arranging ingredients thoughtfully.</p> <p>Work safely and hygienically, washing hands and cleaning surfaces.</p> <p>Taste and adjust flavours, perhaps adding a pinch of pepper, lemon juice, or herbs.</p>
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<b>Year 3</b>	<p>Know that fruit tarts are made up of three main parts: the base (pastry), a filling (e.g. yoghurt or custard), and fruit toppings.</p> <p>Know that pastry is made from flour, fat, and water, and that rubbing fat into flour changes its texture.</p> <p>Understand that different fruits contain natural sugars and vitamins and can be part of a balanced diet when eaten in moderation.</p> <p>Know how heat affects ingredients, such as how baking changes the texture and colour of pastry.</p> <p>Understand the difference between raw and cooked foods.</p> <p>Know where key ingredients come from – e.g. wheat for flour, butter from milk, and fruits that grow in the UK (e.g. apples, strawberries, raspberries) and abroad (e.g. bananas, mangoes).</p> <p>Build on Year 2 learning by combining multiple food preparation skills: grating, slicing, spreading, and now rubbing-in and assembling.</p> <p>Recognise why hygiene, careful measurement, and timing are important when preparing and baking food</p>	<p>Explore world and how they are grown.</p> <p>Understand seasonality.</p> <p>Compare and contrast different flavours.</p> <p>Taste and describe their own and others' fruit tarts, focusing on flavour, texture, and presentation.</p> <p>Compare their finished tart to their original design, discussing what worked well and what they might improve.</p> <p>Discuss how their tart meets the design brief (e.g. is it healthy, attractive, and suitable for a picnic?).</p> <p>Reflect on the new skills they've learned, such as rubbing-in and baking, and how these differ from previous chopping and grating.</p> <p>Understand that evaluation helps improve future designs.</p>	<p>Design their own mini fruit tart for an autumn bake sale, thinking about: which fruits will give colour, texture, and taste, how to make it healthy (e.g. less sugar, fresh fruit choices).</p> <p>Draw and label a cross-section diagram showing the layers of their tart (base, filling, fruit).</p> <p>Plan the steps they will take to make their tart, including what ingredients and equipment they need.</p> <p>Consider who their tart is for – e.g. a friend, family member, or picnic guest – and design to suit that audience.</p> <p>Write a short recipe card for their design.</p>	<p>Follow their design plan to make their fruit tart safely and hygienically.</p> <p>Measure ingredients accurately using weighing scales and spoons.</p> <p>Use the rubbing-in method to make simple pastry (flour, fat, water).</p> <p>Roll and shape the pastry carefully before baking.</p> <p>Prepare fruit toppings by washing, peeling, slicing, and arranging.</p> <p>Assemble their tart by adding a filling (such as yoghurt, custard, or cream) and decorating it with fruit.</p> <p>Use time management skills to bake, cool, and decorate within a set period.</p>
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<b>Year 4</b>	<p>Know that shortbread is made from flour, fat, and sugar, and that these ingredients affect the texture and taste.</p> <p>Understand that adding new ingredients (like dried fruit) changes the flavour, colour, and nutritional value of a recipe.</p> <p>Know how creaming and rubbing-in methods differ and when each is used.</p> <p>Understand that dried fruit comes from fresh fruit that has had its water removed to make it last longer.</p> <p>Know where common dried fruits come from (e.g. raisins from grapes in Italy etc, apricots from Turkey, cranberries from North America).</p> <p>Understand that sugar provides energy but should be eaten in moderation as part of a balanced diet.</p> <p>Know that heat causes irreversible changes in baking — sugar melts, butter softens, and ingredients combine to form a new texture.</p> <p>Build on Year 3 learning by using baking skills (measuring, mixing, shaping, baking) with increased precision and independence.</p> <p>Recognise that design changes can be made to existing recipes to improve taste, appearance, or healthiness.</p>	<p>Taste and compare their adapted shortbread with the basic version.</p> <p>Describe the differences in taste, texture, appearance, and aroma.</p> <p>Evaluate how successful their adaptation was — did the added fruit improve the flavour or look?</p> <p>Reflect on what worked well and what they might change next time (e.g. more/less fruit, different shapes).</p> <p>Discuss whether their design met the brief, using appropriate food vocabulary (crumbly, chewy, golden, buttery).</p> <p>Understand that evaluation helps them develop as creative and thoughtful designers.</p>	<p>Review a basic shortbread recipe and discuss how they could adapt it by: adding dried fruit (e.g. raisins, cranberries, chopped apricots) changing shape, thickness, or decoration, or adjusting the amount of sugar or butter to make it healthier.</p> <p>Design their own adapted shortbread biscuit, considering: flavour combinations, colour and presentation, intended audience (e.g. school bake sale, festive treat).</p> <p>Create a labelled diagram or annotated plan, showing ingredients, quantities, and design choices.</p> <p>Write a short recipe plan including preparation and baking steps.</p>	<p>Follow a basic shortbread recipe to understand the process.</p> <p>Measure ingredients accurately using scales and spoons.</p> <p>Use the rubbing-in and creaming methods to prepare the dough, combining butter, sugar, and flour.</p> <p>Add and mix in dried fruit, observing how it changes the doughs appearance and texture.</p> <p>Shape and decorate their biscuits according to their design.</p> <p>Bake safely under adult supervision, timing and temperature awareness.</p> <p>Cool and store biscuits hygienically.</p>
