



Alexandra Park Junior School
To Learn, Be Happy and Achieve Our Best



Design & Technology Curriculum Offer

 **Alexandra Park Junior School**
To Learn, Be Happy and Achieve Our Best

PROUD TO BE
PART OF
THE
Pinnacle
LEARNING TRUST

D&T Curriculum Offer

Stage 1 - Quality First Teaching. Every child receives at least:

*Whole class D&T lessons 3 Units per year for each Year group (5-10 lessons per unit) with cross-curricular and enrichment opportunities.

Enrichment opportunities include:

- Dragon's Den
- The Sound Man
- Opal play

Stage 2 - Additional Support

- *In class focus group with adult giving additional feedback on learning.
- *Kagan groups
- *Talking Tiro to facilitate oral rehearsal.
- *Focus for children working below on Key Performance Indicators in learning.
- *Input resources used to support vocabulary.
- *Word mats for key vocabulary.

Stage 3 - Interventions

During pupil progress reviews children who are still struggling to progress are identified and appropriate targeted interventions are put into place, including:

• 1:1 support with editing of annotations or PPI

Stage 4 - Further Support

If summative assessment does not show sufficient progress being made despite interventions, liaise with SENDCO.

Intent

Design and Technology is an inspiring, rigorous and practical subject. It encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. At Alexandra Park Junior School, we encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We aim to, wherever possible, link work to other disciplines such as mathematics, science, engineering, computing and art and where possible (without compromising the essence of the D&T principles), the D&T project links to the broad topic for the term. The children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators and risk-takers.

Intent – Long Term Plan

Early Key Stage 2

Y3	Food Healthy and varied diet (including cooking and nutrition requirements for KS2) Great Gruel	Structures Shell structures (including computer-aided design) Disposable Lunch Box	Mechanical Systems Levers and linkages Pneumatic Puppet
Y4	Food Healthy and varied diet (including cooking and nutrition requirements for KS2) Healthy snack bar	Textiles 2-D shape to 3-D product Anglo Saxon coin purse	Electrical Systems Simple circuits and switches (including programming and control) Mindfulness Timer

Late Key Stage 2

Y5	Mechanical Systems Pulleys or gears Moon buggy	Food Celebrating culture and seasonality (including cooking and nutrition requirements for KS2) Seasonal British Snack	Textiles Combining different fabric shapes (including computer-aided design) Insulated cap
Y6	Electrical Systems More complex switches and circuits (including programming, monitoring and control) Christmas decoration	Structures Frame structures Flood proof house	Food Celebrating culture and seasonality (including cooking and nutrition requirements for KS2) Silk Road Snack

Progression

- At Alexandra Park our curriculum has been adopted from the D&T Associations and personalised to both meet the needs of our children and link to the broader topics we teach each term. All of our units provide optimal opportunities for the children to experience the fundamental aspects of D&T: the 3 S's
- “designing ‘Something’ for ‘Somebody’ for ‘Some purpose.’”

Designing

About designing
When designing, children need to understand the context they are working in, think about who their products will be for and decide what tasks they will perform. They must communicate to generate, develop, model and communicate ideas to a variety of stakeholders including: suppliers, designers, engineers, templates, mock-ups, prototypes and pattern pieces.

KS1 What their products are for
Children should be able to clearly state the purpose of their products. The products children design and make at KS1 should perform clearly defined tasks and a jacket to help keep baby birds safe at night.

KS1 Own knowledge of existing products
When children are generating ideas it is good practice for these to be influenced by existing products they have enjoyed and admired or found interesting.

Designing Key Stage 1
Understanding contexts, users and purposes
Access KS1 pupils should:
• make confidently within a range of contexts, such as imaginary, story-based, formal, cultural, geographical, local community, industry and the real world.
• make what products they are designing and making.
• say whether their products are for themselves or for others.
• describe what their products are for.
• say how their products will work.
• say how they will make their products suitable for their intended users.
• use simple design criteria to help develop their ideas.

Generating, developing, modelling and communicating ideas
Access KS1 pupils should:
• generate ideas for their products from their own experiences.
• use knowledge of existing products to help come up with ideas.
• develop and communicate ideas by talking and drawing.
• model ideas by exploring materials, components and construction kits and by making templates and mock-ups.
• use information and communication technology, where appropriate, to develop and communicate their ideas.

Key Stage 2
Access KS2 pupils should:
• make confidently within a range of contexts, such as imaginary, story-based, formal, cultural, geographical, local community, industry and the real world.
• indicate the design features of their products that will help them perform their intended purpose.
• explain how particular parts of their products work.
In early KS2 pupils should also:
• gather information about the needs and wants of particular individuals and groups.
• describe their own design criteria and use these to inform their ideas.
In late KS2 pupils should also:
• carry out research, using surveys, interviews, questionnaires and web-based resources.
• identify the needs, wants, preferences and values of particular individuals and groups.
• develop a simple design specification to guide their thinking.

Access KS2 pupils should:
• share and clarify ideas through discussion.
• make their ideas using prototypes and pattern pieces.
• use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas.
• use computer-aided design to develop and communicate their ideas.
In early KS2 pupils should also:
• generate realistic ideas, focusing on the needs of the user.
• make design decisions that take account of the availability of resources.

KS1 Carry out research
Children at KS1 should carry out research to find out what products are already available and what they are like. E.g. survey of bicycle wheels in Year 1.

KS2 Prototypes and pattern pieces
While continuing to carry out activities from KS1 children should be able to create templates and mock-ups, secure KS2 criteria should also 'transfer' their ideas into using prototypes and pattern pieces as a step to a step.

Design and Technology Progression at KS1 and KS2

Making

About making
When making, children should select from a range of materials and equipment, exploring their choices. They also need opportunities to choose the methods and components for their work, knowing about their working characteristics. They should follow procedures for safety and hygiene and develop a repertoire of practical skills and techniques, working with increasing accuracy.

KS1 Materials and components
Children at KS1 should be able to select a range of materials and components according to their characteristics. They should be able to use their skills with increasing accuracy.

KS2 Planning, chopping, slicing, grating, mixing, spreading, kneading and baking
Access KS2 children should learn how to use skills and techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.

KS2 Planning, chopping, slicing, grating, mixing, spreading, kneading and baking
Access KS2 children should learn how to use skills and techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.

KS2 Accuracy
Children at KS2 should be able to make their products accurately when they are working. They should be able to make their products using accurate measuring tools and techniques. They should also be able to make their products using accurate measuring tools and techniques. They should also be able to make their products using accurate measuring tools and techniques.

