



A love of learning  
A desire for God

## Progression Map



Catholic Multi Academy Trust

### Design Technology

Concept	Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design	<b>Structures</b>	<ul style="list-style-type: none"> <li>I can begin to understand the importance of a clear design criteria.</li> <li>I can include my individual preferences and requirements in a design.</li> </ul>	<ul style="list-style-type: none"> <li>I can generate and communicate ideas using sketching and modelling.</li> <li>I can recognise different types of structures, found in the natural world and in everyday objects.</li> </ul>	<ul style="list-style-type: none"> <li>I can design a structure with key features to appeal to a specific person/ purpose.</li> <li>I can draw and label a structure design using 2D shapes, labelling: - the 3D shapes that will create the features - materials need and colours.</li> </ul>	<ul style="list-style-type: none"> <li>I can design a stable structure that is aesthetically pleasing.</li> <li>I can select materials to create a desired effect.</li> <li>I can build frame structures designed to support weight.</li> </ul>	<ul style="list-style-type: none"> <li>I can design a stable structure that is able to support weight.</li> <li>I can create a frame structure with focus on triangulation.</li> </ul>	<ul style="list-style-type: none"> <li>I can design something featuring a variety of different structures.</li> <li>I can give careful consideration to how the structures will be used.</li> <li>I can consider effective and ineffective designs.</li> </ul>
	<b>Mechanisms</b>	<ul style="list-style-type: none"> <li>I can explain how to adapt mechanisms to control the movement.</li> <li>I can design a moving story book for a given audience.</li> <li>I can design a vehicle that includes wheels, axles and axle holders, which will allow the wheels to move</li> <li>I can create clearly labelled drawings which illustrate movement.</li> </ul>	<ul style="list-style-type: none"> <li>I can create a class design criteria for a moving product.</li> <li>I can create a moving product for a specific audience in accordance with a design criteria.</li> <li>I can select a suitable linkage system to produce the desired motions.</li> <li>I can select appropriate materials based on their properties.</li> </ul>	<ul style="list-style-type: none"> <li>I can design a toy which uses a pneumatic system.</li> <li>I can develop a design criteria from a design brief.</li> <li>I can generate ideas using thumbnail sketches and exploded diagrams.</li> <li>I am beginning to understand that different types of drawings are used in design to explain ideas clearly.</li> </ul>	<ul style="list-style-type: none"> <li>I can design a shape that reduces air resistance.</li> <li>I can draw a net to create a structure from.</li> <li>Choosing shapes that increase or decrease speed as a result of air resistance.</li> <li>Personalising a design.</li> </ul>	<ul style="list-style-type: none"> <li>I can design something which uses a mixture of structures and mechanisms.</li> <li>I can name each mechanism, input and output accurately.</li> </ul>	<ul style="list-style-type: none"> <li>I can, after experimenting with a range of cams, create a design for an automata toy based on a choice of cam to create a desired movement.</li> <li>I can understand how linkages change the direction of a force making things move at the same time.</li> </ul>
	<b>Electrical Systems</b>			<ul style="list-style-type: none"> <li>I can design something that works using static electricity, including the instructions for playing the game.</li> <li>I can identify a design criteria and a target audience</li> </ul>	<ul style="list-style-type: none"> <li>I can design an electrical object, giving consideration to the target audience.</li> <li>I can create both design and success criteria focusing on features of individual design ideas.</li> </ul>	<ul style="list-style-type: none"> <li>I can design an electronic product with a simple electrical control circuit.</li> <li>I can create a labelled design showing positive and negative parts in relation to the LED and the battery.</li> </ul>	<ul style="list-style-type: none"> <li>I can design and electronic game.</li> <li>I can identify and name the components required.</li> <li>I can draw a design from three different perspectives.</li> <li>I can generate ideas through sketching and discussion.</li> <li>I can model ideas through prototypes.</li> </ul>
	<b>Cooking and Nutrition</b>		I can design a healthy snack based on a food combination which work well together.	I can create a healthy and nutritious recipe for a snack using seasonal ingredients, considering the taste, texture, smell and appearance of the dish.	I can design a snack within a given budget, drawing upon previous taste testing.	<ul style="list-style-type: none"> <li>I can adapt a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients.</li> <li>I can write an amended method for a recipe to incorporate the relevant changes to ingredients.</li> <li>I can design appealing packaging to reflect a recipe.</li> </ul>	<ul style="list-style-type: none"> <li>I can write a recipe, explaining the key steps, method and ingredients.</li> <li>I can include facts and drawings from research undertaken.</li> </ul>