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<b>Y e a r 5</b>	<p>Know that Bolognese is a traditional Italian sauce made with minced meat, tomatoes, vegetables, and herbs, usually served with pasta.</p> <p>Understand that recipes can be adapted to suit different tastes, dietary needs, or cultures (e.g. vegetarian, vegan, low-fat, or spiced versions).</p> <p>Know how to prepare and cook ingredients safely, using methods such as chopping, frying, and simmering.</p> <p>Understand what happens when food is heated, including browning and thickening.</p> <p>Know what protein, carbohydrates, and fats do in the body, and that a balanced meal includes a mix of these.</p> <p>Recognise the function of key ingredients in Bolognese: mince (protein), tomatoes (base and liquid), onions, carrots, celery (flavour and texture), herbs and spices (taste).</p> <p>Know how to adapt recipes by adding or substituting ingredients (e.g. lentils for mince, courgette for extra vegetables, different herbs for flavour).</p> <p>Understand that seasoning and flavour balance are key to successful savoury dishes.</p> <p>Build on Year 4 learning by working more independently with heat and complex preparation skills.</p>	<p>Evaluate nutrition value and the importance of a balanced dish.</p> <p>Taste and compare their adapted Bolognese with the basic version.</p> <p>Use sensory vocabulary to describe taste, texture, aroma, and appearance.</p> <p>Evaluate their design choices, explaining how their adaptations affected the flavour, healthiness, and appeal.</p> <p>Reflect on what worked well and what they would change in future (e.g. less sauce, different seasoning, more vegetables).</p> <p>Assess whether their recipe met the design brief (e.g. healthier, cultural twist, new flavour).</p> <p>Record their evaluation in written or visual form (e.g. tasting chart or reflective paragraph).</p>	<p>Review a basic Bolognese recipe and identify ways it could be changed to make it: more nutritious (adding vegetables or pulses), vegetarian or vegan, more flavourful (different herbs, spices, or sauces), inspired by another culture (e.g. Mexican or Indian twist).</p> <p>Design their own adapted Bolognese, explaining their ingredient choices and how these affect taste, texture, and health.</p> <p>Create a labelled diagram or annotated plan, showing ingredients, quantities, and design choices.</p> <p>Consider their target audience, such as a school lunch, family meal, or cultural celebration.</p> <p>Write a recipe card with clear step-by-step instructions and cooking times.</p>	<p>Prepare ingredients safely and hygienically, using chopping, slicing, and grating skills confidently.</p> <p>Cook their Bolognese adaptation, following their recipe and monitoring cooking times and heat levels.</p> <p>Use frying and simmering techniques safely under supervision.</p> <p>Taste and adjust seasoning to achieve the right flavour balance.</p> <p>Work in teams to manage time, tasks, and roles effectively.</p>
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<b>Y e a r 6</b>	<p>Know that recipes can be adapted across cultures to create new “fusion” dishes that combine flavours, ingredients, and methods from around the world.</p> <p>Understand that stir-frying uses quick, high heat and that this cooking method helps to retain nutrients and colour in vegetables.</p> <p>Know the importance of preparing and organising ingredients (“mise en place”) before cooking to manage timing and safety.</p> <p>Understand how combining different textures and flavours (sweet, salty, sour, spicy) can create a balanced dish.</p> <p>Know about seasonality and sustainability, understanding that food choices affect people and the planet.</p> <p>Understand that different food groups provide different nutrients — protein for growth, carbohydrates for energy, fats for warmth and energy storage, and fruit/vegetables for vitamins and minerals.</p> <p>Know that sauces, herbs, and spices can change the character of a dish, reflecting different cultural influences.</p> <p>Build on Year 5 cooking skills by using multiple cooking methods together — chopping, grating, boiling, frying, and mixing — independently and confidently.</p> <p>Recognise the importance of evaluating and refining recipes based on taste, appearance, health, and feedback.</p>	<p>Taste and evaluate their finished stir-fry, describing its flavour, texture, aroma, and appearance using precise vocabulary.</p> <p>Compare their dish to their original design, identifying similarities, differences, and reasons for any adaptations made during cooking.</p> <p>Gather peer feedback and record responses on taste, balance, and presentation.</p> <p>Reflect on how well their dish meets the design brief — is it healthy, appealing, and balanced?</p> <p>Discuss what they would improve next time, considering health, sustainability, or flavour adjustments.</p> <p>Evaluate their independence and teamwork, reflecting on how well they managed time, safety, and organisation.</p>	<p>Research world cuisines (e.g. Chinese, Mexican, Italian, Mediterranean, Indian) to inspire ideas for their own “fusion” dish.</p> <p>Select and combine flavours from at least two culinary traditions to create a unique stir-fry (e.g. soy and ginger with Italian-style pasta or Indian spices with local vegetables).</p> <p>Plan their own recipe, choosing ingredients that reflect colour, texture, and nutritional balance.</p> <p>Create an exploded diagram (bake off style) showing ingredients, cooking times, sequence of steps, and chosen equipment.</p> <p>Explain the purpose of their design choices, considering health, sustainability, and appeal to their target audience (e.g. family, classmates, community event).</p> <p>Write a clear, structured recipe card, including preparation steps and cooking instructions.</p>	<p>Prepare ingredients safely and hygienically, showing confidence in using knives, graters, peelers, and other utensils.</p> <p>Organise their workspace to prepare all ingredients before cooking.</p> <p>Use frying and boiling safely to cook noodles, rice, or vegetables as part of their dish.</p> <p>Stir-fry ingredients in the correct order, managing timing and heat control.</p> <p>Taste and adjust seasoning, balancing flavours (sweet, salty, sour, spicy, umami).</p> <p>Present their dish attractively, considering colour, layout, and garnishes.</p> <p>Work independently or collaboratively, demonstrating time management and teamwork skills.</p>
