



All Saints Church of England Primary School  
Wigston Magna

# Subject Leadership



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Design Technology



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# Intent

## Vision and Aims

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

At All Saints, we aim to ensure that all pupils: develop the creative, technical and practical expertise they need to perform everyday tasks confidently and to participate successfully in an increasingly technological world.

## National Curriculum Aims

The national curriculum for design and technology aims to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products and the work of others.
- Understand and apply the principles of nutrition and learn how to cook

# Implementation

## Lesson delivery

Our Design Technology curriculum is split into three different areas: 'cook', 'sew' and 'build'. It is designed so that each year group will complete a unit of work in two different areas once a year. In recognition of limited time and competing curriculum demands at All Saints, each unit has been devised to be delivered in a one week block, twice a year.

Two different 'aspects' of design are interwoven into the three areas of study: the environment and sustainability, and enterprise and innovation. These 'aspects' acknowledge enduring and contemporary concerns of modern design.

Each unit specifies the concepts and skills which the students are expected to learn over the course of a unit. These concepts and skills progress gradually throughout the course of the six years of study.

In 'cook' students learn to cook from recipes which gradually build basic culinary skills, culminating in year six with the creation of a mezze-style meal requiring the pupils to produce various small dishes. Whilst studying these practical skills they learn about concepts relating to food such as nutrition, seasonality, food production, transportation and food from different cultures.

In 'sew' students practise using fabric and thread to learn basic sewing techniques to create objects which demonstrate embroidery, appliqué, weaving and plaiting. Concepts such as the properties and creation of different fabrics, fast fashion, industrialisation, waste, recycling and pollution are interwoven into these activities.

In 'build' students learn about the creation of structures and mechanical and electrical devices to create products such as cars, moving cards, toys and books. This culminates with year six learning to consider the user in real life, designing a water wall for children in reception. Once again, the practical process of designing and creating a product is interleaved with learning about concepts which have a bearing on what the students make. These concepts, for example force, motion and the properties of materials are often connected with those encountered in the science curriculum.

The sequence of lessons in the 'sew' and 'build' areas of study follow a structure to enable the students to become familiar with, understand and practise the process of design: research and investigate, design, make, use and evaluate. The planning for each unit of work specifies the product the children will make, the purpose and user of the product. This specification acknowledges the importance of purpose and user within in the design process. Throughout the course of the lessons the students explore existing

products and their uses, generate ideas and designs by creating drawings and prototypes against criteria which they devise having considered purpose, function and appeal. Evaluation against these criteria concludes the process. Discussion is an important part of this process, as is consideration of the properties of potential materials and the choice of tools. Learning about fundamental concepts, skills, developments in history and understanding of the influence of key individuals in the field are interleaved into this process-driven structure. The students' understanding of key skills and concepts builds from year to year, assessing and cementing prior learning, and therefore the implementation of the curriculum in the given sequence is crucial.

The curriculum is designed to be delivered alongside our art, science and history curricula, as parts of it directly relate to areas of knowledge which the pupils acquire in these subjects. Where a unit looks at concepts which are also addressed in these subjects, the design and technology unit is generally taught after units in these other disciplines. This allows the children to approach their study of design and technology with a degree of confidence and 'expertise' and to consolidate their knowledge by creating connections between the different disciplines.

It is expected that students' study will be recorded in workbooks. These should be viewed as working documents which evidence the design process and may include notes, annotated photographs, drawings, diagrams and photographs of prototypes and finished work, as well as students' evaluation of the projects which they undertake. This will ensure that teachers and pupils alike can easily identify progression in knowledge, process and application of skills.

It is recognised that the procurement and management of resources is a large part of delivering a design and technology curriculum. Every effort has been made to provide for activities which use economic or recycled resources. In addition, the sequence of units ensures that only two year-groups at a time are using the same set of resources so that the purchase of equipment is kept to a minimum.

## EYFS Prior Learning

### Personal, Social and Emotional Development

- ❖ Managing Self ELG
  - Understand the importance of healthy food choices.

### Physical Development

- ❖ Fine Motor ELG
  - Use a range of small tools, including scissors, paint brushes and cutlery;
  - Begin to show accuracy and care when drawing.

### Understanding the World

- ❖ The Natural World ELG
  - Explore the natural world around them, making observations and drawing pictures of animals and plants;
  - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
  - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

### Expressive Arts and Design

- ❖ Creating with Materials ELG
  - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;
  - Share their creations, explaining the process they have used;
  - Make use of props and materials when role playing characters in narratives and stories.

<u>Curriculum Coverage</u>	<u>General Aims of the Design and Technology National Curriculum for KS1 and KS2</u>
Creating a Product: Each unit is centred around creating a product which allows children to develop knowledge of concepts and skills which build their creative, technical and practical expertise.	❖ develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
Concepts and Skills: Each 'Build' and 'Sew' unit follows a structure which allows the children to investigate, make, design and evaluate a product for a particular user. In doing so they develop knowledge of concepts and skills related to the products they make	❖ build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
The Process of Design: Each 'Build' and 'Sew' unit follows a structure which allows the children to investigate, make, design and evaluate a product.	❖ critique, evaluate and test their ideas and products and the work of others
Cooking and Nutrition: Each year group makes two recipes developing their culinary skills and applying principles of nutrition when they cook.	❖ understand and apply the principles of nutrition and learn how to cook