	<b>Textiles</b>	I can use a template to create a design for a puppet	I can design a simple textile product.	I can design and make a template from an existing design and apply individual design criteria.	<ul style="list-style-type: none"> <li>I can write design criteria for a product, articulating decisions made.</li> <li>I can design a personalised product.</li> </ul>	<ul style="list-style-type: none"> <li>I can design a product considering the main component shapes required and creating an appropriate template.</li> </ul> <p>I can consider proportions of individual components.</p>	<ul style="list-style-type: none"> <li>I can design a waistcoat in accordance to specification linked to set of design criteria to fit a specific theme.</li> </ul> <p>I can annotate designs.</p>
<b>Make</b>	<b>Structures</b>	<ul style="list-style-type: none"> <li>I can begin to make stable structures from card, tape and glue.</li> <li>I can follow instructions to cut and assemble the supporting structure.</li> </ul> <p>I can make functioning turbines and axles which are assembled into a main supporting structure.</p>	<ul style="list-style-type: none"> <li>I can make a structure according to design criteria.</li> <li>I can create joints and structures from paper/card and tape.</li> </ul>	<ul style="list-style-type: none"> <li>I can construct a range of 3D geometric shapes using nets.</li> <li>I can create special features for individual designs.</li> </ul> <p>I can make facades from a range of recycled materials.</p>	<ul style="list-style-type: none"> <li>I can create a range of different shaped frame structures.</li> <li>I can make a variety of free standing frame structures of different shapes and sizes.</li> <li>I can select appropriate materials to build a strong structure and for the cladding.</li> <li>I can reinforce corners to strengthen a structure.</li> <li>I can create a design in accordance with a plan.</li> </ul> <p>I can begin to create different textural effects with materials.</p>	<ul style="list-style-type: none"> <li>I can make a range of different shaped beam bridges</li> <li>I can use triangles to create truss bridges that span a given distance and supports a load.</li> <li>I can build a wooden bridge structure.</li> <li>I can independently measure and mark wood accurately.</li> <li>I can select appropriate tools and equipment for particular tasks.</li> <li>I can use the correct techniques to work with saws safely.</li> </ul> <p>I can identify where a structure needs reinforcement and using card corners for support.</p>	<ul style="list-style-type: none"> <li>I can build a range of play apparatus structures drawing upon new and prior knowledge of structures.</li> <li>I can measure, mark and cut wood to create a range of structures.</li> </ul> <p>I can use a range of materials to reinforce and add decoration to structures.</p>
	<b>Mechanisms</b>	<ul style="list-style-type: none"> <li>I can follow a design to create moving models that use levers and sliders.</li> </ul> <p>I can adapt mechanisms.</p>	<ul style="list-style-type: none"> <li>I can make linkages using card for levers and split pins for pivots.</li> <li>I can experiment with linkages adjusting the widths, lengths and thicknesses of card used.</li> <li>I can cut and assemble components neatly.</li> <li>I can select materials according to their characteristics.</li> </ul> <p>I can follow a design brief.</p>	<ul style="list-style-type: none"> <li>I can create a pneumatic system to create a desired motion.</li> <li>I can build secure housing for a pneumatic system.</li> <li>I can use syringes and balloons to create different types of pneumatic systems to make a functional and appealing pneumatic toy.</li> <li>I can select materials due to their functional and aesthetic characteristics.</li> </ul> <p>I can manipulate materials to create different effects by cutting, creasing, folding and weaving.</p>	<ul style="list-style-type: none"> <li>I can measure, mark, cut and assemble with increasing accuracy.</li> </ul> <p>I can make a model based on a chosen design.</p>	<ul style="list-style-type: none"> <li>I can follow a design brief to make a product, neatly and with focus on accuracy.</li> <li>I can make mechanisms and/ or structures using sliders, pivots and folds to produce movement.</li> </ul> <p>I can use layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result.</p>	<ul style="list-style-type: none"> <li>I can measure, mark and check the accuracy of the jelutong and dowel pieces required.</li> <li>I can measure, mark and cut components accurately using a ruler and scissors.</li> <li>I can assemble components accurately to make a stable frame.</li> <li>I understand that for the frame to function effectively the components must be cut accurately and the joints of the frame secured at right angles.</li> </ul> <p>I can select appropriate materials based on the materials being joined and the speed at which the glue needs to dry/set.</p>