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Progression of Knowledge and Skills			Structures	
	<u>Technical and Disciplinary Knowledge</u>	<u>Evaluate</u>	<u>Design</u>	<u>Make</u>
<b>N u r s e r y</b>	<p>Understand that structures are built to hold things up or serve a purpose (e.g., a box holds things, a tower stands up).</p> <p>Learn that structures can be made from many different materials, including cardboard, bottles, paper, and fabric.</p> <p>Recognise that some structures are stronger than others, and that the way parts are joined together can affect how strong the structure is.</p> <p>Explore how to join materials (e.g., using glue, tape, or string) to build a model.</p> <p>Understand that they can build anything from recycled materials, such as boxes, bottles, and tubes.</p>	<p>Look at examples of structures, such as towers, bridges, or houses, and talk about what makes them strong or stable.</p> <p>Test the structure to see if it holds up (e.g., Does the tower stay standing? Does the house hold its shape?).</p> <p>Talk about what worked well - "My tower is tall!" or "My house is holding together."</p> <p>Discuss what they might change - "My tower is wobbly, maybe I can make it wider," or "I could add more support."</p>	<p>Choose materials from a selection of junk materials (e.g., cardboard, plastic bottles, paper, straws).</p> <p>Design a structure by deciding which materials to use and how to join them together (e.g., a tower, bridge, or house).</p> <p>Talk about their idea for a structure and what they want to build.</p> <p>Plan how to attach parts together to create their model, considering how to make it stand up or balance.</p>	<p>Build structures by experimenting with different ways to attach parts (e.g., stacking, gluing, taping).</p> <p>Decorate the structure with paint, markers, or other craft materials to make it their own.</p>
<b>R e c e p t i o n</b>	<p>Know that a frame is a structure that holds or supports something, such as a picture or photograph.</p> <p>Understand that flat shapes can be joined to make a stronger frame.</p> <p>Know that corners help keep a frame's shape and make it stable.</p> <p>Learn how to join materials (e.g. cardboard, lolly sticks, straws) using glue or tape.</p> <p>Begin to recognise that some materials are stronger or stiffer than others.</p> <p>Explore how to make a frame stand up (e.g. adding a stand or base).</p> <p>Develop early understanding of shape and symmetry when designing frames.</p>	<p>Explore and talk about different types of frames - square, rectangle, circle - and what they are used for.</p> <p>Talk about what they made and what they like best about their picture frame.</p> <p>Test if the frame stands up or holds a picture securely.</p> <p>Compare their frame to others and say what is similar or different.</p> <p>Discuss what they might change or improve next time.</p> <p>Use simple vocabulary to describe their work — e.g. strong, square, wobbly, colourful, neat, flat.</p>	<p>Plan a picture frame for themselves or a friend using discussion and drawing.</p> <p>Choose shape, colour, and materials for their frame based on purpose (e.g. to hold a picture or piece of artwork).</p> <p>Experiment with layout ideas by arranging parts before joining.</p> <p>Share ideas with a partner and describe what their frame will look like.</p>	<p>Use scissors, glue, and tape safely to join materials.</p> <p>Cut and join card, paper, or lolly sticks to make a rectangular or square frame.</p> <p>Try different ways to strengthen corners or help the frame stand upright.</p> <p>Add decorations such as collage, paint, or natural materials to personalise the design.</p> <p>Work carefully and safely, showing control when using tools and materials.</p>



<b>Year 1</b>	<p>Understand what a structure is: something that is built to hold or support something else (e.g., a pencil pot holds pencils, a tower holds its shape).</p> <p>Learn about stability: a stable structure is one that does not easily fall over.</p>	<p>Look at different types of pencil pots and discuss what makes them stable.</p> <p>Test their pencil pot to see if it can hold pencils without falling over.</p> <p>Talk about what worked well in their pencil pot and what could be improved (e.g., "My pencil pot is too tall and wobbly" or "My tower is too weak").</p>	<p>Create a simple design for their own pencil pot, considering what shape and material will make it stable and useful.</p> <p>Decide on materials they will use to create their pencil pot (e.g., cardboard, paper, or plastic).</p> <p>Draw a simple sketch of their pencil pot design.</p>	<p>Use simple tools (scissors, glue, tape) to cut and join materials.</p> <p>Build their pencil pot, ensuring it has enough height and width to hold pens and pencils securely.</p>
<b>Year 2</b>	<p>Understand that structures need to be strong and balanced to work well.</p> <p>Recognise different types of structures and how materials (e.g., cardboard, wood, plastic) are used to build them.</p> <p>Explore how shapes can make structures stronger (e.g., triangular shapes can make a tower more stable than a square).</p> <p>Use materials that are strong enough to hold things up (e.g., how cardboard can be made stronger by folding it).</p>	<p>Suggest ways to improve their design (e.g., "I could make it wider" or "I could use stronger cardboard").</p> <p>Share their final pencil pot with the class and explain how they made it stable.</p>	<p>Consider how to make the pencil pot sturdy, thinking about things like height, width, and how to join the materials together.</p>	<p>Test the structure: Is it stable? Does it stand up properly?</p> <p>Build and test simple towers using the same materials and techniques to see if they can be made stable enough to hold their shape.</p> <p>Refine their designs: If the pencil pot or tower falls over, adjust the materials or shape to make it more stable.</p>