Making Key Stage 1
Planning
Access KS1 pupils should:
• select materials and components according to their characteristics.
• select the range of materials and components according to their characteristics.
• select the range of materials and components according to their characteristics.
• select the range of materials and components according to their characteristics.
• select the range of materials and components according to their characteristics.

Key Stage 2
Access KS2 pupils should:
• select materials and components according to their characteristics.
• select the range of materials and components according to their characteristics.
• select the range of materials and components according to their characteristics.
• select the range of materials and components according to their characteristics.
• select the range of materials and components according to their characteristics.

KS1 Safety tools and equipment
Children at KS1 should be able to use their skills with increasing accuracy. They should be able to use their skills with increasing accuracy. They should be able to use their skills with increasing accuracy. They should be able to use their skills with increasing accuracy.

KS2 Safety tools and equipment
Children at KS2 should be able to use their skills with increasing accuracy. They should be able to use their skills with increasing accuracy. They should be able to use their skills with increasing accuracy. They should be able to use their skills with increasing accuracy.

Design and Technology Progression at KS1 and KS2

Cooking and nutrition

About cooking and nutrition
Cooking and nutrition provides opportunities for children to learn about how food comes from, how food is grown, raised or caught and the effect of seasonality on the availability of food. They also learn about the principles of healthy eating and how to prepare and cook dishes safely and hygienically using a range of techniques. Cooking and nutrition is taught alongside designing and making within a D&T food project.

Cooking & nutrition Key Stage 1
Where food comes from
Access KS1 pupils should know:
• that all food comes from plants or animals.
• that food has to be brought, grown, raised or caught.
In early KS2 pupils should also know:
• how to name and sort foods into the five groups in The Eatwell Guide.
• that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell Guide.
• that to be active and healthy, food and drink are needed to provide energy for the body.

Food preparation, cooking and nutrition
Access KS1 pupils should know:
• how to name and sort foods into the five groups in The Eatwell Guide.
• that everyone should eat at least five portions of fruit and vegetables every day.
• how to prepare simple dishes safely and hygienically, without using a heat source.
• how to use techniques such as cutting, peeling and grating.

KS1 Five groups in the Eatwell Guide
KS1 children should be able to name and sort foods into the five groups in the Eatwell Guide. They should know that a healthy diet comprises food and drink from each of the food groups.

KS2 Planning, chopping, slicing, grating, mixing, spreading, kneading and baking
Access KS2 pupils should know:
• how to name and sort foods into the five groups in The Eatwell Guide.
• that everyone should eat at least five portions of fruit and vegetables every day.
• how to prepare simple dishes safely and hygienically, without using a heat source.
• how to use techniques such as cutting, peeling and grating.

Design and Technology Progression at KS1 and KS2

Evaluating

About evaluating
When evaluating, children should make increasingly sophisticated judgements about their own ideas and products against design criteria. They should consider the views of others in order to improve their work. They should also investigate and evaluate existing products using a variety of questioning techniques and, in KS2, learn about important inventions and their inventions.

KS1 Make simple design decisions
When considering their design ideas, children should be able to make simple design decisions. They should be able to make simple design decisions. They should be able to make simple design decisions.

KS2 Make simple judgements
Throughout the designing and making process, children at KS2 should make simple judgements about their products and their own designs. They should be able to make simple judgements about their products and their own designs. They should be able to make simple judgements about their products and their own designs.

Evaluating Key Stage 1
Own ideas and products
Access KS1 pupils should:
• make simple judgements about their products and their own designs.
• make simple judgements about their products and their own designs.
• make simple judgements about their products and their own designs.
• make simple judgements about their products and their own designs.
• make simple judgements about their products and their own designs.

Existing products
Access KS1 pupils should explore:
• what products are for.
• how products are made.
• what materials products are made from.
• what materials products are made from.
• what materials products are made from.

Key Stage 2
Access KS2 pupils should:
• identify the strengths and areas for development in their ideas and products.
• consider the views of others, including intended users, to improve their work.
In early KS2 pupils should also:
• refer to their design criteria as they design and make.
• use their design criteria to evaluate their completed products.
In late KS2 pupils should also:
• critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make.
• evaluate their ideas and products against their original design specification.
Access KS2 pupils should investigate and analyse:
• how well products have been designed and made.
• why materials have been chosen.
• how materials have been used.
• how well products work.
• how well products meet their purpose.
• how well products meet user needs and wants.
In early KS2 pupils should also investigate and analyse:
• who designed and made the products.
• what products were designed and made.
• what products were designed and made.
• what products were designed and made.
• what products were designed and made.

KS2 Inventions, designers, engineers, chefs and manufacturers
Access KS2 pupils should learn about inventions, designers, engineers, chefs and manufacturers who have developed groundbreaking products. E.g. Mary Anderson, inventor of the wiperless window.

Design and Technology Progression at KS1 and KS2

Technical knowledge

About technical knowledge
Technical knowledge is the body of knowledge and understanding that is specific to design and technology that needs to be developed and then applied when children are designing, making and evaluating products.

KS1 Stronger, either
Children at KS1 should know how to make their products stronger. They should be able to make their products stronger. They should be able to make their products stronger.

KS2 Two identical fabric strips
Children at KS2 should understand that two identical fabric strips can be used to make their products stronger. They should be able to make their products stronger. They should be able to make their products stronger.

KS2 Inventions, designers, engineers, chefs and manufacturers
Access KS2 pupils should learn about inventions, designers, engineers, chefs and manufacturers who have developed groundbreaking products. E.g. Mary Anderson, inventor of the wiperless window.

Technical knowledge Key Stage 1
Making products work
Access KS1 pupils should know:
• about the simple working characteristics of products and components.
• about the movement of simple mechanisms such as levers, wheels, axles and pulleys.
• how to use simple tools and equipment to make products.
• how to use simple tools and equipment to make products.
• how to use simple tools and equipment to make products.

Key Stage 2
Access KS2 pupils should know:
• how to use knowledge from science to help design an idea.
• how to use knowledge from mathematics to help design an idea.
• how to use knowledge from science to help design an idea.
• how to use knowledge from mathematics to help design an idea.
• how to use knowledge from science to help design an idea.

KS2 Inventions, designers, engineers, chefs and manufacturers
Access KS2 pupils should learn about inventions, designers, engineers, chefs and manufacturers who have developed groundbreaking products. E.g. Mary Anderson, inventor of the wiperless window.