	<b>Electrical Systems</b>				<ul style="list-style-type: none"> <li>I can make an electrostatic game, referring to the design criteria.</li> <li>I can use a wider range of materials and equipment safely.</li> </ul> <p>I can use electrostatic energy to move objects in isolation as well as in part of a system.</p>	<ul style="list-style-type: none"> <li>I can make a product with a working electrical circuit and switch.</li> <li>I can use appropriate equipment to cut and attach materials.</li> </ul> <p>I can assemble a product according to the design and success criteria.</p>	<ul style="list-style-type: none"> <li>I can make a working circuit.</li> <li>I can creating an electronics product, referring to a design criteria.</li> </ul> <p>I can map out where different components of the circuit will go.</p>

							<ul style="list-style-type: none"> <li>I can make and test a circuit. I can incorporate a circuit into a base.</li> </ul>
	<b>Cooking and Nutrition</b>	<ul style="list-style-type: none"> <li>I can chop fruit and vegetables safely to make a smoothie.</li> <li>I can identify if a food is a fruit or a vegetable. I know where and how fruits and vegetables grow.</li> </ul>	<ul style="list-style-type: none"> <li>I can slice food safely using the bridge or claw grip. I can construct a wrap that meets a design brief.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to prepare myself and a work space to cook safely in.</li> <li>I know the basic rules to avoid food contamination. I can follow the instructions within a recipe.</li> </ul>	<ul style="list-style-type: none"> <li>I can follow a baking recipe.</li> <li>I can cook safely and follow basic hygiene rules.</li> <li>I can adapt a recipe.</li> </ul>	<ul style="list-style-type: none"> <li>I can cut and prepare vegetables safely.</li> <li>I can use equipment safely, including knives, hot pans and hobs.</li> <li>I know how to avoid cross contamination. I can follow a step by step method carefully to make a recipe.</li> </ul>	<ul style="list-style-type: none"> <li>I can follow a recipe, and use the correct quantities of each ingredient.</li> <li>I can adapt a recipe based on research.</li> <li>I can work to a given timescale. I can work safely and hygienically with independence.</li> </ul>
	<b>Textiles</b>	<ul style="list-style-type: none"> <li>I can cut fabric neatly with scissors.</li> <li>I can use joining methods to decorate a puppet. I can sequence steps for construction.</li> </ul>	<ul style="list-style-type: none"> <li>I can select and cut fabrics for sewing. I can decorate a pouch using fabric glue or running stitch.</li> </ul>	<ul style="list-style-type: none"> <li>I can follow design criteria to create a product.</li> <li>I can select and cut fabrics with ease using fabric scissors.</li> <li>I can sew cross stitch to join fabric.</li> <li>I can decorate fabric using appliqué. I can complete design ideas with stuffing and sewing the edges.</li> </ul>	<ul style="list-style-type: none"> <li>I can make and test a paper template with accuracy and in keeping with the design criteria.</li> <li>I can measure, mark and cut fabric using a paper template. I can select a stitch style to join fabric, working neatly sewing small neat stitches incorporating fastening to a design.</li> </ul>	<ul style="list-style-type: none"> <li>I can create a 3D product from a 2D design.</li> <li>I can measure, mark and cut fabric accurately and independently.</li> <li>I can create strong and secure blanket stitches when joining fabric. I can use applique to attach pieces of fabric decoration.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a template pinning panels onto fabric.</li> <li>I can mark and cut fabric accurately, in accordance with a design.</li> <li>I can sew a strong running stitch, making small, neat stitches and following the edge.</li> <li>I can tie strong knots. I can decorate a waistcoat - attaching objects using thread and adding a secure fastening.</li> </ul>
<b>Evaluate</b>	<b>Structures</b>	<ul style="list-style-type: none"> <li>Evaluating a windmill according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't Suggest points for improvements</li> </ul>	<ul style="list-style-type: none"> <li>I can explore the features of structures comparing the stability of different shapes.</li> <li>I can testing the strength of my own structures.</li> <li>I can identify the weakest part of a structure.</li> <li>I can evaluate the strength, stiffness and stability of own structure.</li> </ul>	<ul style="list-style-type: none"> <li>I can evaluating my own work and the work of others based on the aesthetic of the finished product and in comparison to the original design.</li> <li>I can suggest points for modification of the individual designs.</li> </ul>	<ul style="list-style-type: none"> <li>I can evaluate structures made by the class.</li> <li>I can describe what characteristics of a design and construction made it the most effective. I can consider effective and ineffective designs.</li> </ul>	<ul style="list-style-type: none"> <li>I can adapt and improving my own bridge structure by identifying points of weakness and reinforcing them as necessary. I can suggest points for improvements for own bridges and those designed by others.</li> </ul>	<ul style="list-style-type: none"> <li>I can improve a design plan based on peer evaluation.</li> <li>I can test and adapt a design to improve it as it is developed. I can identify what makes a successful structure.</li> </ul>