# Topic Map (1<sup>st</sup> Design Week/2<sup>nd</sup> Design Week)

	Build	Sew	Cook
Year 1	Build Vehicles (wheels and axels)		Cook Dips and Vegetables (cutting, mashing, mixing)
Year 2	Build Moving Pictures (Lever and sliders)	Sew Pencil Cases (size, materials, joining and fastenings)	
Year 3	Build Pop-up Books (Moving pivot, fixed pivot)		Cook Bread and Butter (using yeast, kneeding, baking etc)
Year 4	Build Moving Toys/Miniture playgrounds (gears)	Sew Cushions (applique, shape, joining)	
Year 5	Build Cams Toys (Cams, followers, sliders, camshaft)		Cook Honey Cake (mixing, beating, pouring, sprinkling, etc)
Year 6	Build Water Walls (Archimedes screw, Pulleys)	Sew Up-cycling fashion (applique, embroidery, buttons, gluing)	



# Design Technology Skills Progression Map

Design	KSI	LKS2	UKS2
	<p><b>KSI Design and Technology National Curriculum</b></p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing.</p> <p>They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</p> <p>Children design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>They generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> use their knowledge of existing products and their own</li> </ul>	<p><b>KS2 Design and Technology National Curriculum</b></p> <p>Children understand and apply the principles of a healthy and varied diet.</p> <p>They prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>They understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> start to know when, where and how food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world;</li> <li><b>b</b> understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically;</li> <li><b>c</b> with support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven;</li> </ul>	<p><b>KS2 Design and Technology National Curriculum</b></p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing.</p> <p>They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>Children use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>They generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> use research to inform and develop detailed design criteria to inform the design of</li> </ul>

	<p>experience to help generate their ideas;</p> <p><b>b</b> design products that have a purpose and are aimed at an intended user;</p> <p><b>c</b> explain how their products will look and work through talking and simple annotated drawings;</p> <p><b>d</b> design models using simple computing software;</p> <p><b>e</b> plan and test ideas using templates and mock-ups;</p> <p><b>f</b> understand and follow simple design criteria;</p> <p><b>g</b> work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment.</p>	<p><b>d</b> use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking;</p> <p><b>e</b> explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes;</p> <p><b>f</b> when designing, explore different initial ideas before coming up with a final design;</p> <p><b>g</b> when planning, start to explain their choice of materials and components including function and aesthetics;</p> <p><b>h</b> test ideas out through using prototypes;</p> <p><b>i</b> use computer-aided design to develop and communicate their ideas (see note on p. 1);</p> <p><b>j</b> develop and follow simple design criteria;</p> <p><b>k</b> work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment.</p>	<p>innovative, functional and appealing products that are fit for purpose and aimed at a target market;</p> <p><b>b</b> use their knowledge of a broad range of existing products to help generate their ideas;</p> <p><b>c</b> design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user;</p> <p><b>d</b> explain how particular parts of their products work;</p> <p><b>e</b> use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their ideas;</p> <p><b>f</b> generate a range of design ideas and clearly communicate final designs;</p> <p><b>g</b> consider the availability and costings of resources when planning out designs;</p> <p><b>h</b> work in a broad range of relevant contexts, for example conservation, the home, school, leisure, culture, enterprise, industry and the wider environment.</p>
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Make	KSI	LKS2	UKS2
	<p><b>KSI Design and Technology National Curriculum</b></p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making.</p> <p>Children select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>They select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Children can:</p> <p><b>Planning</b></p> <ol style="list-style-type: none"> <li>with support, follow a simple plan or recipe;</li> <li>begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer;</li> <li>select from a range of materials, textiles and components according to their characteristics;</li> </ol>	<p><b>KS2 Design and Technology National Curriculum</b></p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making.</p> <p>Children select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately.</p> <p>They select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Children can:</p> <p><b>Planning</b></p> <ol style="list-style-type: none"> <li>with growing confidence, carefully select from a range of tools and equipment, explaining their choices;</li> <li>select from a range of materials and components according to their functional</li> </ol>	<p><b>KS2 Design and Technology National Curriculum</b></p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making.</p> <p>Children select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>They select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Children can: Planning <b>a</b></p> <p>independently plan by suggesting what to do next;</p> <ol style="list-style-type: none"> <li>with growing confidence, select from a wide range of tools and equipment, explaining their choices;</li> <li>select from a range of materials and components according to</li> </ol>