Design and Technology Progression at KS1 and KS2

Intent – Retrieval

Teacher planning will use the KS1 progression points for Designing, Making, Evaluating, Technical Knowledge and Cooking and Nutrition to create a retrieval slide for each lesson in a unit.



Designing

About designing
When designing, children need to understand the context they are working in, think about who their products will be for and decide what tasks they will perform. They need opportunities to generate, develop, model and communicate ideas in a variety of ways, including spoken language, drawings, templates, mock-ups, prototypes and pattern pieces.

KS1 What their products are for
Children should be able to explain the purpose of their products. The products should have clearly defined tasks e.g. a pocket to help keep Teddy safe at night.

KS1 Use knowledge of existing products
When children are generating ideas it is good practice for these to be informed by existing products they have explored and evaluated e.g. making picture books.

Designing
Understanding contexts, users and purposes
Across KS1 pupils should:
• work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment.
• state what products they are designing and making.
• say whether their products are for themselves or other users.
• describe what their products are for.
• say how their products will work.
• say how they will make their products suitable for their intended users.
• use simple design criteria to help develop their ideas.

Generating, developing, modelling and communicating ideas
Across KS1 pupils should:
• generate ideas by drawing on their own experiences.
• use knowledge of existing products to help come up with ideas.
• develop and communicate ideas by talking and drawing.
• model ideas by exploring materials, components and construction kits and by making templates and mock-ups.
• use information and communication technology, where appropriate, to develop and communicate their ideas.

Key Stage 2
Understanding contexts, users and purposes
Across KS2 pupils should:
• work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.
• describe the purpose of their products.
• state the design features of their products that will appeal to intended users.
• explain how particular parts of their products work.
• use simple design criteria to help develop their ideas.
• use other information about the needs and wants of particular individuals and groups to develop their own design criteria and use these to inform their ideas.
• use questionnaires and web-based resources to identify the needs, wants, preferences and values of particular individuals and groups.
• develop a simple design specification to guide their thinking.

Generating, developing, modelling and communicating ideas
Across KS2 pupils should:
• generate and clarify ideas through discussion.
• model their ideas using prototypes and pattern pieces.
• use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas.
• use computer-aided design to develop and communicate their ideas.
• generate realistic ideas, focusing on the needs of all users.
• make design decisions that take account of the availability of resources.

Evaluating
In late KS2 pupils should also:
• generate innovative ideas, drawing on research.
• make design decisions, taking account of constraints such as time, resources and cost.

Late KS2 Carry out research
Children in late KS2 should carry out research, using surveys, interviews, questionnaires and web-based resources e.g. survey of favourite soups in Year 5.

KS2 Prototypes and pattern pieces
Whilst continuing to carry out activities from KS1 where they are making templates and mock-ups, across KS2 children should also "model" their ideas by using prototypes and pattern pieces e.g. for a bag or hat.

Design and Technology Progression at KS1 and KS2

Implementation

D&T at Alex Park is currently undergoing a transformation. Where before there were many units of D&T that were indistinguishable from Art in both their intent and implementation, we have now replaced or adapted those units to ensure that all children are taught the 6 interrelated principles of this subject: user: purpose; functionality; design decisions; innovation and authenticity. In real terms, this means designing and making SOMETHING, for SOMEONE, for SOME PURPOSE. The concept of the 3 Ss has also been covered in staff inset to ensure teachers have greater clarity on the intent of this subject and its differences with Art.



Implementation: diversity, inclusion, SMSC and British Values opportunities



- Year 3: Great Gruel – social history of Victorians.
Recyclable lunch box – social responsibility.
Pneumatic Puppets – cultural representation of puppets as a source of entertainment.
- Year 4: Anglo Saxon coin purse – human social development timeline
Healthy sandwich – varied ethnic representations of ‘sandwiches’.
Mindfulness timer – importance of mental health and self care
- Year 5 Moon buggy – timeline of human development in terms of science and technology
Seasonal British snack – social history of British Empire and importance/sustainability of using seasonal foods.
Insulated cap for a viking – social/cultural history of Vikings and their colonisation of Britain
- Year 6 Christmas decoration – alternate cultural customs
Flood proof House – impacts of global warming and how innovation can help
Silk Road snack– ancient cultural influences on spices and food flavours







Intervention





- Inprint – facilitating task instruction and evaluation tasks
- Kagan groups – peer support
- Modelling – providing clarity where needed
- 1:1 editing – for written evaluations, or video recording of evaluations
- Scaffolding







Design Brief







Who is my product for?  Who is the product for?  

What is the purpose of my design?  What is the purpose of the product?  

Are there any products on the market like mine?  Can you buy similar products elsewhere?      

A successful design will... (what?)
⋮     
⋮  What will a successful design do??

How will I make sure my design is successful?  How do I make sure it is successful?     

How will I make sure my design is attractive to a potential consumer (buyer)?
     
How do I make it attractive to customers?

Sequence of teaching

In each planning sequence there must be:

- Vocabulary development – introduction of new and technical vocabulary relating to the unit

This is discussed prior to commencing the teaching as part of the discussion around the Knowledge Organiser. Each lesson also contains 3 'Word aware' words that revisit this vocabulary and other words relating to the unit at the start of each lesson.

- Scope for the children to 'solve a problem' using design.
- Opportunities to research and evaluate existing products
- Identification of purpose and requirements for the user and how these can be met, using what materials.
- Recap of previous skills and teaching of required skills for the unit.
- Opportunities for aesthetic design using labelled diagrams, exploded diagrams or CAD (depending on the year group).
- IEA's – (Investigative and Evaluative Activities)
- An FT (Focused Task) and a DMEA (Design, Make and Evaluate Assignment).

Impact

- Units being taught in their entirety
- Greater clarity in planning – with a cohesive format across school following a design and make process that includes prototype development – informing design modification.
- Children’s books reflect clarity of planning and show a more cohesive approach to the teaching of the units within year groups.
- Active learn books reflect the opportunities for inclusive learning and examples of pupil voice comments therein show progression
- Use of Target Tracker on iPads making assessment easier and more consistent across school
- Teacher Inset on D&T reflected in less prescriptive planning that allows greater scope for children to explore their design ideas



Moon
Buggies!

In D.T lessons
we looked at different
moon buggies comparing
their designs.

As part of our Space
Topic, we learnt about
Space travel.

We really enjoyed making
the buggies as we got to
use new tools.

We used the screws, glue,
card brackets, ballbearings,
drinking straws, wheels, motors,
battery holder and motors
in our final designs.

We created design specifications
and looked at circuit diagrams
before having a go ourselves.

Because we made
complete circuits our
buggies moved!