	<b>Mechanisms</b>	<ul style="list-style-type: none"> <li>I can test a finished product, to see whether it moves as planned and if not, explain why and how it can be fixed.</li> <li>I can review the success of a product by testing it with its intended audience. I can test mechanisms, identifying what stops wheels from turning, knowing that a wheel needs an axle in order to move.</li> </ul>	<ul style="list-style-type: none"> <li>I can evaluate own designs against design criteria.</li> <li>I can use peer feedback to modify a final design.</li> <li>I can evaluating different designs. I can test and adapt a design.</li> </ul>	<ul style="list-style-type: none"> <li>I can use the views of others to improve designs. I can test and modify the outcome and suggest improvements.</li> </ul>	<ul style="list-style-type: none"> <li>I can evaluate the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance.</li> </ul>	<ul style="list-style-type: none"> <li>I can evaluate the work of others and receive feedback on my own work. I can suggest points for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>I can evaluate the work of others and receiving feedback on my own work.</li> <li>I can apply points of improvements. I can describe changes I would make/ do if I were to do the project again.</li> </ul>
	<b>Electrical Systems</b>			<ul style="list-style-type: none"> <li>I am beginning to give constructive criticism on my own work and the work of others.</li> <li>I can test the success of a product against the original design criteria and justify my opinions.</li> </ul>	<ul style="list-style-type: none"> <li>I can evaluate electrical products. I can test and evaluate the success of a final product and taking inspiration from the work of my peers.</li> </ul>	<ul style="list-style-type: none"> <li>I can evaluate a completed product against the original design sheet and look at modifications that could be made to improve the reliability or aesthetics of it or to incorporate another type of electronic device, e.g.: buzzer.</li> </ul>	<ul style="list-style-type: none"> <li>I can test my own and others finished games, identifying what went well and making suggestions for improvement.</li> </ul>

	<b>Cooking and Nutrition</b>	<ul style="list-style-type: none"> <li>I can taste and evaluate different food combinations.</li> <li>I can describe appearance, smell and taste.</li> </ul> <p>I can suggest information to be included on packaging.</p>	<ul style="list-style-type: none"> <li>I can describe the taste, texture and smell of fruit and vegetables.</li> <li>I can taste test food combinations and final products.</li> <li>I can describe the information that should be included on a label.</li> </ul> <p>I can evaluate which grip was most effective.</p>	<ul style="list-style-type: none"> <li>I can establish and use design criteria to help test and review dishes.</li> <li>I can describe the benefits of seasonal fruits and vegetables and the impact on the environment.</li> </ul> <p>I can suggest points for improvement when making a seasonal tart.</p>	<ul style="list-style-type: none"> <li>I can evaluate a recipe, considering: taste, smell, texture and appearance.</li> <li>I can describe the impact of the budget on the selection of ingredients.</li> <li>I can evaluate and compare a range of products.</li> </ul> <p>I can suggest modifications.</p>	<ul style="list-style-type: none"> <li>I can identify the nutritional differences between different products and recipes.</li> </ul> <p>I can identify and describe healthy benefits of food groups.</p>	<ul style="list-style-type: none"> <li>I can evaluate a recipe, considering: taste, smell, texture and origin of the food group.</li> <li>I can taste test and scoring final product.</li> <li>I can suggest and write up points of improvements in productions.</li> </ul> <p>I can evaluate health and safety in production to minimise cross contamination.</p>
	<b>Textiles</b>	I can reflect on a finished product, explaining likes and dislikes.	<ul style="list-style-type: none"> <li>I can troubleshoot scenarios posed by teacher.</li> <li>I can evaluate the quality of the stitching on others' work.</li> <li>I can discuss as part of the class, the success of my stitching against the success criteria.</li> </ul> <p>I can identify aspects of my peers' work that I particularly like and why.</p>	I can evaluate an end product and think of other ways in which to create similar items.	<ul style="list-style-type: none"> <li>I can testing and evaluate an end product against the original design criteria.</li> <li>I can decide how many of the criteria should be met for the product to be considered successful.</li> </ul> <p>I can suggest modifications for improvement.</p>	I can test and evaluate an end product and give points for further improvements.	<ul style="list-style-type: none"> <li>I can evaluate work continually as it is created.</li> </ul>