	<p><u>Practical skills and techniques</u></p> <p>d. learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures;</p> <p>e. use a range of materials and components, including textiles and food ingredients;</p> <p>f. with help, measure and mark out;</p> <p>g. cut, shape and score materials with some accuracy;</p> <p>h. assemble, join and combine materials, components or ingredients;</p> <p>i. demonstrate how to cut, shape and join fabric to make a simple product;</p> <p>j. manipulate fabrics in simple ways to create the desired effect;</p> <p>k. use a basic running stitch;</p> <p>l. cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups;</p> <p>m. begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.</p>	<p>properties and aesthetic qualities;</p> <p>c place the main stages of making in a systematic order;</p> <p><u>Practical skills and techniques</u></p> <p>d learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures;</p> <p>e use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components;</p> <p>f with growing independence, measure and mark out to the nearest cm and millimetre;</p> <p>g cut, shape and score materials with some degree of accuracy;</p> <p>h assemble, join and combine material and components with some degree of accuracy;</p> <p>i demonstrate how to measure, cut, shape and join fabric with some accuracy to make a simple product;</p> <p>j join textiles with an appropriate sewing technique;</p> <p>k begin to select and use different and appropriate finishing techniques to</p>	<p>their functional properties and aesthetic qualities;</p> <p>d create step-by-step plans as a guide to making;</p> <p><u>Practical skills and techniques</u></p> <p>e learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures;</p> <p>f independently take exact measurements and mark out, to within 1 millimetre;</p> <p>g use a full range of materials and components, including construction materials and kits, textiles, and mechanical components;</p> <p>h cut a range of materials with precision and accuracy;</p> <p>i shape and score materials with precision and accuracy;</p> <p>j assemble, join and combine materials and components with accuracy;</p> <p>k demonstrate how to measure, make a seam allowance, tape, pin, cut, shape and join fabric with precision to make a more complex product;</p>
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		improve the appearance of a product such as hemming, tie-dye, fabric paints and digital graphics.	<p>l join textiles using a greater variety of stitches, such as backstitch, whip stitch, blanket stitch;</p> <p>m refine the finish using techniques to improve the appearance of their product, such as sanding or a more precise scissor cut after roughly cutting out a shape.</p>
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Evaluate	KSI	LKS2	UKS2
	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p> <p>Children explore and evaluate a range of existing products. They evaluate their ideas and products against design criteria.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations;</li> <li>explain positives and things to improve for existing products;</li> </ol>	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p> <p>Children investigate and analyse a range of existing products. They evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>They understand how key events and individuals in design and technology have helped shape the world.</p> <p>Children can:</p>	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p> <p>Children investigate and analyse a range of existing products. They evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>They understand how key events and individuals in design and technology have helped shape the world.</p> <p>Children can:</p>

	<ul style="list-style-type: none"> <li>c. explore what materials products are made from;</li> <li>d. talk about their design ideas and what they are making;</li> <li>e. as they work, start to identify strengths and possible changes they might make to refine their existing design;</li> <li>f. evaluate their products and ideas against their simple design criteria;</li> <li>g. start to understand that the iterative process sometimes involves repeating different stages of the process.</li> </ul>	<ul style="list-style-type: none"> <li>a. explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose;</li> <li>b. explore what materials/ingredients products are made from and suggest reasons for this;</li> <li>c. consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product;</li> <li>d. evaluate their product against their original design criteria;</li> <li>e. evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world.</li> </ul>	<ul style="list-style-type: none"> <li>a. complete detailed competitor analysis of other products on the market;</li> <li>b. critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make;</li> <li>c. evaluate their ideas and products against the original design criteria, making changes as needed.</li> </ul>
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Technical Knowledge	KSI	LKS2	UKS2
	<p>Children build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>They explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Children can:</p>	<p>Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>They understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p>	<p>Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>They understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p>

	<ul style="list-style-type: none"> <li>a. build simple structures, exploring how they can be made stronger, stiffer and more stable;</li> <li>b. talk about and start to understand the simple working characteristics of materials and components;</li> <li>c. explore and create products using mechanisms, such as levers, sliders and wheels</li> </ul>	<p>They understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p> <p>They apply their understanding of computing to program, monitor and control their products.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a. understand that materials have both functional properties and aesthetic qualities;</li> <li>b. apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products;</li> <li>c. understand and demonstrate how mechanical and electrical systems have an input and output process;</li> <li>d. make and represent simple electrical circuits, such as a series and parallel, and components to create functional products;</li> <li>e. explain how mechanical systems such as levers and linkages create movement;</li> <li>f. use mechanical systems in their products</li> </ul>	<p>They understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p> <p>They apply their understanding of computing to program, monitor and control their products.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a. apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products;</li> <li>b. understand and demonstrate that mechanical and electrical systems have an input, process and output;</li> <li>c. explain how mechanical systems, such as cams, create movement and use mechanical systems in their products;</li> <li>d. apply their understanding of computing to program, monitor and control a product.</li> </ul>
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Cooking and Nutrition	KSI	LKS2	UKS2
	<p>Children use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>They understand where food comes from.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>explain where in the world different foods originate from</li> <li>understand that all food comes from plants or animals;</li> <li>understand that food has to be farmed, grown elsewhere (e.g. home) or caught;</li> <li>name and sort foods into the five groups in the Eatwell Guide;</li> <li>understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why;</li> <li>use what they know about the Eatwell Guide to design and prepare dishes.</li> </ol>	<p>Children understand and apply the principles of a healthy and varied diet.</p> <p>They prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>They understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>start to know when, where and how food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world;</li> <li>understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically;</li> <li>with support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven;</li> <li>use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking;</li> </ol>	<p>Children understand and apply the principles of a healthy and varied diet.</p> <p>They prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>They understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>know, explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world;</li> <li>understand about seasonality, how this may affect the food availability and plan recipes according to seasonality;</li> <li>understand that food is processed into ingredients that can be eaten or used in cooking;</li> <li>demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where</li> </ol>