<b>Year 3</b>	<p>Understand that cylinders are a strong type of structure that are often used for windmills and lighthouses, for legs of stools, for curved boxes.</p> <p>Know that shapes and structures with wide, flat bases or legs are the most stable.</p>	<p>Evaluate different stools and chairs.</p> <p>Understand how they are made to be stable.</p> <p>Learn that some legs are cylinders and some are cuboid.</p> <p>Identify when a structure is more or less stable than another.</p>	<p>Design a stool or a chair for a teddy bear to sit on.</p> <p>Learn how to design with an exploded diagram showing how each of the parts will fit together.</p> <p>Learn about Thomas Chippendale and his work.</p>	<p>Extend the knowledge of wide and flat based objects being more stable.</p> <p>Make a prototype to test stability.</p> <p>Plan an order for making components and putting them together.</p>
<b>Year 4</b>	<p>Use the vocabulary: strength, stiffness and stability.</p> <p>Know that materials can be manipulated to improve strength and stiffness.</p> <p>Identify suitable materials to be selected and used for a structure, considering weight, compression, tension.</p>	<p>Understand that the shape and the materials of a structure affects its strength.</p> <p>Test their chair to see if it can hold pencils without falling over.</p> <p>Discuss what worked well in their design and final product.</p> <p>Suggest ways to improve their design.</p>		<p>Learn how to strengthen and stiffen different materials and how to combine different materials.</p>

Y e a r 5	<p>Explore how to create a strong beam.</p> <p>Identify arch and beam bridges and understand the terms: compression and tension.</p> <p>Identify stronger and weaker structures with reasons.</p>	<p>Evaluate different bridges: Beam Bridges, Integral Beam Bridges, Cantilever Bridges, Arch Bridges, Cable-Stayed Bridges.</p> <p>Learn how they work.</p> <p>Look at video clips of badly designed bridges or those that collapse.</p>	<p>Design a bridge for a purpose e.g. to take a toy car over the gap between bookcases.</p> <p>Use an exploded diagram to show how different pieces will connect together.</p> <p>Understand the bridge must be stable but also must be strong enough to carry the weight and movement.</p> <p>Learn about Thomas Pritchard and the first iron bridge.</p>	<p>Make a template with a different material e.g. lolly sticks or straws.</p> <p>Learn about different way of fixing and stabilising.</p> <p>Measure accurately and mark out to the nearest millimetre.</p>
Y e a r 6	<p>Identify different ways to reinforce structures.</p> <p>Understand how triangles can be used to reinforce bridges.</p> <p>Articulate the difference between beam, arch, truss and suspension bridges.</p> <p>Understand the terminology of strut, tie, span, beam.</p> <p>Understand the difference between frame and shell structure.</p>	<p>Learn about famous bridges: Tower; Iron bridge, Forth Road bridge, Golden Gate, Sydney harbour, Rialto, Brooklyn, Ponte Vecchio, etc.</p> <p>Test their bridge to see if it is weight bearing.</p> <p>Discuss what worked well in their design and final product.</p> <p>Suggest ways to improve their design.</p>		

Progression of Knowledge and Skills			Mechanisms and Electrical	
	<u>Technical and Disciplinary Knowledge</u>	<u>Evaluate</u>	<u>Design</u>	<u>Make</u>
<b>N u r s e r y</b>	<p>Know that some toys and books move using simple mechanisms.</p> <p>Understand that sliders make parts move backwards and forwards along a straight line.</p> <p>Know that mechanisms are made from materials like card or paper that can move safely.</p> <p>Recognise that moving parts are joined carefully so they don't fall apart.</p> <p>Know how to use tools safely, including scissors and glue sticks.</p> <p>Understand that games can be designed to help people learn and have fun.</p> <p>Begin to recognise that designers think about who will use their product (e.g. "I'm making this game for my friend to play").</p>	<p>Explore examples of moving picture books and games that use sliders</p> <p>Test their sliding game by playing it with a partner.</p> <p>Talk about what works well - "My slider moves easily!" or "The words match the pictures."</p> <p>Notice if the slider gets stuck and suggest improvements ("I could make the slot bigger").</p> <p>Share their work with the class, explaining how it moves and what CVC or rhyming words they chose.</p> <p>Reflect on their learning, using language like "I made it move!", "I fixed it!", "I matched cat and hat!"</p>	<p>Choose a simple theme for their game (e.g. animals, transport, CVC words, rhyming pairs).</p> <p>Plan their design by drawing or arranging where the sliders and pictures will go.</p> <p>Decide what two parts will slide. For example, a picture slider (e.g. a cat, dog, sun, hat) and a word slider with matching CVC or rhyming words (e.g. cat/hat, dog/log).</p> <p>Label their design using simple words or initial sounds.</p> <p>Select suitable materials such as card, paper strips, glue, and scissors.</p>	<p>Cut and decorate the background card for their game board.</p> <p>Create two slider channels (slots) using teacher-supported cutting and folding.</p> <p>Insert two sliding strips - one for pictures and one for words.</p> <p>Attach and test sliders to make sure they move smoothly.</p> <p>Decorate their game using crayons, felt tips, or collage materials, keeping sliders visible and functional.</p> <p>Write or stick on CVC words and matching pictures to make their sliding game work as a literacy puzzle.</p>
<b>R e c e p t i o n</b>	<p>Understand that wheels help things move.</p> <p>Recognise that a vehicle needs wheels to move across the ground.</p> <p>Explore different materials and how they can be used to make a rolling vehicle (e.g., paper, plastic, and cardboard).</p> <p>Recognise that a stable base helps the vehicle move smoothly.</p>	<p>Look at simple toy cars or rolling objects and discuss how they move.</p> <p>Test how well the vehicle moves by rolling it across the floor.</p> <p>Talk about what worked well (e.g., "The wheels turn!") and what might need changing.</p> <p>Discuss how to make the vehicle better (e.g., "Let's add bigger wheels for more speed").</p>	<p>Design their own rolling vehicle by deciding where the wheels should go.</p> <p>Draw a simple picture of their vehicle (not necessarily with labels).</p> <p>Plan how to attach the wheels to their vehicle using basic materials like cardboard and bottle caps.</p>	<p>Create a simple vehicle using cardboard, paper, or plastic for the body.</p> <p>Make wheels from bottle caps or round cut-outs of cardboard and attach them using split pins or tape to make them turn.</p> <p>Test the vehicle by rolling it on the floor and adjusting the wheels to make sure it moves.</p> <p>Decorate the vehicle with crayons, stickers, or paint.</p>