COME AND SEE
YEAR 5'S AMAZING
MOON BUGGIES!

Displays
around
school

Enrichment: Dragon's Den



Product pitches

Welcome to Year 5's
Dragon's Den Presentation
Butterfly Bakes ... Baked to Perfection!




Unique selling point

The shape of our irresistible scones is perfectly round and circular.

The texture of our mouthwatering scones is light, fluffy and soft

Our scones are filled with sweet strawberry jam and smooth creamy clotted cream. Adding raisins and chocolate chips will also make our scones a delight to eat!

Our buttery scones are golden brown, which makes it more appealing to our target audience.

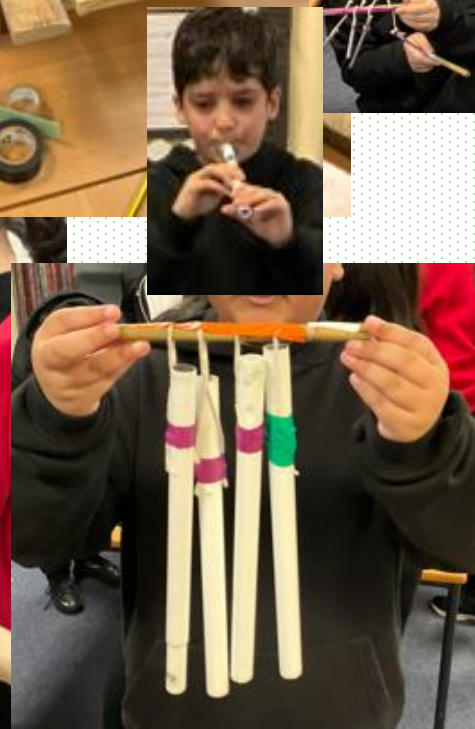


Our challenge was to design and produce a Christmas decoration that would be an appealing product to sell.

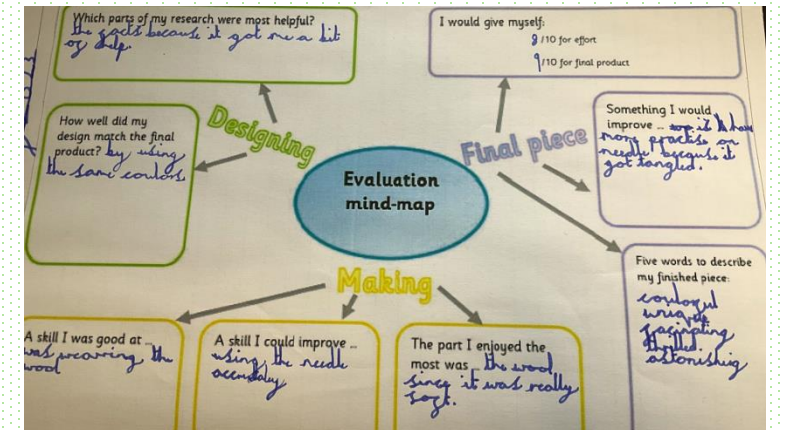
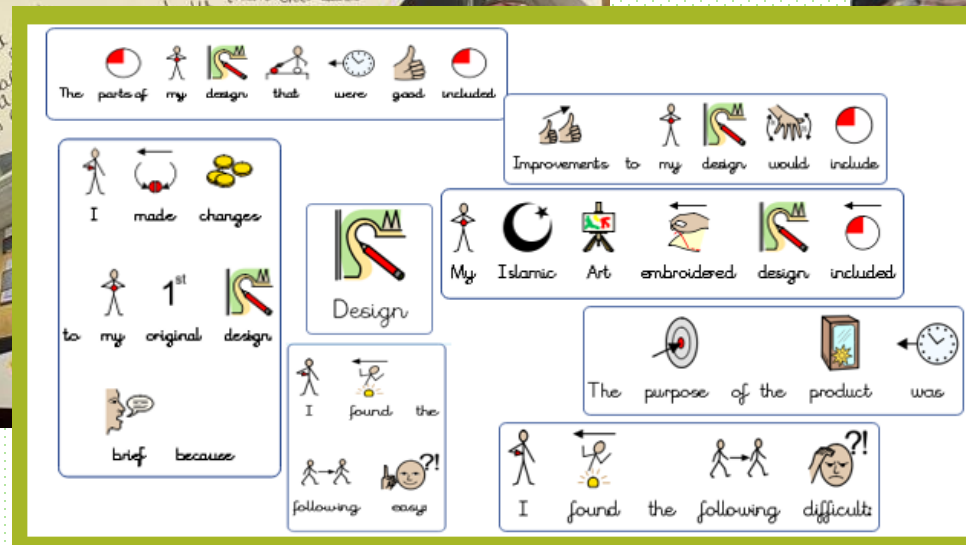
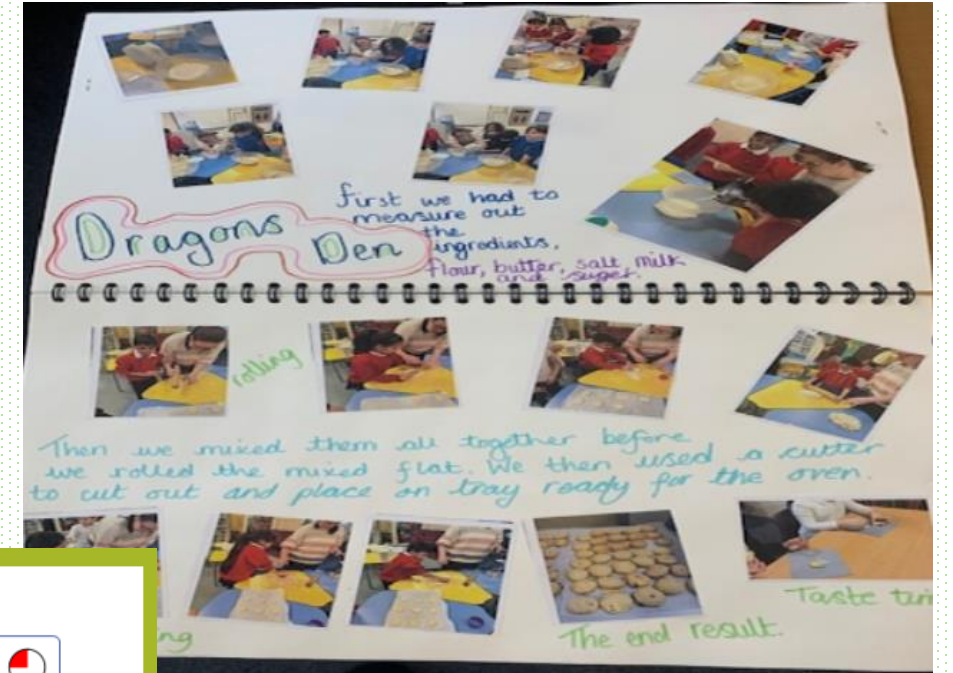
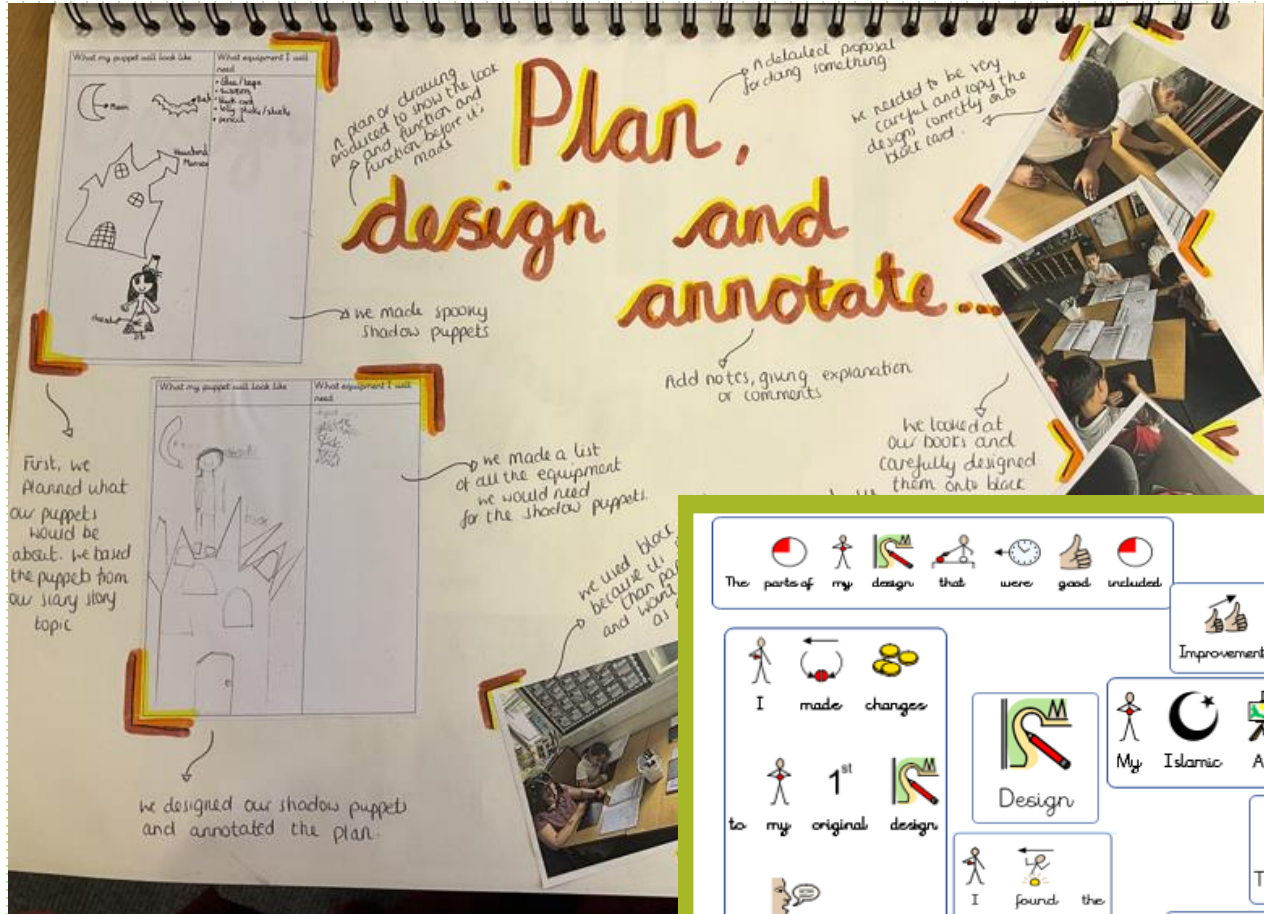
We began by researching products that were available and used these ideas to create our design brief and design our own decorations.