	<ul style="list-style-type: none"> <li>e. explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes;</li> <li>f. understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body;</li> <li>g. prepare ingredients using appropriate cooking utensils;</li> <li>h. measure and weigh ingredients to the nearest gram and millilitre;</li> <li>i. start to independently follow a recipe;</li> <li>j. start to understand seasonality</li> </ul>	<p>appropriate, the use of a heat source;</p> <ul style="list-style-type: none"> <li>e. demonstrate how to use a range of cooking techniques, such as griddling, grilling, frying and boiling;</li> <li>f. explain that foods contain different substances, such as protein, that are needed for health and be able to apply these principles when planning and preparing dishes;</li> <li>g. adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma;</li> <li>h. alter methods, cooking times and/or temperatures;</li> <li>i. measure accurately and calculate ratios of ingredients to scale up or down from a recipe;</li> <li>j. independently follow a recipe</li> </ul>
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## Planning, marking and feedback

DT plans are completed by class teachers following the school format in the topic planners. Planning should identify objectives, resources, success criteria (WILFs), Captain Stretch activity, key vocabulary, key questions and use of adults.

Work is evidenced using the 'Design Task Booklet' for each project completed and recorded on SeeSaw. The 'Design Task Booklet' can be found in the DT subject folder on the server.

Marking and Feedback should be within the task booklets and verbally during lessons.

Expectations	
Design Task Booklet	Dojo
<ul style="list-style-type: none"><li>• Booklet per child to support the DT process completed.</li><li>• This booklet is to be filed in each child's red slip wallet and passed up each year to create a portfolio of DT work.</li></ul>	<ul style="list-style-type: none"><li>• For an outcome that cannot be sent home I.E cook</li></ul>

## Assessment

In DT, a range of formative assessment strategies are used in lessons. Clear objectives and success criteria should be shared with children and they are assessed against these. Tasks should be well matched to learning objectives and success criteria. Attainment is recorded as **working below age related**, **at age related** or **above age related** expectations.

Judgements about pupil attainment are formed from:

- Teacher observations
- Contributions to class discussions
- Work in Design Task Booklets, final pieces of DT projects and on SeeSaw

Children's attainment is reported twice yearly to parents via their reports.

# Impact

## **What are the standards and progress in your subject?**

Children across the school have strong connections to computing equipment across the school.

Children speak to adults and parents about anything they have concerns about when using equipment online.

Children are confident in problem solving using computing equipment.

Computing is used across the school for many different lessons and children are confident in using many different apps and programmes to enhance their learning,

*Date:*

% at expected and above	% above expected

*Examples of work are provided that show progress during the year and across the school.*

## Appendix 1 – PKC Overview

### Year 1

Autumn Cook	Summer Build
Dips and Vegetables	Vehicles
<p><b>Concepts</b></p> <p>Nutrition—vegetables Sweet v savoury Cooked v raw Cooking from different cultures—Greece</p> <p><b>Skills</b></p> <p>Following a simple recipe Measuring in spoonfuls Cutting, chopping Using a knife and a chopping board Bridge and claw technique Cutting with scissors Mashing, mixing</p>	<p><b>Concepts</b></p> <p>Process of design Vehicles: user and purpose Mechanical systems: wheels and axles Wheels and axles in everyday examples Structures and materials—strong, stiff and stable. Materials—properties and functionality Vehicles and pollution</p> <p><b>Skills</b></p> <p><b>Research and Investigate:</b> Different types of vehicles, different parts of a vehicle, explore wheels and axles in toy cars <b>Design:</b> Understand criteria (user, purpose, function, appeal), generate/innovate/develop ideas, talking, drawing, labelling <b>Make:</b> Select tools/materials for making a toy vehicle with wheels and axles, cutting, different ways of joining, decorating, finishing <b>Use and Evaluate:</b> Car racing in the playground exploring speed, film/photograph children doing this, evaluation against criteria and existing products</p>

### Year 2

Spring Sew	Summer Build
Pencil Cases	Moving Pictures
<p><b>Concepts</b></p> <p>Process of design Features of a pencil case—size, materials, fastenings, shape, joining, decoration Using suitable materials Properties of different materials Making products with fabric Join fabric together—sewing and gluing Creating stitches with a needle and thread</p> <p><b>Skills</b></p> <p><b>Research and Investigate:</b> Existing products <b>Design:</b> Understand criteria (user, purpose, function, appeal), generate/develop ideas, talking, drawing, labelling <b>Make:</b> Select tools/materials, making paper templates/patterns, drawing/cutting shapes, threading a needle, tying a knot, running stitch, sewing on a button, gluing on decoration <b>Use and Evaluate:</b> Photograph pencil cases, written evaluation against criteria</p>	<p><b>Concepts</b></p> <p>Process of design Mechanical systems: levers and sliders Levers and sliders in everyday examples Structures and materials to make levers and sliders in moving pictures strong, stiff and stable.</p> <p><b>Skills</b></p> <p><b>Research and Investigate:</b> Levers and sliders, examples of what products which used these: see saw, scissors, hammer, wheelbarrow, shaduf, research examples of moving pictures <b>Design:</b> Understand criteria (user, purpose, function, appeal), generate/innovate/develop ideas, talking, drawing, labelling, creating a mock up <b>Make:</b> Select tools/materials for making a moving picture with levers and sliders, cutting, different ways of joining, decorating, finishing <b>Use and Evaluate:</b> Photograph pictures, evaluation against criteria and existing products</p>