Year 1	<p>Know that wheels and axles help objects to move.</p> <p>Understand that an axle is a rod that connects two wheels, allowing them to turn together.</p> <p>Recognise that a vehicle structure needs to be strong and balanced so it can roll smoothly.</p> <p>Know that wheels must be fixed carefully so they can spin freely on the axle.</p> <p>Understand the difference between a fixed axle and a rotating axle.</p> <p>Begin to think about materials (card, wood, straws, dowels) and how they affect movement.</p> <p>Learn that joining techniques and alignment are important for stability and function.</p> <p>Know that testing helps to improve how things move.</p>	<p>Explore examples of vehicles and toys that move on wheels.</p> <p>Investigate how wheels and axles work by looking at or taking apart simple toy cars.</p> <p>Test their pull-along car to see how well it moves.</p> <p>Talk about what worked well - "My wheels go round," "It rolls straight."</p> <p>Identify problems - "The axle is loose," "The wheels wobble."</p> <p>Suggest simple improvements to make it roll better or look nicer.</p> <p>Compare their final product to their design and share what they learned.</p> <p>Reflect on teamwork and problem-solving, celebrating success and persistence.</p>	<p>Draw a design for a pull-along car, including where the wheels and axles will go.</p> <p>Select a purpose and user (e.g. "A car for my teddy," "A delivery truck for toys").</p> <p>Label materials and moving parts on their design plan.</p> <p>Decide how to decorate their car body (colour, windows, name, or theme).</p> <p>Use a range of materials such as card, boxes, straws, dowels, or wooden wheels.</p>	<p>Measure and cut axles and chassis with support, using scissors or safety cutters.</p> <p>Attach wheels securely to allow movement - exploring both fixed and moving axles.</p> <p>Assemble the car body and join parts using glue, tape, or blu-tack.</p> <p>Add details such as doors, windows, or decorations.</p> <p>Test the car's movement, pulling it gently along a flat surface.</p> <p>Make adjustments if it doesn't move well (e.g. wheels not aligned, axle too tight).</p>
Year 2	<p>Know that mechanisms make parts move -they are systems that help objects move more easily or in different ways.</p> <p>Know that levers and pivots can make movement happen (e.g. up and down, side to side).</p> <p>Understand that a lever is a stiff bar that moves around a fixed point called a pivot.</p> <p>Know that a pivot is the point that allows a lever to move.</p> <p>Recognise examples of levers in everyday life, such as scissors, seesaws, and door handles.</p> <p>Know that moving parts in toys and objects are connected carefully to make them strong and functional.</p> <p>Understand that design ideas can be communicated through drawings and models.</p> <p>Know how to join and cut paper or card safely using scissors and split pins.</p> <p>Begin to understand how different materials behave - for example, that thicker card is stronger for moving parts.</p>	<p>Research examples of moving toys (monsters, animals, vehicles) to explore how they work.</p> <p>Play with and test their finished monster, describing how the parts move.</p> <p>Talk about what worked well in their design (e.g. "The arms move up and down easily").</p> <p>Identify what they could improve next time, such as making the parts stronger or smoother.</p> <p>Compare their final product to their design drawing, noticing similarities and differences.</p> <p>Share their toy with classmates, explaining how it moves and what they learned about levers and pivots.</p>	<p>Decide what kind of monster they want to make, thinking about its movement (e.g. flapping arms, nodding head, wiggling tail).</p> <p>Draw a simple design plan showing which parts will move and where the pivots will be.</p> <p>Label their drawing with key features such as "pivot," "lever," and "moving arm."</p> <p>Select suitable materials (e.g. card, split pins, paper fasteners, crayons, glue) and tools (scissors, hole punch).</p> <p>Plan colours, textures, and decorations to make their monster visually appealing and fun to play with.</p>	<p>Cut out shapes carefully using scissors, following their design plan.</p> <p>Create holes for pivots using a hole punch or teacher-supervised tool.</p> <p>Attach parts using split pins to make simple lever and pivot mechanisms.</p> <p>Test their moving parts, adjusting the pivot position if needed to improve the range of movement.</p> <p>Decorate their monster using felt pens, paper, or collage materials, ensuring moving parts still work.</p> <p>Assemble their final moving monster, checking it is secure and moves as intended.</p>

Y e a r 3	<p>Know that air can be used to create movement - this is called a pneumatic system.</p> <p>Understand that pneumatics work by pushing air through tubes to move parts (e.g. using syringes or balloons).</p> <p>Recognise that a pneumatic system can be used to power a moving mechanism such as a car, truck, or machine.</p> <p>Know that a structure needs to be strong, stable, and well-balanced to support movement.</p> <p>Identify key components: tubing, syringes, connectors, chassis, axles, and wheels.</p> <p>Understand that airtight systems are necessary for pneumatics to work effectively.</p> <p>Begin to test and refine designs based on movement, strength, and appearance.</p>	<p>Explore examples of pneumatic systems in toys, machines, and vehicles.</p> <p>Experiment with air pressure by using syringes, tubes, and balloons to make simple movements.</p> <p>Test their pneumatic cars, observing how well the air system works.