

# Design and Technology - Curriculum Progression

	EYFS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS Mini Models	Cycle 1	<b>New Beginnings</b> Goat Goes to Playgroup	Space Aliens Love Underpants	Farm Rosie's Walk	That's Not My...	Growing Jasper's Beanstalk	Transport Dig, Dig, Digging
	Cycle 2	<b>All About Me</b> Heads, Shoulders, Knees and Toes	Animals/Pets Hairy Maclary	Traditional Tales Three Little Pigs	Growing One Mole Digging a Hole	Jungle Dear Zoo	Colour Brown Bear, Brown Bear, What Do You See
EYFS Nursery	Cycle 1	<b>Me and My Community</b> It's Okay to be Different	Traditional Tales Gingerbread Man	Traditional Tales Goldilocks and the Three Bears	Traditional Tales Three Billy Goats Gruff	Bears We're going on a Bear Hunt	Nursery Rhymes Traditional
	Cycle 2	<b>Traditional Tales</b> Jack and the Beanstalk	Traditional Tales Gingerbread Man	Farm Chicken Licken	Starry Night Owl Babies	Number Nursery Rhymes	Growing The Very Hungry Caterpillar
EYFS Reception		<b>Me and My Community –Feelings</b> The Colour Monster & The Worrysaurus	Once Upon a Time & Christmas The Jolly Postman & The Jolly Christmas Postman	Me and my Community Diversity Pink Is For Boys Included	Ready, Steady, Cook! Little Red Hen The Runaway Pea	Starry Night How to Catch a Poems out Loud!	Animal Safari A first book of animals Little Red and the Very Hungry Lion
<p><b>Knowledge and Understanding</b></p> <p><b>Literacy – Writing</b>-Enjoys drawing and writing on paper</p> <p><b>Mathematics – Shape</b> -Makes simple constructions -Makes simple constructions   <b>Mathematics – Measures</b> -Explores differences in size, length, weight and capacity</p> <p><b>Communication and Language</b> -Is able to follow instructions (R5) -Listens and responds to ideas expressed by others in conversation or discussion (R6) -Uses talk to organize, sequence and clarify thinking, ideas, feelings and events (R6) -Understands questions such as who, why, when, where and how (R6)</p> <p><b>Understanding the World</b> -Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car (R4) -Plays with water to investigate 'low technology' such as washing and cleaning (R4) -Uses pipes, funnels and other tools to carry/transport water from one place to another (R4) -Knows how to operate simple equipment e.g. turns on a CD player, uses a remote control (R5) -Shows an interest in technological toys with knobs or pulleys, real objects such as cameras (R5) -Shows skills in making toys working by pressing parts or lifting flaps to achieve effects such as sound, movements or new images (R5) -Play with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet (R5) -Knows about similarities and differences in relation to places, objects, materials and living things (R6)</p> <p><b>Expressive Art &amp; Design</b> -Uses 3D and 2D structures to explore materials and /or to express ideas (R4) -Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations (R4) -Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces (R5) -Uses tools for a purpose (R5) -Creates representations of both imaginary and real-life ideas, events, people and objects (R6) -Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking (R6) Develop their own ideas through experimentation with diverse materials, e.g. light, images, loose parts, powder paint, watercolour, to express and communicate their discoveries and understanding (R6)</p> <p><b>Physical Development</b> -Uses simple tools to effect changes to materials (R6) -Handles tools, objects, construction and malleable materials safely and with increasing control and intention (R6) -Eats a healthy range of foodstuffs and understands need for variety in food (R6) -Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures (R6)</p> <p><b>By the end of EYFS – Early Learning Goals</b></p> <p><b>Expressive Arts &amp; Design – Creating with Materials</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function</li> <li>Share their creation, explaining the process they have used</li> </ul>							

<p><b>Y1</b></p>	<p><b>Design and make a structure</b></p> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• use their own ideas to make something.</li> <li>• make a simple plan before making.</li> <li>• understand that the way something looks can make someone want to buy it.</li> <li>• To know what materials are.</li> <li>• To know how techniques to make and strengthen products.</li> <li>• To select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining, finishing).</li> <li>• To select from and use a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• explain to someone else how they want to make their product. choose appropriate resources and tools.</li> </ul> <p><b>Vocabulary</b></p> <p>Glue, product, materials, drill, screw, nail, strengthen, ingredients, characteristics, joining, finishing, cutting, shaping, structures, stronger, stiffer, stable</p>	<p><b>Design, make and evaluate a mechanism (a turning mechanism: wheels, winding, lever, hinge e.g. a moving picture)</b></p> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• use my own ideas to make something.