## Year 3

Spring Build	Summer Cook
Pop-up Books	Bread and Butter
<p><b>Concepts</b>            Process of design            Mechanical systems: linkages: moving pivot, fixed pivot, types of motion            Linkages: uses and purpose in everyday examples            Materials to make linkages in moving books: strong, stiff and stable.</p>	<p><b>Concepts</b>            Sweet/Savoury            Making bread with flour made from wheat            Yeast, wholegrains and health            Baking            Dairy products, milk and butter production</p>
<p><b>Skills</b>  <b>Research and Investigate:</b> Linkages, examples of what products which used these: clothes horse, lifts, tool box, engines  <b>Design:</b> Devising criteria (user, purpose, function, appeal), generate/innovate/develop ideas, create annotated drawings and prototypes  <b>Make:</b> Select tools/materials for making pop-up book with linkages, cutting, different ways of joining, decorating, finishing  <b>Use and Evaluate:</b> Photograph books, written evaluation against criteria and existing products</p>	<p><b>Skills</b>            Following a recipe, measuring using scales            Using yeast            Mixing            Making a dough, kneading, rising            Baking            Cooling            Slicing, spreading</p>

## Year 4

Autumn Sew	Spring Build
Cushions	Moving Miniature Playgrounds
<p><b>Concepts</b>            Process of design            Making products with fabric            Types of fabric - natural/synthetic            Properties of fabric—thickness, softness, stretchiness            Features of a cushion – size, materials, shape, joining, decoration            Decoration—appliqué</p>	<p><b>Concepts</b>            Process of design            Mechanical systems: gears, teeth, interlock, motion transfer, drive gear, driven gear, gearing up, gearing down            Gears: user and purpose in everyday examples            Structures and materials to make a product with gears – 3d shapes, strong, stiff and stable.            Electrical systems: circuits, batteries, bulbs and buzzers</p>
<p><b>Skills</b>  <b>Research and Investigate:</b> Appliqué, cushions, running stitch, backstitch, overcast stitch (whipstitch)  <b>Design:</b> Devising criteria (user, purpose, function, appeal), generate/innovate/develop ideas, annotated drawings  <b>Make:</b> Select tools/materials, making paper templates/patterns, drawing/cutting shapes, pinning, threading a needle, tying a knot, running stitch, backstitch, overcast stitch (whipstitch), appliqué, stuffing  <b>Use and Evaluate:</b> Photograph, written evaluation, peer evaluation—against criteria</p>	<p><b>Skills</b>  <b>Research and Investigate:</b> Gears; examples of products which used these: tin openers, bicycles, how gears on a bicycle work, history of gears, ancient Greek Antikythera mechanism (used to predict astronomical positions)  <b>Design:</b> Devising criteria (user, purpose, function, appeal), generate/innovate/develop ideas, create annotated drawings and exploded diagrams  <b>Make:</b> Select tools/materials for making a moving toy with gears and an electrical circuit, cutting, different ways of joining, decorating, finishing  <b>Use and Evaluate:</b> Written evaluation against criteria and existing products</p>

## Year 5

**Autumn**  
**Build**

**Cams Toys**

**Concepts**  
 Process of design  
 Mechanical systems: cams, followers, sliders, camshaft, rotary motion, linear motion, cam profiles  
 Everyday examples and purpose of cams mechanisms  
 Structures and materials to make products with cams and followers —3d shapes, strong, stiff and stable

**Skills**  
**Research and Investigate:** Cams mechanisms, examples of what products use cams and followers (mechanical toys, sewing machines, engines, clocks), history of cams and mechanisms (Ismail al-Jazari), structure of a cams toy  
**Design** Devising criteria (user, purpose, function, appeal), generate/innovate/develop ideas, create annotated drawings, cross-sectional diagrams  
**Make** Select tools/materials for making a cam toy, cutting, different ways of joining, decorating, finishing  
**Use and Evaluate** Videoed peer evaluation—against criteria and existing products

**Honey Cake**

**Concepts**  
 Sweet/Savoury  
 Honey production and history  
 Health benefits of honey  
 Cooking from different cultures  
 Baking

**Skills**  
 Following a recipe, measuring using scales  
 Mixing  
 Cracking an egg  
 Beating  
 Pouring  
 Sprinkling  
 Baking, cooling

## Year 6

**Autumn**  
**Build**

**Water Walls**

**Concepts**  
 Process of design  
 Mechanisms: pulleys, Archimedes' screw  
 Everyday examples and purpose of pulleys, purpose of Archimedes' screw  
 Structures and materials to make products with pulleys in everyday examples—3d shapes, strong, stiff and stable  
 Plastics pollution/recycling/reuse  
 Use of electricity and connection to global warming  
 Engineering systems to create environmentally friendly solutions—Nav Sawhney and the Washing Machine Project.  
 Appropriate use of materials

**Skills**  
**Research and Investigate:** Investigate water wall and pulleys  
**Design:** Devising criteria (user, purpose, function, appeal), generate/innovate/develop ideas, create annotated drawings and prototypes  
**Make:** Select tools/materials for making a water wall for Reception with recycled objects, cutting, tying knots, sticking, making holes  
**Use and Evaluate:** Evaluation with user (Reception)—against criteria and existing products