</p> <p>Ask and answer questions: “What happens if I press harder?” “Why does air escape?”</p> <p>Evaluate how well their model meets the design brief (movement, appearance, function).</p> <p>Compare results with their initial plan and peers’ models.</p>	<p>Reflect on what worked and what could be improved (e.g. stronger joins, tighter tubing).</p> <p>Describe the science behind it using D&amp;T vocabulary - air pressure, movement, mechanism, pneumatic system.</p> <p>Develop design ideas for a pneumatic vehicle (e.g. a race car, monster truck, recycling lorry).</p> <p>Create annotated sketches and exploded diagrams showing how the pneumatic mechanism will work.</p> <p>Decide on materials for the car body and structure - card, plastic, or recycled boxes.</p> <p>Plan decoration and theme (e.g. animal truck, rocket car, emergency vehicle).</p> <p>Include labels for key parts - pneumatic system, axles, wheels, chassis, body.</p>	<p>Build the main car body (chassis) using card, boxes, or lightweight materials.</p> <p>Attach axles and wheels securely to allow smooth rolling movement.</p> <p>Assemble and test the pneumatic system, using syringes and tubing to create a “push” or “lift” movement.</p> <p>Incorporate the pneumatic mechanism into the car (e.g. moving front scoop, popping-up driver, or extending arm).</p> <p>Use tools safely: scissors, hole punches, glue guns, and craft knives (supervised).</p> <p>Combine and decorate components to create a finished working model.</p>
Y e a r 4	<p>Research Thomas Edison and the invention of the lightbulb.</p> <p>Know that torches are powered safely by batteries.</p> <p>Understand that mains electricity can be very dangerous and must not be used in school projects.</p> <p>Identify the basic components of a torch: battery, bulb, wires, and switch.</p> <p>Know that a circuit needs to be complete to make the bulb light up.</p> <p>Know that a switch can turn the light on or off.</p>	<p>Explore and take apart simple torches to find out what’s inside.</p> <p>Try out different types of switches (e.g. push, slide) and see how they work.</p> <p>Research Thomas Edison.</p> <p>Evaluate the finished product linking back to the design brief.</p> <p>Test the finished torch - does it light up? Is it easy to hold and use?</p> <p>Talk about what worked well and what could be improved.</p> <p>Suggest changes they would make if they built it again.</p> <p>Compare their torch with their original design.</p>	<p>Design a torch for a specific purpose (e.g. for reading under the covers, for a camping trip).</p> <p>Choose the shape, size, and colour of the torch in their design.</p> <p>Plan what materials and parts they will need.</p> <p>Create a labelled diagram or annotated plan, of their design.</p> <p>Decide where the switch and bulb will go.</p>	<p>Follow a set of steps to build their torch using the design plan.</p> <p>Make a simple circuit using a battery, bulb, wires, and a switch.</p> <p>Test the circuit to check the bulb lights up.</p> <p>Assemble the torch casing, fitting the components inside.</p>

Y e a r 5	<p>Understand that an automata toy uses axles and cams to create movement through turning.</p> <p>Know that a cam is a rotating part in a mechanical system used to convert rotational movement into linear motion.</p> <p>Understand how to use axles, cams, and gears to move parts in an automata toy, such as figures or objects.</p> <p>Learn that a frame provides support and structure for the moving parts of the toy, ensuring everything stays aligned.</p> <p>Know how exploded diagrams represent how pieces fit together to make a complete model.</p> <p>Be able to use CAD software (e.g. Tinkercad, SketchUp) to design parts and their layout for the toy.</p> <p>Understand how to make a sturdy frame to house the mechanical components, inspired by puppet shows or dioramas.</p> <p>Learn about famous inventors and automata creators (e.g. Jacques de Vaucanson, Clement Ader) and how their work influenced mechanical toys and automation.</p>	<p>Research famous automata inventors and how they contributed to mechanical movement in toys.</p> <p>Test the automata mechanism, adjusting the cam and axle positions if the movement isn't as expected.</p> <p>Test the toy to see how well it moves - does the cam turn smoothly, and does the toy perform as expected?</p> <p>Evaluate the mechanical function of the cam and axle system — does the toy move in the intended way?</p> <p>Critique their design - what worked well? What didn't?</p> <p>Compare their final product with their design sketches and CAD models, discussing the differences and improvements made during the build.</p> <p>Suggest improvements - could the frame be sturdier? Could the cam be more efficient?</p> <p>Present their final automata toy to the class, explaining how it works, the materials used, and what they learned from building it.</p>	<p>Create a design brief for their automata toy, deciding on what movement or interaction they want to create (e.g. a dancing puppet, a moving animal, etc.).</p> <p>Sketch their toy design - including the frame, cams, axles, and moving pieces.</p> <p>Use CAD software to model individual parts for the toy (e.g. axles, cams, figures).</p> <p>Create cross-sectional and exploded diagrams of their toy's mechanical system, showing how each piece fits together and moves.</p> <p>Plan materials for the frame, moving parts, and mechanism (e.g. wood, card, plastic).</p> <p>Decide on the overall theme and design of the toy (e.g. puppet show, circus, zoo, etc.).</p> <p>Develop a testing and refining plan to ensure all parts fit and work together.</p>	<p>Construct a sturdy frame to house the automata components (using wood, card, or plastic).</p> <p>Assemble the mechanical system using axles, cams, and connecting pieces to create movement (turning the axle moves the cam to make the figure move).</p> <p>Use CAD designs to create parts (axles, cams, figures) and test them for correct fit and function.</p> <p>Ensure proper alignment of moving parts, so they function smoothly and without obstruction.</p> <p>Use tools safely to cut, and assemble the frame and parts (with supervision, especially for more advanced tools).</p> <p>Decorate the toy according to the theme, adding finishing touches to the frame and figures.</p>
