



Progression of knowledge, vocabulary, skills and suggested assessment outcomes

Textiles	Key knowledge progression	Key vocabulary	Key skills progression	Assessment outcome
Progression in disciplinary and substantive knowledge. Progression in designing, making and evaluating.				
EYFS – Weaving (fine motor skills)	<p>I know which materials to use to weave</p> <p>I know to use tools and materials in the craft area</p> <p>I know the names of some tools and equipment</p>	<p><u>Vocabulary to be modelled in teaching time and within provision</u></p> <p>sew</p> <p>weave</p> <p>decorate</p> <p>join</p> <p>design, make, evaluate</p>	<p>Explore different materials freely to develop their ideas about how to use them and what to make.</p> <p>Weaving materials within the provision – led by adult</p> <p>Draw different materials and explore different textures.</p>	Using fine motor skills to weave (linked to ELG)
Year 1 – Sewing a button	<p><u>Key knowledge to be explicitly taught throughout unit of work (and revised constantly through retrieval practice)</u></p> <p>I know how to sew on a button</p> <p>I know the equipment I need to sew</p> <p>I know how to move a needle and thread safely</p>	<p><u>Vocabulary on Crown Planners (to be explicitly taught)</u></p> <p>fabric (noun)</p> <p>mark out (verb)</p> <p>needle (noun)</p> <p>thread (noun)</p> <p>decorate (verb).</p> <p><u>Other key vocabulary to be used in this unit of work</u></p> <p>Join</p>	<p><u>Design</u></p> <p>I can choose material and colours to make my fish / caterpillar</p> <p><u>Make</u></p> <p>I can sew on a button</p> <p>I can glue on decorative pieces</p> <p><u>Evaluate</u></p> <p>I can say what I like and dislike about my fish / caterpillar</p>	Sewing on a button following the design, make, evaluate process.
Year 2 – Hand puppets	<u>Key knowledge to be explicitly taught throughout unit of work (and revised constantly through retrieval practice)</u>	<u>Vocabulary on Crown Planners (to be explicitly taught)</u>	<u>Design</u>	Creating a hand puppet using a



Progression of knowledge, vocabulary, skills and suggested assessment outcomes

	<p>I know that a 3-D textiles product can be assembled from two identical fabric shapes</p> <p>I can use the running stitch</p> <p>I know how to sew on a button, like I did in Year 1</p> <p>I know how to create a template</p> <p>I know how to glue on decorative items.</p>	<p>template (noun) running (adjective) stitch (noun) fabric / felt (noun) decorate (verb) join (verb)</p> <p><u>Other key DT vocabulary to be used in this unit of work</u></p> <p>Joining and finishing technique</p>	<p>I can look at a range of different puppets and say what I like or don't like about the design</p> <p>I can use a template to create my puppet design</p> <p>I can select colours, materials and decorative items to put on my puppet</p> <p>I can decide who my puppet is for</p> <p><u>Make</u></p> <p>I can cut out the shape of my puppet using a template</p> <p>I can use a running stitch to sew the edges of my puppet together</p> <p>I can use my skills from Year 1 to sew a button onto my puppet</p> <p>I can stick decorative items onto my puppet</p> <p><u>Evaluate</u></p> <p>I can explain why my user would like my puppet</p> <p>I can explain how to use my puppet and show how it works</p>	<p>running stitch following the design, make evaluate process.</p>
Year 4 - Cushion	<p><u>Key knowledge to be explicitly taught throughout unit of work (and revised constantly through retrieval practice)</u></p> <p>I know how the backstitch keeps the cushion assembled effectively</p> <p>I know how to decorate a cushion to please the user</p>	<p><u>Vocabulary on Crown Planners (to be explicitly taught)</u></p> <p>seam (noun) wadding (noun) backstitch (noun/verb) assemble (verb) hem (noun)</p>	<p><u>Design</u></p> <p>I can choose a shape for my cushion</p> <p>I can design a template for the shape of my cushion</p> <p>I can design templates for decorative purposes</p> <p>I can design my cushion based on the user</p> <p><u>Make</u></p>	<p>Creating a cushion using previous stitch (running stitch) and backstitch using the design,</p>



Progression of knowledge, vocabulary, skills and suggested assessment outcomes

	<p>I know how to use my previous learning of sewing buttons and running stitch to decorate my cushion</p> <p>I know how to leave a space to stuff and seam</p>	<p>decorate (verb)</p> <p><u>Other key DT vocabulary to be used in this unit of work</u></p> <p>Names of fabric – muslin, cotton etc</p> <p>Right side</p> <p>Wrong side</p> <p>Hem</p>	<p>I can recap on sewing on a button (Y1/2) and running stitch (Y2) and I can use these sewing skills for decorating my cushion</p> <p>I can learn how to use the backstitch technique to assemble the cushion</p> <p>I can cut material accurately</p> <p>I can create a template and use it to create my cushion</p> <p>I can decorate my cushion to suit the user</p>	<p>make</p> <p>evaluate process</p>
<p>Year 5 – Purse / bag</p>	<p><u>Key knowledge to be explicitly taught throughout unit of work (and revised constantly through retrieval practice)</u></p> <p>I know all the different stitches and can explain the appropriate use of them</p> <p>I know how to include a fastening</p> <p>I know how to decorate using blanket stitch</p>	<p><u>Vocabulary on Crown Planners (to be explicitly taught)</u></p> <p>Running stitch (Year 2)</p> <p>Backstitch (Year 4)</p> <p>Blanket stitch (new stitch for Year 5)</p> <p>Functionality (noun)</p> <p>Aesthetic (noun)</p> <p><u>Other key DT vocabulary to be used in this unit of work</u></p> <p>Fastening (names of fastening i.e. zip, buttons, Velcro etc)</p>	<p><u>Design</u></p> <p>I can annotate my bag / purse design</p> <p>I can create my own design criteria for my bag / purse</p> <p>I can design a shape and style for my purse / bag</p> <p>I can consider the user and ensure my design is suited to the user</p> <p>I can consider some ideas in my design to make my bag unique</p> <p>I can consider colours and textures in my design</p> <p><u>Make</u></p> <p>I can cut neatly and accurately</p> <p>I can accurately mark out the outline of my bag, based on my template</p> <p>I can draw dashes across the fabric that will need to be sewn</p> <p>I can pin pieces of fabric together before sewing</p>	<p>Creating a bag with a fastening using previous stitch (running stitch and backstitch) and blanket stitch using the design, make</p> <p>evaluate process</p>



Progression of knowledge, vocabulary, skills and suggested assessment outcomes

		Fabrics – name of fabrics	<p>I can use prior knowledge from KS1 and LKS2 to sew buttons, use running stitch and backstitch</p> <p>I can use blanket stitch for decorative purposes</p> <p>I can tie strong knots to secure the thread in place</p> <p><u>Evaluate</u></p> <p>I can adapt the template accordingly to suit my design (if necessary)</p> <p>I can constantly refer back to my original and include any changes or edits if needed</p> <p>I can give reasons for my tweaks/edits in my original design</p> <p>I can evaluate my bag/purse against my original design criteria</p> <p>I can explain how my bag will appeal to a specific audience.</p> <p>I can discuss my bag and others' bags, pointing out good examples of decoration, stitching and overall design.</p>	
--	--	----------------------------------	---	--