**Summer**  
**Sew**

**Upcycling Fashion**

**Concepts**  
 Process of design  
 Fast fashion and globalisation  
 Waste and pollution  
 Upcycling, recycling, sustainability  
 Processes for making clothes—seams and hems  
 Decoration—appliqué, embroidery, buttons, gluing

**Skills**  
**Research and Investigate:** Fast fashion, upcycling, recycling, sustainability  
**Design:** Devising criteria (user, purpose, function, appeal), generate/innovate/develop ideas, annotated drawings, pattern pieces  
**Make:** Experimentation with upcycling existing garments, select tools/materials, drawing/cutting shapes, creating pattern pieces, pinning, threading a needle, tying a knot, joining, appliqué, embroidery, running stitch, backstitch, overcast stitch, plaiting, attaching a button  
**Use and Evaluate:** Written evaluation, photograph, evaluation—against criteria and existing products, film fashion show

### Year 1—Dips and Vegetables

#### Equipment

For 30 children:

Each child to take home dips and vegetables in a **small sealable plastic tub.**

30 aprons

15 medium mixing bowls

15 teaspoons

15 tablespoons

15 forks

15 wooden spoons

15 small knives for cutting vegetables (safe knives for children, with plastic blades, are available. For example see [children's knives](#) )

8 lemon squeezers

15 small chopping boards

15 small pairs of scissors

### Year 1—Dips and Vegetables

#### Ingredients

For 30 children:

#### Bean Dip/Tzatziki/Vegetable Sticks

8 400g tins of Cannellini beans (1/2 tin per pair)

1/2 litre bottle of olive oil

15 lemons

A bunch of chives

3kg plain yoghurt

15 cucumbers

3 heads of celery

Small pot of dried dill

Small pot of salt

Pepper in a pepper grinder

#### Allergies/Dietary Needs

Yoghurt: is a dairy product. There are vegan alternatives made from ingredients such as soy and oats.

Please note that suggested alternatives ingredients to meet allergy/dietary needs are *suggestions only* and teachers are responsible for checking whether the pupils in their class can handle/consume these products.

#### Risk Assessment

Possible risk assessment alerts

Allergies: see above

Sharp edges: knives

Please note that schools are responsible for completing all appropriate risk assessments. See [CLEAPSS](#) for risk assessment advice and proformas.

## Year 1—Vehicles

### Quantities specified per child

- Small cardboard box, which should measure less than 130mm wide (these can be collected from parents or see if you wish to purchase see [cardboard boxes to buy](#): these are a good size measuring H: 127 mm, L:216 mm W: 127 mm)
- 4 wooden wheels (e.g. 34mm diameter with central hole of 5mm—see [wheels](#))
- 2 lengths of dowel approx. 150mm long (this can be wooden or paper dowel and needs to fit the the hole in the wheels tightly without gluing, and be a little longer than the width of the cardboard box to—see [paper dowel](#) or [wooden dowel](#). Note dowel will need to be cut in advance by teachers to the correct length)
- 2 straws at least 6mm in diameter and 150mm long (to allow dowel to move freely once inserted inside the straw)
- Piece of thick card to reinforce the bottom of the box—measuring e.g. 127mmx216mm
- Scissors
- White copy paper
- Pencil
- Extra coloured cardboard/straws/[plastic bottle tops](#) for decoration

### To share, one between two children

- Glue stick
- PVA glue and glue spreader
- Masking tape
- Colouring pencils/felt tip pens

### Risk Assessment

#### Possible risk assessment alerts

#### Sharp edges: scissors

Please note that schools are responsible for completing all appropriate risk assessments. See [CLEAPSS](#) for risk assessment advice and proformas.



## Year 2—Pencil Cases

### Quantities specified per child

- 30cm<sup>2</sup> tracing paper/greaseproof paper
- Soft pencil (e.g. 2b ) for marking on paper
- Biro for marking on felt
- Scissors for cutting fabric/thread
- Ruler
- 2 pieces of felt roughly 30cm x 20cm in two different colours
- Scraps of felt for decoration
- Scrap piece of material for practice
- Thick cotton/wool in different colours
- Large needle (make sure these are sharp enough to go through 2 layers of felt)
- Pins —(N.B. a magnetic pin cushion for each class is very useful)
- Length of ribbon, suggested at least 20cm length per child
- Fabric glue

### Risk Assessment

Possible risk assessment alerts

Sharp edges: cutting fabric/needles/pins

Please note that schools are responsible for completing all appropriate risk assessments. See [CLEAPSS](#) for risk assessment advice and proformas.

## Year 2—Moving Pictures

### Quantities specified per child

- Several sheets of brightly coloured thin card—supply a range of choice
- Scissors
- Pencil
- Ruler
- Glue stick
- Masking tape
- Small piece of Blu Tack
- 2 split pins
- Colouring pencils/felt tip pens

### Risk Assessment

Possible risk assessment alerts

Sharp edges: scissors/split pins

Please note that schools are responsible for completing all appropriate risk assessments. See [CLEAPSS](#) for risk assessment advice and proformas.

## Year 3—Bread and Butter

### Equipment

For 30 children working in groups of 3.

Each child to take home a portion of the loaf and butter in a **small sealable plastic tub and bag**.

30 aprons

### Bread

10 sets of measuring scales (for example see **scales**—these should have a measurements in grams and provide a scale which is easy to read).

