

YEAR 3

TEXTILES – CROSS-STICH AND APPLIQUE - CUSHIONS

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
DESIGNING	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Creating with Materials ELG</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>People Culture and Communities ELG</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories,</p>	<p>Use own ideas to design something</p> <p>Describe how their own idea works</p> <p>Design a product which moves</p> <p>Explain to someone else how they want to make their product</p> <p>Make a simple plan before making.</p>	<p>Think of an idea and plan what to do next</p> <p>Explain why they have chosen specific criteria</p>	<p>Prove that a design meets a set criteria</p> <p>Design a product and make sure that it looks attractive</p> <p>Choose a material for both its suitability and its appearance</p>	<p>Use ideas from other people when designing</p> <p>Produce a plan and explain it</p> <p>Persevere and adapt when original ideas do not work</p> <p>Communicate ideas in a range of ways, including by sketches and drawings which are annotated</p>	<p>Come up with a range of ideas after collecting information from different sources</p> <p>Produce a detailed step-by-step plan</p> <p>Explain how a product will appeal to a specific audience</p> <p>Design a product that requires pulleys or gears</p>	<p>Use market research to inform plans and ideas</p> <p>Follow and refine original plans</p> <p>Justify planning in a convincing way</p> <p>Show that culture and society is considered in plans and designs</p>

	non-fiction texts, and maps.						
MAKING	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Creating with Materials ELG</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Use own ideas to make something</p> <p>Make a product which moves</p> <p>Choose appropriate resources and tools</p>	<p>Choose tools and materials and explain why they have chosen them</p> <p>Join materials and components in different ways</p> <p>Measure materials to use in a model or structure</p>	<p>Follow a step-by-step plan, choosing the right equipment and materials</p> <p>Select the most appropriate tools and techniques for a given task</p> <p>Make a product which uses both electrical and mechanical components</p> <p>Work accurately to measure, make cuts and make holes</p>	<p>Know which tools to use for a particular task and show knowledge of handling the tool</p> <p>Know which material is likely to give the best outcome</p> <p>Measure accurately</p>	<p>Use a range of tools and equipment competently</p> <p>Make a prototype before making a final version</p> <p>Make a product that relies on pulleys or gears</p>	<p>Know which tool to use for a specific practical task</p> <p>Know how to use any tool correctly and safely</p> <p>Know what each tool is used for</p> <p>Explain why a specific tool is best for specific action</p>
EVALUATING	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other</p>	<p>Describe how something works</p> <p>Explain what works well and not so well in the model they have made</p>	<p>Explain what went well with their work</p>	<p>Explain how to improve a finished model</p> <p>Know why a model has or has not been successful</p>	<p>Evaluate and suggest improvements for designs</p> <p>Evaluate products for both their purpose and appearance</p>	<p>Suggest alternative plans; outlining the positive features and draw backs</p> <p>Evaluate appearance and function against original criteria</p>	<p>Know how to test and evaluate designed products</p> <p>Explain how products should be stored and give reasons</p>

	<p>learning is built upon.</p> <p>Specific:</p> <p>Creating with Materials ELG</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Share their creations, explaining the process they have used.</p>				<p>Explain how the design has been improved</p> <p>Use IT where appropriate to add to the quality of the product</p>		<p>Evaluate product against clear criteria</p>
<p>TECHNICAL KNOWLEDGE</p>		<p>Make their own model stronger</p> <p>Make a model stronger and more stable</p> <p>Use wheels and axles, when appropriate to do so</p>		<p>Know how to strengthen a product by stiffening a given part or reinforce a part of the structure</p> <p>Use a simple IT program within the design</p> <p>Know how to be hygienic and safe when using food</p> <p>Bring a creative element to the food product being designed</p>		<p>Link scientific knowledge to design by using pulleys or gears</p> <p>Use more complex IT program to help enhance the quality of the product produced</p> <p>Use electrical systems correctly and accurately to enhance a given product</p> <p>Know which IT product would enhance a specific product</p> <p>Use knowledge to improve a made product by strengthening, stiffening or reinforcing</p>	
<p>FOOD TECHNOLOGY</p>		<p>Cut food safely</p> <p>Weigh ingredients to use in a recipe</p> <p>Describe the ingredients used when making a dish or cake</p>		<p>Describe how food ingredients come together</p> <p>Weigh out ingredients and follow a given recipe to create a dish</p> <p>Talk about which food is healthy and which food is not</p> <p>Know when food is ready for harvesting</p> <p>Describe how food ingredients come together</p> <p>Weigh out ingredients and follow a given recipe to create a dish</p>		<p>Be both hygienic and safe in the kitchen</p> <p>Know how to prepare a meal by collecting the ingredients in the first place</p> <p>Know which season various foods are available for harvesting</p> <p>Explain how food ingredients should be stored and give reasons</p> <p>Work within a budget to create a meal</p> <p>Understand the difference between a savoury dish and sweet dish.</p>	