Enrichment: The Sound Man



Active learning and oracy



We had to measure ingredients – I had to try to read weighing scales

I liked mixing

Year 3: Food & Nutrition Scones Autumn 2023

Design a scone, develop our baking skills, measure accurately and understand the importance of hygiene.
Links: Maths, PSHE, History (Victorians)

Scones are yummy!



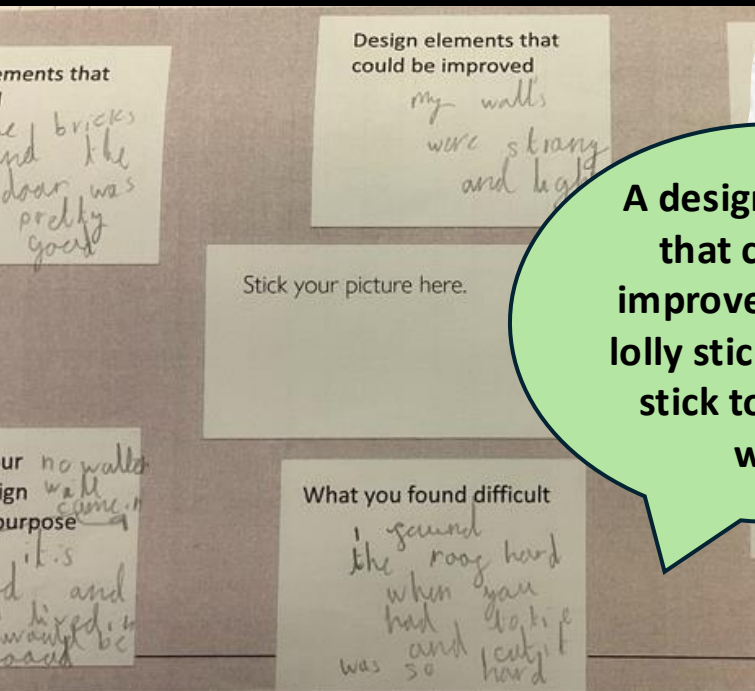


I found putting the clay on top easy

Year 3: Structures Stone Age Dwellings Summer 1 2024

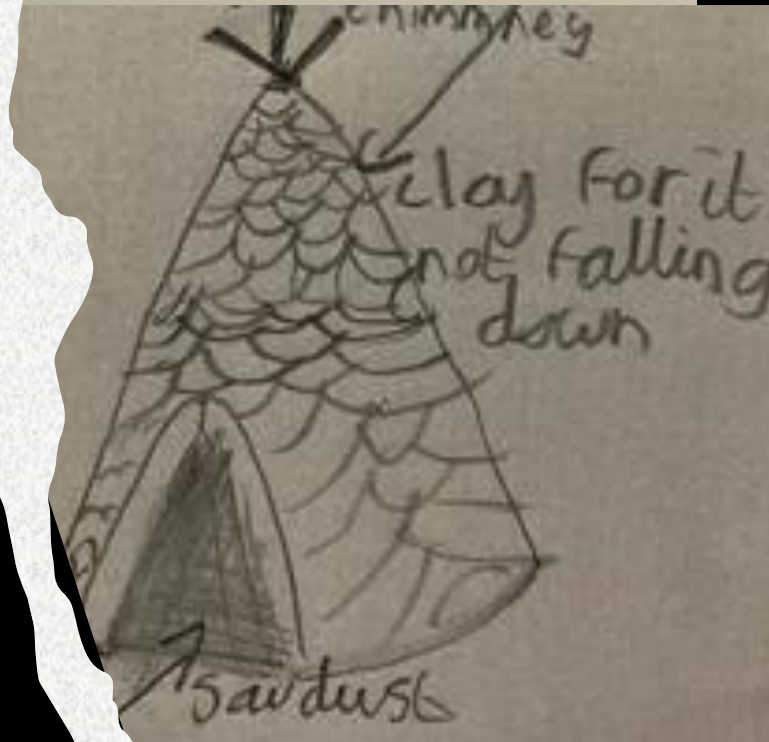
Design a dwelling to meet the requirements of the user, use tools and materials fit for purpose and join materials to create a stable structure.

Links: Maths, History



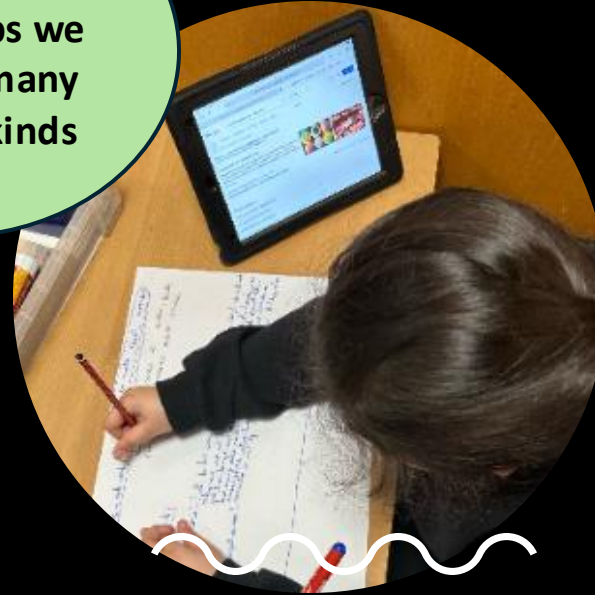
A design element that could be improved was the lolly stick, it didn't stick to the clay well.

Changes you made from your original brief
I put the string because it kept on falling down

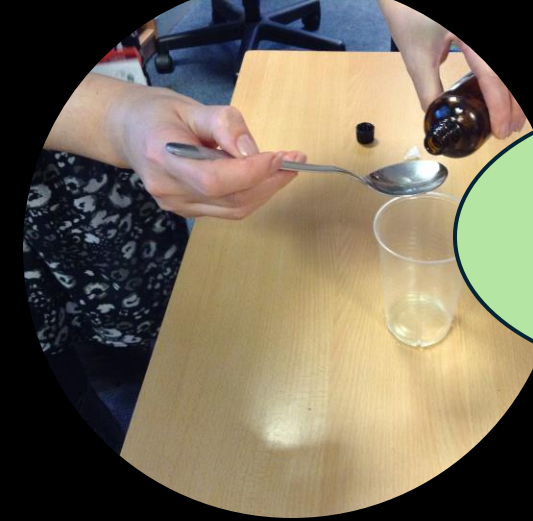


**Year 4
Bath Bombs
Autumn 2 2023**
Research and design a
bath bomb for a target
audience (adults:
relaxing, Kids: fun etc.)
Links: Science, Maths.

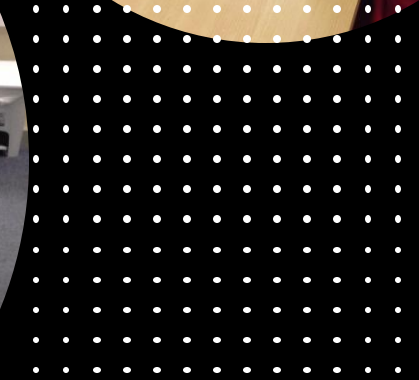
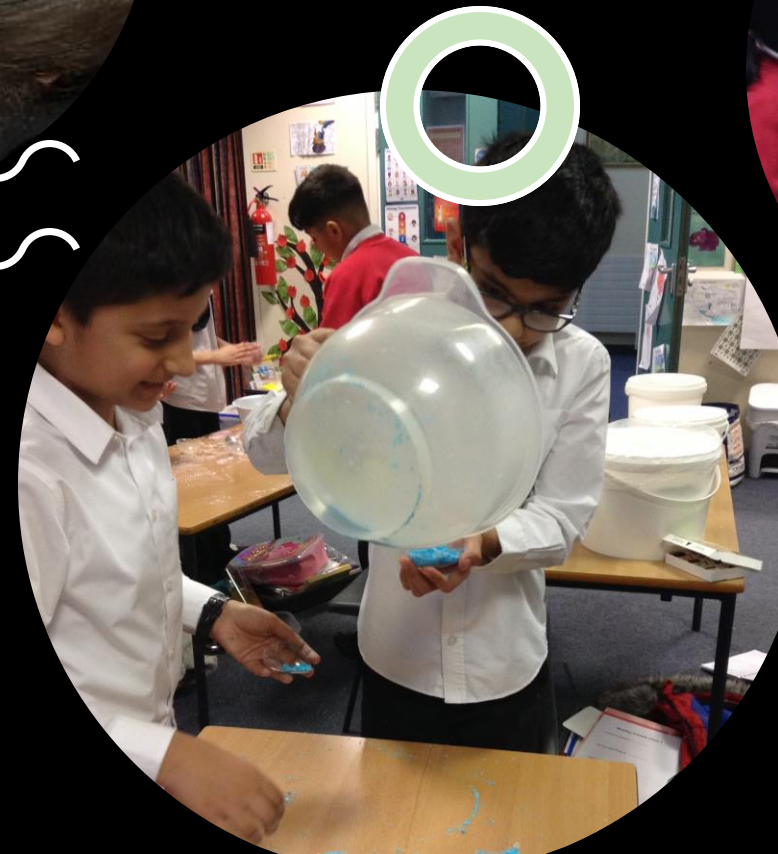
Researching
bath bombs we
found so many
different kinds



We created
mood boards to
help with our
design ideas



We used equipment
such as moulds – to
make sure we got the
shape right every
time.