10 plastic measuring jugs

10 large mixing bowls

10 teaspoons

10 tablespoons

10 wooden spoons

10 900g loaf tins

10 clean plastic bags

5 cooling racks (each group will share with another group)

### Butter

15 knives used for spreading butter (used in evaluation)

5 500ml plastic jars with lids (see e.g. **jars**)

## Year 3—Bread and Butter

### Ingredients

For 30 children working in groups of 3.

### Bread

Work in groups of 3. This recipe makes a loaf of wholemeal bread.

### Ingredients

250ml warm tap water per group

10x 7g sachets fast-action dried yeast

6kg strong wholemeal bread flour (this provides enough for kneading and dusting)

Small container of table salt (providing 10 tea-spoonfuls)

500 ml bottle of olive oil

340g pot of clear honey

### Butter

3x 300ml pots whipping cream

### Allergies/Dietary Needs

**Bread flour:** contains gluten. There are gluten free substitutes for bread flour.

**Cream/Butter:** is a dairy product. There are vegan alternatives to butter such as some margarines which children can use to spread on their bread in the evaluation session.

Please note that suggested alternatives ingredients to meet allergy/dietary needs are *suggestions only* and teachers are responsible for checking whether the pupils in their class can handle/consume these products.

### Risk Assessment

Possible risk assessment alerts

**Allergies:** see above

**Oven use:** teachers should have sole responsibility for oven use with children at this age

Please note that schools are responsible for completing all appropriate risk assessments. See **CLEAPSS** and **The Key** for risk assessment advice and proformas.

## Year 3—Pop-Up Books

### For the whole class

- 1 long arm stapler

### For each child

- 4 pieces of thin A4 card
- 4 piece of thin A5 card
- Brightly coloured card for the mechanisms
- Scissors
- Pencil
- Ruler
- Glue stick
- Masking tape
- Small piece of Blu Tack
- Split pins (between 10-15 for each child, the number required will depend on their design)
- Colouring pencils/felt tip pens

### Risk Assessment

Possible risk assessment alerts

Sharp edges: Scissors and split pins

Please note that schools are responsible for completing all appropriate risk assessments. See [CLEAPSS](#) for risk assessment advice and proformas.

## Year 4—Moving Miniature Playgrounds

### For each child

#### For the structure and gears

- Plastic gears of varying sizes e.g. [plastic gears](#) or [plastic gears 2](#) (approx. 5 per child)
- Split pins (approx. 5 per child)
- Cardboard from a cardboard box—approx. 30cmx30cm
- Cardboard box card for supporting corners
- Scissors
- Pencil

### For the whole class

#### For the playground features: *a selection of the following*

- Plastic bottles/bottle lids
- Cardboard box card for features
- Selection of thin coloured card
- Cotton wool
- Lollipop sticks
- String
- Straws

#### For decoration

- Colouring pencils/felt tip pens
- Paints, paint brushes, water pots

#### For sticking— *a selection of:*

- Masking tape, PVA glue, Blu tack
- *Optional:* Hot glue gun and replacement glue sticks (suggest one between three children N.B. you will need to be able to plug each glue gun in so that three children can take turns in using it)
- *Optional:* Glue gun stand (this provides an easy and safe place for the glue gun to sit while it is not being used—for example see [glue gun stand](#))

To make a circuit (Note these resources are used in PKC science electricity units in year 2, 4 and 6—suggest one circuit set between each pair of children)

- Wires, batteries, bulbs, switches, motors and buzzers
- Kits containing these items are available: see [electrical circuit kit](#)

### Risk Assessment

#### Possible risk assessment alerts

Sharp edges: Scissors and split pins

Hot materials: Hot glue gun

Electrical charge: Electrical circuits

Please note that schools are responsible for completing all appropriate risk assessments. See [CLEAPSS](#) for risk assessment advice and proformas.

### Quantities specified per child

- 30cm<sup>2</sup> tracing paper/greaseproof paper
- Chalk for marking on fabric
- Soft pencil (e.g. 2b ) for marking on paper
- Ruler
- Scissors for cutting fabric/cotton thread
- 2 pieces of felt— to make two squares roughly 20cm<sup>2</sup> in one or two different colours
- Extra felt in variety of colours for applique shapes
- Thick cotton thread in varying colours
- Pins —(N.B. a magnetic pin cushion for each class is very useful)
- Large needle
- Stuffing for pillow roughly 20cm<sup>2</sup>

### Risk Assessment

Possible risk assessment alerts

Sharp edges: needles/pins

Please note that schools are responsible for completing all appropriate risk assessments. See [CLEAPSS](#) for risk assessment advice and proformas.

### For each child

- Two kebab sticks with pointed ends (approx. 25 cm long)
- Drinking straw
- Scissors
- Hot glue gun and replacement glue sticks (suggest one between three children N.B. you will need to be able to plug each glue gun in so that three children can take turns in using it)
- Glue gun stand (this provides an easy and safe place for the glue gun to sit while it is not being used—for example see [glue gun stand](#))
- Small ball of blue tack
- Roll of masking tape (one between three children)
- Sheet of thick cardboard (cardboard box type card) roughly 65cmx15cm. NB children need to be able to cut this.
- Off-cuts of thick cardboard
- X2 A4 thin card for creating shapes at the top of the toy
- Split pin
- Pencil
- Ruler
- Felt tip pens for decoration

### Risk Assessment

Possible risk assessment alerts

Sharp edges: kebab sticks

Hot materials: Hot glue guns

Please note that schools are responsible for completing all appropriate risk assessments. See [CLEAPSS](#) for risk assessment advice and proformas.