</li> <li>• describe how something works.</li> <li>• know how to make a product which moves.</li> <li>• know ways in which to make a model stronger.</li> <li>• make a simple plan before making.</li> <li>• To know what levers, wheels and winding mechanisms are.</li> <li>• To know how to design and create a product.</li> <li>• To know how to use given mechanisms to create a product.</li> <li>• To explore and use mechanisms (levers, sliders, wheels, axles)</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• choose appropriate resources and tools.</li> <li>• explain what went well with their work</li> </ul> <p><b>Vocabulary</b></p> <p>Mechanism, wheel, lever, winding, product, axles, slider, wheels, hinge</p>	<p><b>Investigate, design, make and evaluate a fruit salad or salad.</b></p> <p><b>Preparing dishes for a healthy varied diet Understand where food comes from</b></p> <p><b>Food from around the world Healthy lunchbox</b></p> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• can cut food safely.</li> <li>• understand how to create balanced meal.</li> <li>• know why it is important to eat a balanced and healthy diet</li> <li>• To know the names of utensils and equipment needed for food.</li> <li>• To know where food comes from</li> <li>• Know you follow a simple recipe to make food.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• choose appropriate resources and tools.</li> <li>• To know how to use utensils and equipment correctly</li> </ul> <p><b>Vocabulary</b></p> <p>Recipe, utensils, instruction, peeler, grater, knife, rolling pin, Cut, peel, grate, ingredients, knife, cutlery, hygienic, safety. Measure, weigh, scale, accuracy, grams, pounds (LB), ounces (OZ), millilitres (ML), teaspoon, tablespoon, dessert spoon.</p>
<p><b>Sequenced from:</b></p>	<p><b>EYFS:</b></p> <ul style="list-style-type: none"> <li>• Uses 3D and 2D structures to explore materials and /or to express ideas (R4)</li> <li>• Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations (R4)</li> <li>• Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces (R5)</li> <li>• Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function</li> <li>• Share their creation, explaining the process they have used</li> </ul>	<p><b>EYFS:</b></p> <ul style="list-style-type: none"> <li>• Knows how to operate simple equipment e.g. turns on a CD player, uses a remote control (R5)</li> <li>• Shows an interest in technological toys with knobs or pulleys, real objects such as cameras (R5)</li> <li>• Shows skills in making toys working by pressing parts or lifting flaps to achieve effects such as sound, movements or new images (R5)</li> </ul>	<p><b>EYFS:</b></p> <ul style="list-style-type: none"> <li>• Eats a healthy range of foodstuffs and understands need for variety in food (R6)</li> <li>• Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures (R6)</li> </ul>
<p><b>Sequenced to:</b></p>	<p><b>Y2: Structure with movement</b></p> <ul style="list-style-type: none"> <li>• Know how to join materials and components in different ways.</li> <li>• know how to measure materials to use in a model or structure.</li> <li>• know how to make a product which moves.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• choose tools and materials and explain why they have chosen them</li> </ul>	<p><b>Y2: Structure with movement</b></p> <ul style="list-style-type: none"> <li>• Know how to join materials and components in different ways.</li> <li>• know how to measure materials to use in a model or structure.</li> <li>• know how to make a product which moves.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• choose tools and materials and explain why they have chosen them</li> </ul>	<p><b>Y2: Design and make a healthy sandwich</b></p> <ul style="list-style-type: none"> <li>• know why it is important to eat a balanced meal.</li> <li>• Know about food hygiene.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• choose tools and materials and explain why they have chosen them.</li> <li>• describe the ingredients they are using.</li> </ul>