<b>Technical Knowledge</b>	<b>Structures</b>	<ul style="list-style-type: none"> <li>I can describe the purpose of structures, including windmills.</li> <li>I know how to turn 2D nets into 3D structures.</li> <li>I know that the shape of materials can be changed to improve the strength and stiffness of structures.</li> <li>I know that cylinders are a strong type of structure that are often used for windmills and lighthouses.</li> <li>I know that windmill turbines use wind to turn and make the machines inside work.</li> <li>I know that axles are used in structures and mechanisms to make parts turn in a circle.</li> </ul> <p>I am developing an awareness of different structures for different purposes.</p>	<ul style="list-style-type: none"> <li>I can identify natural and man-made structures.</li> <li>I can identify when a structure is more or less stable than another.</li> <li>I know that shapes and structures with wide, flat bases or legs are the most stable.</li> <li>I know that the shape of a structure affects its strength.</li> <li>I can use the vocabulary: strength, stiffness and stability.</li> <li>I know that materials can be manipulated to improve strength and stiffness.</li> </ul> <p>Building a strong and stiff structure by folding paper.</p>	<ul style="list-style-type: none"> <li>I can identify features of a castle.</li> <li>I can identify suitable materials to be selected and used for a castle, considering weight, compression, tension.</li> <li>I am developing my understanding that wide and flat based objects are more stable.</li> <li>I understand the terminology of strut, tie, span, and beam.</li> </ul> <p>I understand the difference between frame and shell structure.</p>	<ul style="list-style-type: none"> <li>I know what pavilions are and their purpose.</li> <li>I can build on prior knowledge of net structures and broaden knowledge of frame structures.</li> <li>I know that architects consider light, shadow and patterns when designing.</li> <li>I can implement frame and shell structure knowledge.</li> </ul> <p>I can consider effective and ineffective designs.</p>	<ul style="list-style-type: none"> <li>I can explore how to create a strong beam.</li> <li>I can identify arch and beam bridges and understanding the terms: compression and tension.</li> <li>I can identify stronger and weaker structures.</li> <li>I can find different ways to reinforce structures.</li> <li>I can understand how triangles can be used to reinforce bridges.</li> </ul> <p>I can articulate the difference between beam, arch, truss and suspension bridges.</p>	<ul style="list-style-type: none"> <li>I know that structures can be strengthened by manipulating materials and shapes.</li> <li>I can identify the shell structure in everyday life (cars, aeroplanes, tins, cans).</li> </ul> <p>I understand man-made and natural structures.</p>
	<b>Mechanisms</b>	<ul style="list-style-type: none"> <li>I know that levers and sliders are mechanisms and can make things move.</li> <li>I can identify whether a mechanism is a lever or slider and determining what movement the mechanism will make.</li> <li>I can use the vocabulary: up, down, left, right, vertical and horizontal to describe movement.</li> <li>I can identify what mechanism makes a toy or vehicle roll forwards.</li> </ul>	<ul style="list-style-type: none"> <li>I know that mechanisms are a collection of moving parts that work together in a machine.</li> <li>I know that there is an input and output in a mechanism.</li> <li>I can identify mechanisms in everyday objects.</li> <li>I know that a lever is something that turns on a pivot.</li> <li>I know that a linkage is a system of levers that are connected by pivots.</li> <li>I can explore wheel mechanisms.</li> </ul>	<ul style="list-style-type: none"> <li>I understand how pneumatic systems work.</li> <li>I know that mechanisms are a system of parts that work together to create motion.</li> <li>I understand that pneumatic systems can be used as part of a mechanism.</li> </ul> <p>I know that pneumatic systems force air over a distance to create movement.</p>	<ul style="list-style-type: none"> <li>I know that products change and evolve over time.</li> <li>I know that all moving things have kinetic energy.</li> </ul> <p>I understand that kinetic energy is the energy that something (object person) has by being in motion.</p>	<ul style="list-style-type: none"> <li>I know that an input is the motion used to start a mechanism.</li> <li>I know that output is the motion that happens as a result of starting the input.</li> <li>I know that mechanisms control movement.</li> </ul> <p>I can describe mechanisms that can be used to change one kind of motion into another.</p>	<ul style="list-style-type: none"> <li>I can use a bench hook to saw safely and effectively.</li> <li>I can explore cams, learning that different shaped cams produce different follower movements.</li> </ul> <p>I can explore types of motions and direction of a motion.</p>

		I know that for a wheel to move it must be attached to an axle.	I know how axels help wheels to move a vehicle.				
