



Tregolls Academy Progression of Substantive & Dicipinary Knowledge



At Tregolls Academy, we aim to develop eager, motivated and curious learners that can reflect on the past and make meaningful links to the present day.

Our DT curriculum holds our curriculum drivers at its core: **C**uriosity, **A**spiration, **R**esilience and **E**xcellence. At Tregolls Academy, we **CARE**.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, form and function.</p> <p>Children share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing</p>	<p>Mechanisms: Moving storybooks</p> <p>Textiles: Puppets</p> <p>Mechanisms: Wheels and axels</p> <p>Nutrition: Fruit Smoothies</p>	<p>Mechanisms: Moving monsters</p> <p>Structures: Baby Bear's Chair Cooking and</p> <p>Nutrition: A Balanced diet</p>	<p>Textiles: applique and cross stitch (Egyptian Collars) Cooking and</p> <p>Nutrition: Eating seasonally (tarts)</p> <p>Structures: Constructing a castle</p> <p>Digital World: Wearable Technology</p>	<p>Textiles: Fastenings (book sleeve)</p> <p>Cooking and Nutrition: Biscuits (Christmas)</p> <p>Mechanisms: Slingshot cars</p> <p>Structure: Mini Greenhouse</p>	<p>Mechanical: Pop-up books</p> <p>Structures: Bridges</p> <p>Cooking and nutrition: What could be healthier?</p>	<p>Electrical : Steady Hand Game Cooking and</p> <p>Nutrition: Come dine with me</p> <p>Digital: Navigating the world</p> <p>Textiles: Waistcoats</p>

EYFS

In EYFS, design and technology learning begins in 'Expressive arts and design' where children begin to explore, use and a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. In Physical Development (Moving and Handling) Children handle equipment and tools effectively.

Adapting the curriculum for pupils with SEND in design and technology

Design and technology is an essential means of creative expression that can boost self-esteem and give learners the agency needed to develop and communicate their personal ideas, observations, and creations. It lends learners opportunities to develop both individually and collaboratively, designing naturally encourages learners to problem solve, to be self-critical, to make decisions and to take risks within their learning. The encouragement of self-expression and exploration supports learners to embrace 'the happy accident' and 'learn through their mistakes'.

- Adaptive teaching takes place.
- The tools available are carefully considered for children with physical disabilities.
- Encourage a culture of experimentation, with no one right way to do something
- For sensory needs, consider when alternative materials or tools may need to be offered
- Teachers identify and break down the components of the subject curriculum into manageable chunks for pupils who find learning more difficult, particularly those with cognition and learning needs. These may be smaller 'steps' than those taken by other pupils to avoid overloading the working memory.
- A variety of additional scaffolds may be used in lessons, such vocabulary banks, additional visual stimuli or adult support.

Substantive Knowledge:

Substantive & Disciplinary Concepts

Term 3 -

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Puppets <ul style="list-style-type: none"> To know that 'joining technique' means connecting two pieces of material together. To know that there are various temporary methods of joining fabric by using staples, glue or pins. To understand that different techniques for joining materials can be used for different purposes. To understand that a template (or fabric pattern) is used to cut out the same shape multiple times. To know that drawing a design idea is useful to see how an idea will look. 		Applique and cross stitch (Egyptian collars) <ul style="list-style-type: none"> To know that appliqué is a way of mending or decorating a textile by applying smaller pieces of fabric. To understand that a product's function relies on material choices. To identify and explain some materials and explain their aesthetic and functional properties. 	Fastenings (Book sleeve) <ul style="list-style-type: none"> To know that a fastening is something that holds two pieces of material together. To know that different fastening types are useful for different purposes. To know that creating a mock-up (prototype) of their design is useful for checking ideas and proportions. 		

Disciplinary Concepts

	Puppets <ul style="list-style-type: none"> Using a template to create a design for a puppet. Cutting fabric neatly with scissors. Using joining methods to decorate a puppet. Sequencing steps for construction. Reflecting on a finished product, explaining likes and dislikes. 		Applique and cross stitch (Egyptian collars) <ul style="list-style-type: none"> Designing and making a template for an Egyptian collar and applying individual design criteria. Following their design criteria to create an Egyptian collar. Selecting and cutting fabrics with ease using fabric scissors. Threading needles with greater independence. Tying knots with greater independence. Sewing cross stitch to decorate or join fabric. Decorating fabric using appliqué, beads (or other 	Fastenings (Book sleeve) <ul style="list-style-type: none"> Writing design criteria for a product, articulating decisions made. Designing a personalised book sleeve. Making and testing a paper template with accuracy and in keeping with the design criteria. Measuring, marking and cutting fabric using a paper template. Selecting a stitch style to join fabric. Sewing neatly using small regular stitches. 		
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			embellishments), ribbon and pinking scissors.	Incorporating a fastening to a design. • Testing and evaluating an end product against the original design criteria.		
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