<p><b>Y2</b></p>	<p><b>Investigate, design, make and evaluate a structure that is strong and uses movement e.g. wheels and axles for a vehicle, windmill</b></p> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>To know how to compare designs</li> <li>To know how to critique</li> <li>To know how to investigate products</li> </ul> <ul style="list-style-type: none"> <li>think of an idea and plan what to do next.</li> <li>Know how to join materials and components in different ways.</li> <li>know how to measure materials to use in a model or structure.</li> <li>know how to make a product which moves.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>choose tools and materials and explain why they have chosen them</li> <li>evaluate their work and say how they could improve it.</li> <li>Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</li> </ul> <p><b>Vocabulary</b> Mechanism, wheel, axle, turning, rotating Material, tool, cut, curl, safely, centimetre, glue, fold, tear. Measure, mark, ruler, tape measure, shaping, range,, combine, strengthen, technique, scale</p>	<p><b>Investigate, design, make and evaluate a healthy sandwich</b></p> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>To know how to compare designs</li> <li>To know how to critique</li> <li>To know how to investigate products</li> </ul> <ul style="list-style-type: none"> <li>think of an idea and plan what to do next.</li> <li>understand how to create balanced meal.</li> <li>know why it is important to eat a balanced meal.</li> <li>Know about food hygiene.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>choose tools and materials and explain why they have chosen them.</li> <li>describe the ingredients they are using.</li> </ul> <p><b>Vocabulary</b> Recipe, utensils, instruction, peeler, grater, knife, rolling pin, Cut, peel, grate, ingredients, knife, cutlery, hygienic, safety. Measure, weigh, scale, accuracy, grams, pounds (LB), ounces (OZ), millilitres (ML), teaspoon, tablespoon, dessert spoon.</p>	<p><b>Investigate, design, make and evaluate a textile product e.g. a hand puppet</b></p> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>To know how to compare designs</li> <li>To know how to critique</li> <li>To know how to investigate products</li> </ul> <ul style="list-style-type: none"> <li>To understand what textiles are.</li> <li>To know how to perform a simple running stitch.</li> <li>To know how to use, dyeing, embellishment and printing techniques.</li> <li>To understand how to join textiles together.</li> </ul> <p><b>To select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining, finishing).</b></p> <p><b>To select from and use a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics.</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>evaluate their work and say how they could improve it.</li> <li>explain why I have chosen specific textiles.</li> <li>Shape textiles using templates.</li> </ul> <p>Join textiles using running stitch.</p> <ul style="list-style-type: none"> <li>Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing)</li> </ul> <p><b>Vocabulary</b> Shape, textile, template, running stitch, techniques, dyeing, sequins, printing, decorate</p>
<p><b>Sequenced from:</b></p>	<p><b>Y1: Make a structure</b> <b>Y1: Use a mechanism</b></p> <ul style="list-style-type: none"> <li>make a simple plan before making.</li> <li>To know what levers, wheels and winding mechanisms are.</li> <li>To know what materials are.</li> <li>To know how techniques to make and strengthen products.</li> </ul> <ul style="list-style-type: none"> <li>To select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining, finishing).</li> </ul>	<p><b>Y1: Make a healthy salad or fruit salad</b></p> <ul style="list-style-type: none"> <li>To know the names of utensils and equipment needed for food.</li> <li>To know where food comes from</li> <li>Know you follow a simple recipe to make food.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>choose appropriate resources and tools.</li> <li>To know how to use utensils and equipment correctly</li> </ul>	<p><b>EYFS:</b></p> <ul style="list-style-type: none"> <li>Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations (R4)</li> <li>Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces (R5)</li> <li>Uses tools for a purpose (R5)</li> <li>Creates representations of both imaginary and real-life ideas, events, people and objects (R6)</li> </ul>
<p><b>Sequenced to:</b></p>	<p><b>Y3 Design and make a moving product using knowledge of forces, pulleys and levers</b></p> <ul style="list-style-type: none"> <li>Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears)</li> </ul>	<p><b>Y3 Investigate, Design, Make and Evaluate a savoury dish</b></p> <ul style="list-style-type: none"> <li>To know how to control an oven or hob for cooking.</li> <li>To know how to read a scale.</li> <li>To understand units of measure.</li> </ul>	<p><b>Investigate, Design, Make and Evaluate a textile case, money container</b></p> <ul style="list-style-type: none"> <li>To know what a seam and where it is</li> <li>To know how to use a seam allowance.</li> </ul>