<b>Electrical Systems</b>				<ul style="list-style-type: none"> <li>• I understand what static electricity is and how it moves objects through attraction or repulsion.</li> <li>• I can generate static electricity independently. I can use static electricity to make objects move.</li> </ul>	<ul style="list-style-type: none"> <li>• I know how electrical items work.</li> <li>• I can identify electrical products.</li> <li>• I know what electrical conductors and insulators are.</li> <li>• I understand that a battery contains stored electricity and can be used to power products.</li> <li>• I can identify the features of a torch.</li> <li>• I understand how a torch works.</li> </ul> <p>I can articulate the positives and negatives of different torches.</p>	<ul style="list-style-type: none"> <li>• I know the key components used to create a functioning circuit.</li> <li>• I know that graphite is a conductor and can be used as part of a circuit.</li> <li>• I know the difference between series and parallel circuits.</li> </ul> <p>I know that breaks in a circuit will stop it from working.</p>	<ul style="list-style-type: none"> <li>• I understand how electromagnetic motors work.</li> <li>• I know that batteries contain acid, which can be dangerous if they leak.</li> </ul> <p>I know that when electricity enters a magnetic field it can make a motor.</p>
<b>Cooking and Nutrition</b>	<ul style="list-style-type: none"> <li>• I know the difference between fruits and vegetables. I can describe and group fruits by texture and taste.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand what makes a balanced diet.</li> <li>• I know where to find the nutritional information on packaging.</li> <li>• I know the five food groups.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that climate affects food growth.</li> <li>• I can work with cooking equipment safely and hygienically.</li> <li>• I know that imported foods travel from far away and this can negatively impact the environment.</li> <li>• I know that vegetables and fruit grow in certain seasons.</li> <li>• I know that each fruit and vegetable gives us nutritional benefits.</li> </ul> <p>I can use, store and clean a knife safely.</p>	<ul style="list-style-type: none"> <li>• I understand the impact of the cost and importance of budgeting while planning ingredients for biscuits.</li> </ul> <p>I understand the environmental impact on future product and cost of production.</p>	<ul style="list-style-type: none"> <li>• I know where food comes from - learning that beef is from cattle and how beef is reared and processed.</li> <li>• I understand what constitutes a balanced diet.</li> <li>• I know how to adapt a recipe to make it healthier.</li> </ul> <p>I can compare two adapted recipes using a nutritional calculator and then identify the healthier option.</p>	<ul style="list-style-type: none"> <li>• I know how to research a recipe by ingredient.</li> <li>• I can record the relevant ingredients and equipment needed for a recipe.</li> <li>• I understand the combinations of food that will complement one another.</li> <li>• I understand where food comes from, describing the process of 'Farm to Fork' for a given ingredient.</li> </ul>	
<b>Textiles</b>	<ul style="list-style-type: none"> <li>• I know different ways in which to join fabrics together: pinning, stapling, gluing.</li> </ul>	<ul style="list-style-type: none"> <li>• I can join items using fabric glue or stitching.</li> <li>• I can identify benefits of these techniques.</li> <li>• I can thread a needle.</li> <li>• I can sew running stitch, with evenly spaced, neat, even stitches to join fabric.</li> </ul> <p>I can neatly pin and cut fabric using a template.</p>	<ul style="list-style-type: none"> <li>• I can thread needles with greater independence.</li> <li>• I can tie knots with greater independence.</li> <li>• I can sew cross stitch and appliqué.</li> <li>• I understand the need to count the thread on a piece of even weave fabric in each direction to create uniform size and appearance.</li> <li>• I understand that fabrics can be layered for affect.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand that there are different types of fastenings and what they are.</li> </ul> <p>I can articulate the benefits and disadvantages of different fastening types.</p>	<ul style="list-style-type: none"> <li>• I am beginning to sew blanket stitch to join fabric.</li> <li>• I can apply blanket stitch so the space between the stitches are even and regular.</li> </ul> <p>I can thread needles independently.</p>	<ul style="list-style-type: none"> <li>• I know different decorative stitches.</li> </ul> <p>I can sew accurately with even regularity of stiches.</p>	