## Year 5—Honey Cake

### Equipment

For 30 children working in groups of 3. Each group will make one cake (i.e. 10 cakes per class of 30).

Each child to take home a piece of cake which is not used in PTA/Governors lunch in a **small sealable plastic tub**.

30 aprons

### Honey Cake

- 1 large saucepan for teacher to melt butter and ingredients for topping in
- 10 sets of measuring scales (for example see [scales](#)—these should have a measurements in grams and provide a scale which is easy to read).
- 10 small bowls to crack eggs into
- 20 small bowls for weighing quantities of sugar and flour
- 10 large mixing bowls
- 10 hand-held balloon whisks
- 10 teaspoons
- 10 wooden spoons
- 10 circular cake tins, roughly 20cm in diameter
- Roll of kitchen roll
- Roll of greaseproof paper
- 10 pairs of scissors
- 10 pencils
- 5 cooling racks (2 cakes can be put on each rack)

## Year 5—Honey Cake

### Ingredients

For 30 children working in groups of 3. Each group will make one cake (i.e. 10 cakes per class of 30).

### Honey Cake

#### For the cake

- 800g melted butter
- 500g caster sugar
- Small bottle of vanilla extract
- 36 eggs (this leaves 6 spare eggs in case of breakages)
- 1kg of plain flour
- Small pot of baking powder
- 250g packet of soft butter for greasing

#### For the topping

- 200g runny honey
- 300g butter
- 1 small pot of ground cinnamon

### Allergies/Dietary Needs

**Plain flour:** contains gluten. There are gluten free substitutes such as rice flour.

**Butter:** is a dairy product. There are vegan alternatives such as some margarines.

**Egg:** Egg is an integral part of this recipe. Egg substitutes for baking can be used. For ideas see [BBC Good Food](#) and for products to buy see [products](#).

Please note that suggested alternatives ingredients to meet allergy/dietary needs are *suggestions only* and teachers are responsible for checking whether the pupils in their class can handle/consume these products.

### Risk Assessment

#### Possible risk assessment alerts

Allergies: see above

Melted butter: Teachers should ensure that the melted butter is cool before the children pour it.

Oven use: teachers should have sole responsibility for oven use with children of this age.

Please note that schools are responsible for completing all appropriate risk assessments. See [CLEAPSS](#) and [The Key](#) for risk assessment advice and proformas.



## Year 6—Water Walls

**Half the class to make an Archimedes screw and half the class to make a pulley. Children to work in pairs**

**For Archimedes Screws (Resources per pair—in a class of 30 this might be 8 pairs)**

- PVC tubing roughly 30cm long and 4cm in diameter (for example see [PVC tubing](#)) (NB teacher will need to cut this into the right lengths with a small hacksaw)
- Roll of waterproof duct tape
- 1 metre transparent flexible plastic tubing at least 1.3cm in diameter (for example see [plastic tubing](#))
- Scissors
- A number of plastic tubs to hold water at each end of the screw to test it (suggest 8 containers per class)

**For the Pulleys (Resources per pair—in a class of 30 this might be 8 pairs)**

- Small water bottle (with lid)
- 2m piece of string
- Chopstick/kebab stick/wooden sticks approx. 25cm long
- A4 piece of medium weight card
- Glue stick
- Lump of Blu tack
- Sharp pencil or biro for making holes in plastic lid

**For the Water Wall (resources for the whole class)**

- Flexible plastic mesh approx. 5m x 0.5m (for example see [plastic mesh](#))
- 100 large cable ties—about 30cm in length
- Strong string
- Plastic bottles/containers collected by the pupils —about 3 per pupil
- Scissors
- Additional transparent flexible plastic tubing (optional—see resources for Archimedes screw above)
- Sharp pencil or biro for making holes in plastic containers

**Risk Assessment**

Possible risk assessment alerts

Sharp edges: Kebab sticks/cutting plastic with scissors

Please note that schools are responsible for completing all appropriate risk assessments. See [CLEAPSS](#) for risk assessment advice and proformas.

### Quantities specified per class of 30

- 15 old t-shirts/shirts (one between each pair of children)
- Large needles, e.g. embroidery needle (one for each child)
- Masking tape
- Fabric glue
- White or coloured chalk for marking on fabric
- Soft pencils (e.g. 2b ) for marking on paper
- Greaseproof paper/tracing paper
- Rulers
- Scissors for cutting fabric/cotton thread
- Scraps of fabric in a variety of colours/patterns
- Thick cotton thread in varying colours (such as thick cotton thread)
- Thin wool in varying colours
- Pins —(N.B. a magnetic pin cushion for each class is very useful)
- Small safety pins
- Items for decoration such as:
  - ◊ newspaper/magazine paper
  - ◊ assorted ribbon
  - ◊ jute ribbon
  - ◊ mixed beads
  - ◊ buttons
  - ◊ brightly colour lengths of yarn
  - ◊ plastic items such as straws and bottle tops
  - ◊ scraps of fabric.

### Risk Assessment

Possible risk assessment alerts

Sharp edges: scissors/needles/pins

Please note that schools are responsible for completing all appropriate risk assessments. See CLEAPSS for risk assessment advice and proformas.