<p><b>Y3</b></p>	<p><b>Investigate, Design, Make and Evaluate a textile case, money container.</b></p> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>design something to meet a set of criteria.</li> <li>know how to follow a step-by-step plan choosing the right equipment and materials.</li> <li>choose a materials for both its suitability and its appearance.</li> <li>To know what a seam and where it is</li> <li>To know how to use a seam allowance.</li> <li>design a product and make sure that it looks attractive.</li> <li>To know how to use a needle and thread.</li> <li>To know different techniques when decorating textiles.</li> <li>To recognise and use different materials.</li> <li>Choose suitable techniques to construct products or to repair items</li> <li>Strengthen materials using suitable techniques</li> <li>To 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.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>follow a step-by-step plan choosing the right equipment and materials.</li> <li>select the most appropriate tools and techniques for a given tasks.</li> <li>work accurately to measure, make cuts and make holes.</li> <li>Understand the need for a seam allowance.</li> <li>Join textiles with appropriate stitching</li> <li>Select the most appropriate techniques to decorate textiles</li> </ul> <p><b>Vocabulary</b></p> <p>Shape, textile, template, running stitch, techniques, dyeing, sequins, printing, decorate, aesthetic, components, construction, functional</p>	<p><b>Design and make a moving product using knowledge of forces, pulleys and levers</b></p> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>design something to meet a set of criteria.</li> <li>design a product and make sure that it looks attractive.</li> <li>choose materials for both its suitability and its appearance.</li> <li>make a product which uses mechanical components.</li> <li>know how to follow a step-by-step plan choosing the right equipment and materials.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>follow a step-by-step plan choosing the right equipment and materials.</li> <li>select the most appropriate tools and techniques for a given tasks</li> <li>work accurately to measure, make cuts and make holes</li> <li>Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears)</li> <li>Choose suitable techniques to construct products or to repair items</li> <li>Strengthen materials using suitable techniques</li> </ul> <p><b>Vocabulary</b></p> <p>Transference, forces, mechanisms, levers, winding, pulley, gear, cams, levers, linkages, mechanical</p>	<p><b>Food Technology: Investigate, Design, Make and Evaluate a savoury dish</b></p> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>design something to meet a set of criteria.</li> <li>choose a materials for both its suitability and its appearance</li> <li>To know what hygiene means and how to keep surfaces, utensils, and hands clean.</li> <li>To know how to read a scale.</li> <li>To understand units of measure.</li> <li>To know how to follow a recipe.</li> <li>To know the name of utensils and equipment needed for food.</li> <li>To know how to use utensils and equipment correctly.</li> <li>To know how to control an oven or hob for cooking.</li> <li>To understand and apply the principles of a healthy and varied diet.</li> <li>To prepare and cook a variety of predominately savoury dishes using a range of cooking techniques.</li> <li>To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>follow a step-by-step plan choosing the right equipment and materials.</li> <li>select the most appropriate tools and techniques for a given tasks</li> <li>Prepare ingredients hygienically using appropriate utensils</li> <li>Measure ingredients to the nearest gram accurately</li> <li>Follow a recipe</li> <li>Assemble or cook ingredients (controlling the temperature of the over or hob if cooking)</li> </ul> <p><b>Vocabulary</b></p> <p>Recipe, utensils, instruction, peeler, grater, knife, rolling pin, Cut, peel, grate, ingredients, knife, cutlery, hygienic, safety. Measure, weigh, scale, accuracy, grams (G), kilogram (KG), pounds (LB), ounces (OZ), millilitres (ML), teaspoon, tablespoon, dessert spoon. Oven, hob, grill. Temperature, Celsius, gas mark, boiling point, simmer, lukewarm, melting point, freezing point. Seasonality, savoury, reared, caught, grown, processed.</p>
<p><b>Sequenced from:</b></p>	<p><b>Y2 Investigate, design, make and evaluate a textile product e.g. a hand puppet</b></p> <ul style="list-style-type: none"> <li>To know how to perform a simple running stitch.</li> <li>To know how to use, dyeing, embellishment and printing techniques.</li> <li>To understand how to join textiles together.</li> </ul> <p>Shape textiles using templates.</p>	<p><b>Y2 Investigate, design, make and evaluate a structure that is strong and uses movement e.g. wheels and axles for a vehicle, windmill</b></p> <ul style="list-style-type: none"> <li>know how to measure materials to use in a model or structure.</li> <li>know how to make a product which moves.</li> </ul>	<p><b>Y2 Investigate, design, make and evaluate a healthy sandwich</b></p> <ul style="list-style-type: none"> <li>Know why it is important to eat a balanced meal.</li> <li>Know about food hygiene.</li> </ul> <p>Describe the ingredients they are using</p>