Y e a r 6	<p>Research Thomas Bradshaw.</p> <p>Be aware of how engineers used mechanics and design to create engaging experiences (link to fairground rides as inspiration).</p> <p>Investigate how electrical circuits are used in interactive products like buzzers, lights, and switches.</p> <p>Understand how a steady hand game works - what causes the buzzer to sound?</p> <p>Recognise how materials (like metal, plastic, card) affect the function and durability of their design.</p> <p>Understand how a closed circuit triggers the buzzer/light when the wand touches the wire loop.</p> <p>Know the function of key components: battery, wires, buzzer, switch, and conductive wire.</p> <p>Know how to test for faults in a circuit and make adjustments.</p>	<p>Explore and evaluate a range of electrical games and toys to understand how they work.</p> <p>Evaluate the finished products against the design brief.</p> <p>Test the finished product – does it work as intended?</p> <p>Reflect on how well the game meets the design criteria (e.g. challenge level, reliability, neatness).</p> <p>Evaluate the product's appearance, function, and how easy it is to use.</p> <p>Make suggestions for improvement and explain why changes would help.</p> <p>Take part in peer evaluation and give constructive feedback to others.</p>	<p>Create a design brief and criteria based on the purpose: to challenge someone's steady hand skills using an electric circuit.</p> <p>Use annotated sketches, circuit diagrams, to show how their game will work.</p> <p>Plan measurements and layout carefully, considering the size, shape, and challenge level of the wire loop.</p> <p>Consider the reliability and safety of their design.</p> <p>Choose suitable materials for structure, wire, and wand, based on their properties.</p>	<p>Make a prototype to test design.</p> <p>Use a range of tools and equipment safely, including: Wire cutters, Wire strippers, Connector strips, Mounting clips.</p> <p>Follow a clear sequence of steps to make their game.</p> <p>Assemble and connect electrical components correctly.</p> <p>Incorporate a working buzzer or light that activates on contact.</p> <p>Build a stable and attractive base for the game.</p>

Progression of Knowledge and Skills			Textiles	
	<u>Technical and Disciplinary Knowledge</u>	<u>Evaluate</u>	<u>Design</u>	<u>Make</u>
<b>N u r s e r y</b>	<p>Know what a blanket is and its purpose, linked to when it might be used.</p> <p>Know what a picnic blanket is like. E.g. size, material, design.</p> <p>Know what cotton is, how it feels, what other things are made of cotton and where it comes from.</p> <p>Know how to attach decorations to fabric. E.g. gluing, stapling.</p>	<p>Evaluate different types of blankets and explore that they keep us warm.</p> <p>Evaluate that they have to be big enough to sit on with friends and have food on.</p> <p>Develop an awareness of the different materials that can be used for different purposes. E.g. cotton, leather, plastic, velvet etc. Have an awareness of what they are used for.</p> <p>Look at different styles, designs, techniques used to create them.</p>	<p>Design a picnic blanket suitable for the Reading Picnic using a suitable material they have chosen. E.g. cotton, velvet, fleece, felt etc.</p> <p>Label the design.</p>	<p>Make the picnic blanket.</p> <p>Learn how to follow what has been designed.</p> <p>Test the picnic blanket at the Reading Picnic.</p>
<b>R e c e p t i o n</b>	<p>Know that fabric is a soft material used to make clothes, blankets, and toys.</p> <p>Explore different types of fabric (e.g. felt, cotton, denim) and describe them using words like soft, rough, smooth, stretchy.</p> <p>Understand that fabric can be joined using glue, tape, or simple stitching.</p> <p>Learn that fabrics can be cut into shapes and joined to make pictures or patterns.</p> <p>Recognise that different fabrics are used for different purposes (e.g. blanket vs. clothing).</p> <p>Begin to understand patterns and textures in fabric design.</p>	<p>Look at examples of fabric art or patchwork (e.g. quilts, textile pictures).</p> <p>Talk about what they made and how they made it.</p> <p>Describe the colours, textures, and shapes used in their design.</p> <p>Say what they like about their fabric picture and what they might change next time.</p> <p>Compare their work with a friend's and discuss similarities and differences.</p> <p>Use simple design language such as soft, smooth, colourful, strong, joined, neat.</p>	<p>Talk about what picture or pattern they want to create using fabric shapes.</p> <p>Choose materials by colour, texture, and purpose.</p> <p>Create a simple plan or layout by arranging fabric pieces before joining.</p> <p>Share ideas with a friend and explain what they are going to make.</p>	<p>Cut fabric safely using scissors.</p> <p>Join pieces of fabric using glue or tape (optional: introduce simple weaving or threading for fine motor challenge).</p> <p>Arrange and stick down fabric pieces to make a textile picture or small patchwork square.</p> <p>Add decoration using felt tips, buttons, sequins.</p> <p>Work carefully, taking turns to share tools and materials.</p>