Year 4: Textiles - Weaving Autumn 2 2023

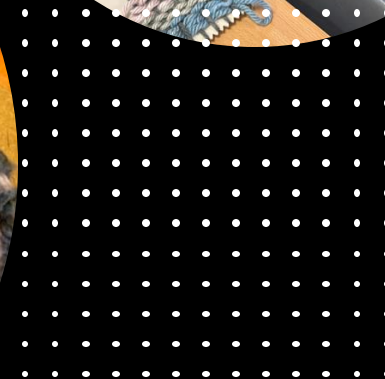
Research and design a weave
suitable for a defined Anglo
Saxon user.

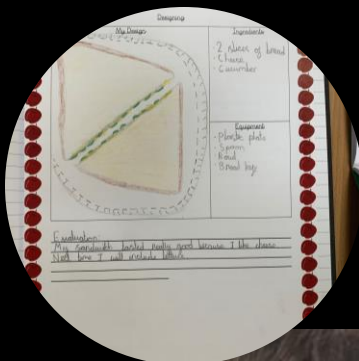
It was hard
trying to think
what an Anglo
Saxon would
wear



I found
weaving easy
but tying
knots difficult

The weft threads had
to be woven the
opposite way each
row or it didn't look
right





Sandwiches are easy to make but we tried to think about what was healthy – not just jam or something sweet

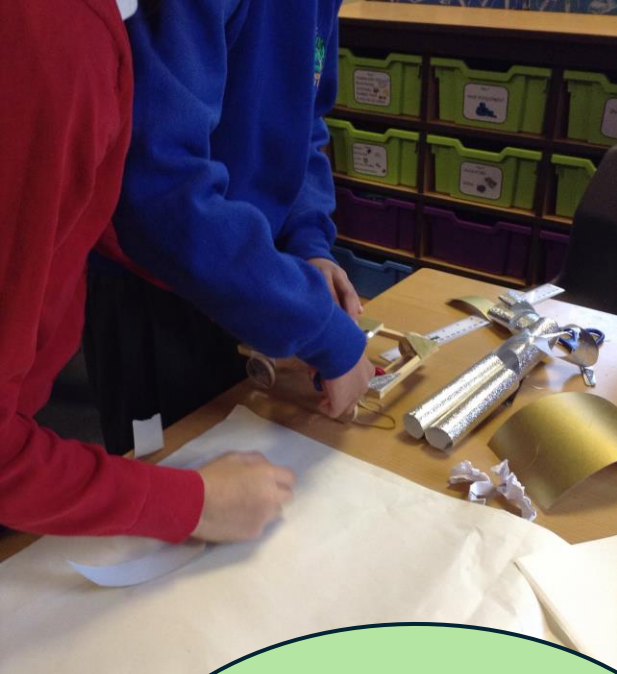
I did well on spreading the cheese to get some dairy on the sandwich

If I did this again I think I would make something different. I prefer wraps to bread and I didn't like the tomato in it.



Year 4: Food & Nutrition - Healthy sandwich Summer 2 2024

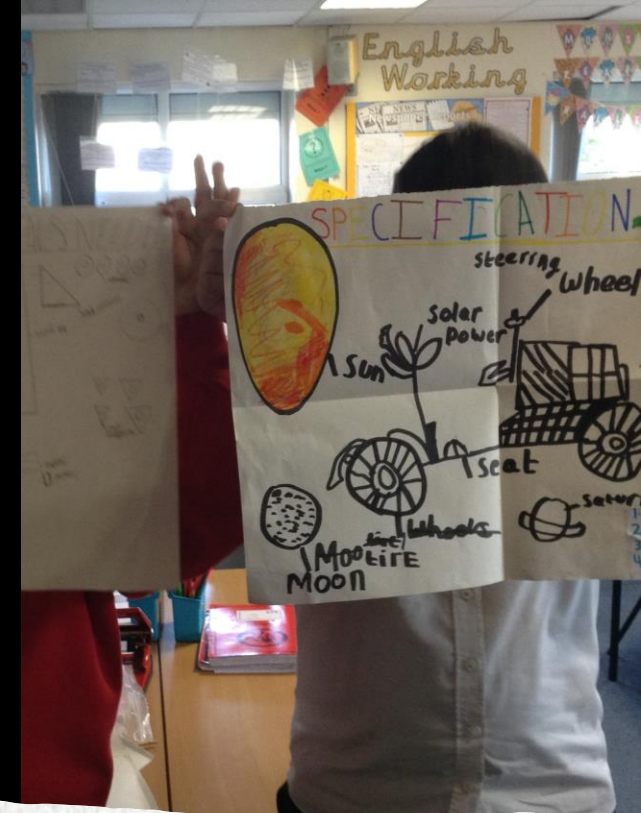
Design a healthy sandwich or transportable savoury snack food, taking into account user preferences or allergies.



We use equipment such as saws (carefully) to create our chassis before attaching our working circuit.



We then test our mechanism and see if it works properly before evaluating it.