Talk about which food is healthy and which food is not

Know when food is ready for harvesting

TEXTILES – CROSS-STICH AND APPLIQUE - CUSHIONS

COMPOSITES

Safely join materials using two sewing techniques.

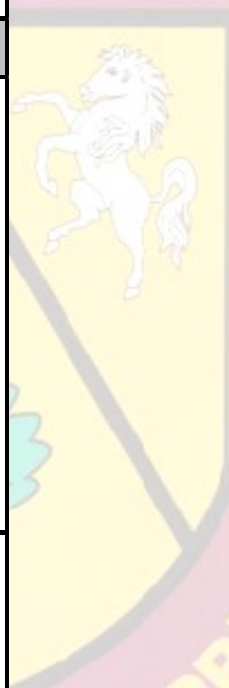
Safely use tools and equipment to cut, make holes and sew.

COMPONENTS

1	End Point
<p>How can I join materials?</p> <p>What type of stitch could I use?</p>	<p>Children will know about materials and how they can be joined using sewing.</p> <p>Children will be able to choose suitable materials that are fit for purpose.</p> <p>Children will know that there are a variety of stitches that can be used (applique, cross-stich) and will be able to test these techniques.</p> <p>Children will be able to use tools safely.</p> <p>Children can choose and join different materials.</p> <p>Children can test their design and evaluate it against the design criteria.</p> <p>Children will say what went well and what they would improve.</p>

CONCEPTS Link to concept map	Design 	Children will have used their understanding and knowledge of joining materials to use two different types of stitching techniques on a material.
	Technique 	Children will use sewing techniques to join two fabrics together. Children will choose and join materials appropriately and use tools correctly.
SKILLS	Work accurately to measure, make cuts and make holes Follow a step-by-step plan, choosing the right equipment and materials Select the most appropriate tools and techniques for a given task	Children will be able to make a pencil case using a variety of materials and through sewing two fabrics together. Children will be able to choose appropriate materials to create their design. Children will consider and learn about different sewing techniques.
KNOWLEDGE Z:\Hubs\Science and DT\DT\2023-2024\KAPOW\YEAR 2\COOKING AND NUTRITION - A Balanced Diet - LESSON 1 ONLY\Knowledge Organiser - Food and Nutrition.pdf	Know that fabrics can be joined using sewing techniques. Know that sewing is a form of joining that can join materials together. Know how to use two different	Children will know what a pencil case is and how it is made and used. Children will know how to sketch and label designs. Children will know how to join materials through sewing and which materials are most appropriate to use. Children will know how to sew using basic stitches. Children will be able to use knowledge of materials to add to their designs so it is aesthetically pleasing and functional.

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	types of stitch techniques.	
LESSON LINK	KAPOW Cross-stitch and applique	
PROGRESSIVE VOCABULARY	appliqué cross-stitch design equipment fabric patch running stitch thread	Articulate and recognise subject specific vocabulary
CURRICULUM EXPERIENCES		
END POINT	Children will know that different materials can be joined using sewing techniques.	

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