Year 1	<p>Build on their knowledge of materials and methods of joining materials from Reception. Know that textiles are materials made from fibres (e.g. felt, cotton, wool). Understand that fabric pieces can be joined using glue, stitching, or tape.</p> <p>Learn that joining two pieces of fabric along the edges can make a 3D shape (a puppet that fits on a finger).</p> <p>Know how to use running stitch (or over-stitch) with adult support.</p> <p>Recognise that templates can be used to draw and cut accurate shapes.</p> <p>Learn that decorative features (e.g. felt shapes, buttons, sequins) can be added to fabric using glue or simple stitches.</p> <p>Understand that textiles can be designed for a purpose (e.g. a puppet for storytelling or play).</p>	<p>Explore and evaluate existing puppets (e.g. fabric, glove, sock) to see how they move and look.</p> <p>Talk about what they made and what worked well.</p> <p>Test the puppet to see if it fits on their finger and moves correctly.</p> <p>Compare their puppet to their original plan - did it look as they imagined? Say what they would do differently next time (e.g. "I would make the mouth bigger" or "I'd sew it tighter").</p> <p>Use simple vocabulary to describe their work (e.g. soft, colourful, neat, joined, stitched, strong).</p>	<p>Discuss and decide who their puppet is for (e.g. themselves, a younger child, or a story character).</p> <p>Plan a design using drawings and labels to show key features such as eyes, arms, or decorations.</p> <p>Choose suitable colours and materials for their puppet.</p> <p>Share ideas and describe what they will make and why.</p>	<p>Join the edges using glue, staples (teacher support), or simple running stitch with a needle and thread.</p> <p>Decorate the puppet with fabric shapes, buttons, or pens to add facial and clothing details.</p> <p>Use tools (scissors, glue, needle) safely and with control.</p> <p>Work carefully and take turns sharing tools and materials.</p>
Year 3	<p>Know that textile products can be both decorative and functional (e.g. clothing, bags, purses).</p> <p>Understand that a template or pattern can be used to create shapes accurately.</p> <p>Learn that fabric edges can fray and need finishing (e.g. hemming, over-stitching, or folding edges).</p>	<p>Explore a range of purses and wallets, identifying their features, functions, and materials.</p> <p>Investigate how a product is designed for a user and purpose (e.g. a coin purse for children).</p> <p>Evaluate different decoration techniques e.g. embellishing, fabric paints.</p>	<p>Create a design brief: "Design and make a small fabric purse to hold coins safely."</p> <p>Generate ideas through annotated sketches and patterns, showing where fastenings will go.</p> <p>Choose suitable materials and joining techniques for strength and appearance.</p> <p>Use vocabulary such as template, seam, stitch, edge, fastening, secure, strong, decorative.</p>	<p>Use a template to mark and cut fabric accurately.</p> <p>Join two pieces of fabric using running stitch or backstitch.</p> <p>Add a fastening (Velcro, button, or press stud) to allow the purse to open and close.</p> <p>Decorate the purse using fabric pens, stitching, or appliqué (adding fabric shapes).</p> <p>Use tools such as scissors, needles, and pins safely and correctly.</p> <p>Follow their design plan step-by-step, making adaptations where necessary.</p>
Year 4	<p>Develop proficiency in using running stitch and introduce backstitch for stronger seams.</p> <p>Understand how to join two pieces of fabric securely to form a pouch or pocket.</p> <p>Learn that fastenings (e.g. Velcro, buttons, press studs) can make a product open and close safely.</p> <p>Know that designers such as Paul Frank (creator of bold, playful fabric and accessory designs) use colour, pattern, and character design to make textiles appealing.</p>	<p>Explore the work of Paul Frank.</p> <p>After making, test whether their purse holds coins securely and opens/closes easily.</p> <p>Compare their finished product to the original design criteria (fit for purpose, attractive, functional).</p> <p>Talk about what worked well and what could be improved (e.g. stronger stitching, different fastening).</p> <p>Reflect on how their design was influenced by Paul Frank's use of bold colours, pattern, or character motifs.</p>		



Years 5	<p>Know that textile products can be both functional and decorative, with design choices affecting appearance and comfort. Understand how to measure, mark out, cut, and join fabric accurately using templates or pattern pieces.</p>	<p>Explore and evaluate existing pillows and cushion designs, identifying materials, seams, and decorative techniques. Learn about Orla Kiely's designs, focusing on her use of natural shapes, bold motifs, and repeated patterns.</p>	<p>Explore and evaluate existing pillows and cushion designs, identifying materials, seams, and decorative techniques. Learn about Orla Kiely's designs, focusing on her use of natural shapes, bold motifs, and repeated patterns.</p>	<p>Use a template or pattern to mark out and cut two equal fabric pieces. Join edges using backstitch or running stitch, leaving a space for stuffing. Stuff the pillow carefully with filling, ensuring even shape and firmness.</p>
Year 6	<p>Learn how to sew a seam and finish fabric edges neatly using techniques such as running stitch, backstitch, or blanket stitch. Know that stuffing materials (polyfill, recycled fabric) affect the shape and feel of the final product. Explore surface decoration techniques, such as appliqué, embroidery, or fabric printing. Learn that designers like Orla Kiely use repeated motifs, patterns, and colour palettes to create distinctive textile designs. Understand the importance of planning, testing, and evaluating at different stages of making.</p>	<p>Recap different fastening methods e.g. buttons, zip, Velcro, poppers etc. Evaluate different decoration techniques. Evaluate existing products for function, comfort, and design appeal. After making, assess whether the pillow meets the design brief (aesthetically pleasing, neatly made, comfortable). Compare their finished product with their original plan — what went well, what changed, and why. Reflect on the quality of stitches, accuracy of cutting, and effectiveness of decoration. Give and receive peer feedback, suggesting improvements for future projects.</p>	<p>Create a design brief: "Design and make a decorative pillow inspired by Orla Kiely's use of pattern and colour." Develop annotated sketches and fabric plans, showing measurements, stitches, and decorative features. Choose suitable materials, joining methods, and decorations for their design. Consider aesthetic appeal and user comfort when planning their product.</p>	<p>Close the final seam neatly using small stitches. Apply decoration such as appliqué, fabric paint, or simple embroidery inspired by Orla Kiely's motifs. Use sewing tools safely (scissors, needles, pins) and follow health and safety guidance.</p>