Year 5: Mechanisms - Moon buggies

Autumn 1 2023

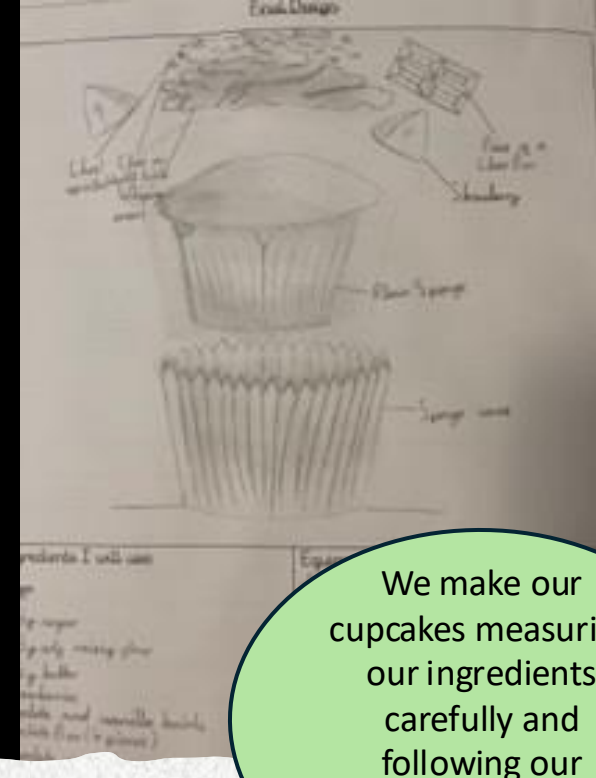
Design a model controllable vehicle, incorporating a motor, which you can control the speed and direction of movement. Links: Science



We design our cupcakes as an appealing snack that could be adapted according to preferences. We have to choose our ingredients carefully to meet our design criteria.



It was tricky drawing an exploded diagram but it made it easier to see the different parts



We make our cupcakes measuring our ingredients carefully and following our instructions.



Year 5: Food & Nutrition -Cupcake Autumn 2 2022

Design a 'new take' on a cupcake!

Keeping the longboat waterproof when joining the different pieces was hard. I think using hot glue next time would be better

Year 5: Structures - Viking Longships Spring 1 2024

- Design a craft, using and joining suitable materials, that is a solid structure and will float & be stable in the water.
- Links: Science



If I could make this again, I would paint the card first as I think this would make it more waterproof.

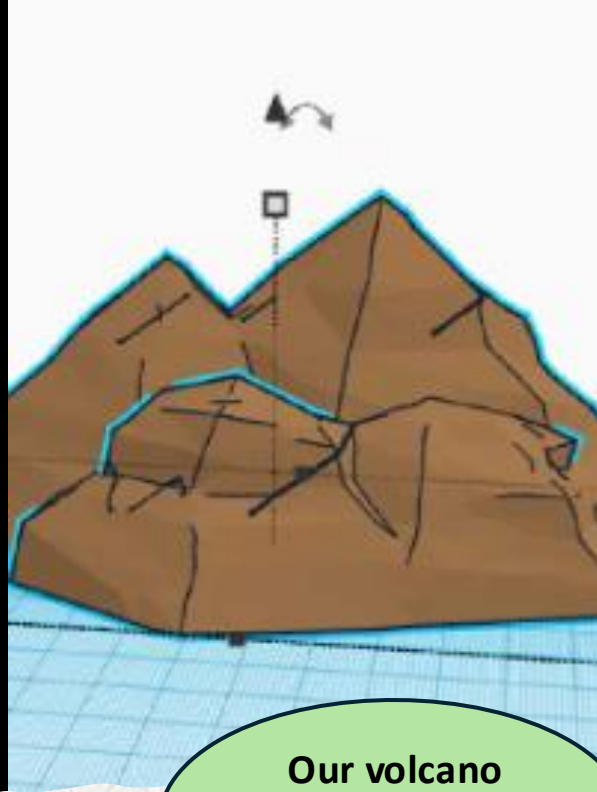
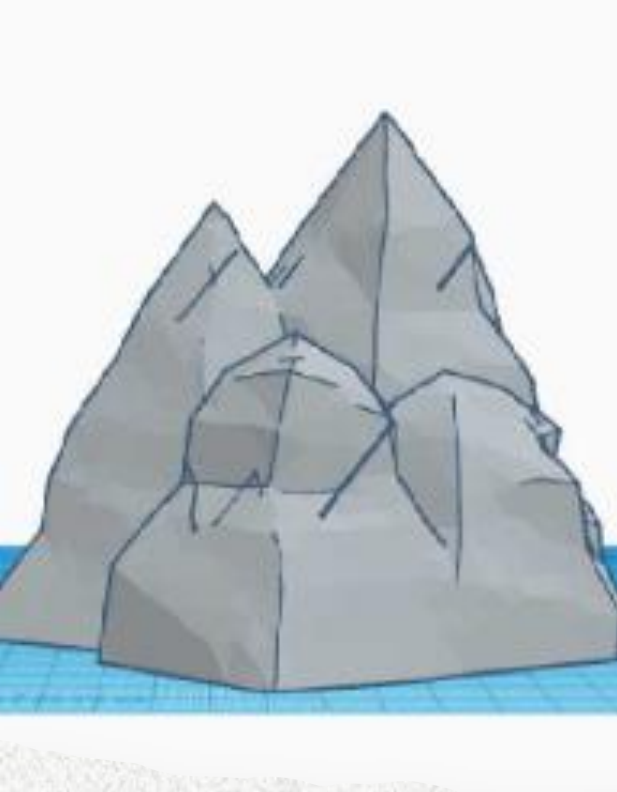


I enjoyed programming the circuit – I made the snowman's eyes blink!

The circuit was easy but making the decoration look good to present on Dragon's Den was hard.

I think we could make these for Ramadan too.

- Year 6: Programmable circuits - Christmas decoration
- Design a craft, using and joining suitable materials, that is a solid structure and will float & be stable in the water.



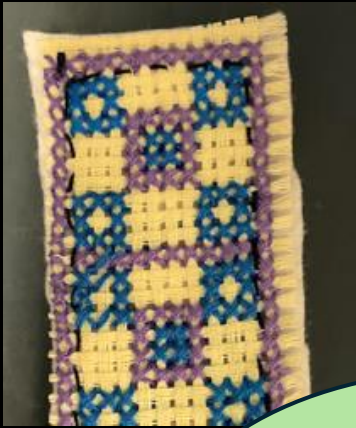
Our volcano was just like our design

We used an online software programme called 'Tinkercad' to design a 3-D model of our volcano.

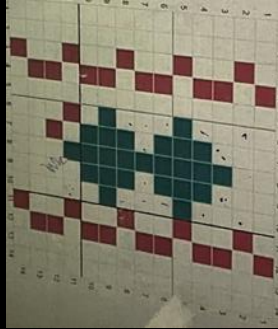
It was important to get a wide, flat base for stability

Year 6: Structures – Volcanoes. Spring 1

Use CAD to design a stable volcano structure that enables an 'erupting' science experiment.



Improvements to my design would include using different shapes of binca (the fabric used for cross-stitching.)



I found changing the thread to a different colour difficult

- Year 6: Textiles – Islamic Art inspired bookmark. Summer 2
- Use CAD to design a cross-stitch pattern; use different sewing techniques to create design and attach to backing.