<p><b>Sequenced to:</b></p>	<p><b>Y4 Investigate, Design, Make and evaluate a framed 2D textile picture linked to topic work.</b></p> <ul style="list-style-type: none"> <li>know how to measure accurately to accuracy of mm.</li> <li>To know how to use a needle and thread.</li> <li>To know different techniques when decorating textiles.</li> </ul>	<p><b>Y4 Investigate, Design, Make and Evaluate a product with a simple electrical circuit e.g. a torch</b></p> <ul style="list-style-type: none"> <li>To understand how a simple circuit is made.</li> <li>To understand how series and parallel circuits are made.</li> <li>To understand and use electrical systems in their products (series circuits, incorporating switches, bulbs, buzzers and motors)</li> </ul>	<p><b>Y4 Investigate, design, make and evaluate a food product and its packaging e.g. lunchtime snack, biscuits.</b></p> <ul style="list-style-type: none"> <li>design something to meet a set of criteria.</li> <li>choose materials (for packaging) for both its suitability and its appearance.</li> </ul>

<p><b>Y4</b></p>	<p><b>Investigate, design, make and evaluate a food product and its packaging e.g. lunchtime snack, biscuits.</b></p> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>design something to meet a set of criteria.</li> <li>choose materials (for packaging) for both its suitability and its appearance.</li> <li>To know what hygiene means and how to keep surfaces, utensils, and hands clean.</li> <li>To know how to read a scale.</li> <li>To understand units of measure.</li> <li>To know how to follow a recipe.</li> <li>To know the name of utensils and equipment needed for food.</li> <li>To know how to use utensils and equipment correctly.</li> <li>To know how to control an oven or hob for cooking.</li> <li>To understand and apply the principles of a healthy and varied diet.</li> <li>To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>produce a plan and explain it.</li> <li>select the most appropriate tools and techniques for a given tasks.</li> <li>evaluate and suggest improvements for their designs.</li> <li>evaluate products for both their purpose and appearance.</li> <li>know how to measure accurately.</li> <li>Prepare ingredients hygienically using appropriate utensils</li> <li>Measure ingredients to the nearest gram accurately</li> <li>Follow a recipe</li> <li>Assemble or cook ingredients (controlling the temperature of the over or hob if cooking)</li> </ul> <p><b>Vocabulary</b> Recipe, utensils, instruction, peeler, grater, knife, rolling pin, Cut, peel, grate, ingredients, knife, cutlery, hygienic, safety. Measure, weigh, scale, accuracy, grams (G), kilogram (KG), pounds (LB), ounces (OZ), millilitres (ML), teaspoon, tablespoon, dessert spoon. Oven, hob, grill. Temperature, Celsius, gas mark, boiling point, simmer, lukewarm, melting point, freezing point. Seasonality, savoury, reared, caught, grown, processed.</p>	<p><b>Investigate, Design, Make and evaluate a framed 2D textile picture linked to topic work.</b></p> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>design something to meet a set of criteria.</li> <li>design a product and make sure that it looks attractive.</li> <li>use ideas from other people when I am designing.</li> <li>know how to measure accurately to accuracy of mm.</li> <li>To know how to use a needle and thread.</li> <li>To know different techniques when decorating textiles.</li> <li>To recognise, select from and use different materials and textiles according to their functional properties and aesthetic qualities.</li> <li>select the most appropriate tools and techniques for a given tasks</li> <li>evaluate and suggest improvements for their designs.</li> <li>explain how they have improved their original design.</li> <li>present a product in an interesting way.</li> <li>persevere and adapt my work when my original ideas do not work.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>produce a plan and explain it.</li> <li>Be able to plait and / or weave</li> <li>Join textiles with appropriate stitching</li> <li>Select the most appropriate techniques to decorate textiles</li> </ul> <p><b>Vocabulary</b> Shape, textile, template, running stitch, techniques, dyeing, sequins, printing, decorate, aesthetic, components, construction, functional</p>	<p><b>Investigate, Design, Make and Evaluate a product with a simple electrical circuit e.g. a torch</b></p> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>design something to meet a set of criteria.</li> <li>choose a materials for both its suitability and its appearance.</li> <li>know how to measure accurately.</li> <li>To understand how a simple circuit is made.</li> <li>To understand how series and parallel circuits are made.</li> <li>To understand and use electrical systems in their products (series circuits, incorporating switches, bulbs, buzzers and motors)</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>produce a plan ( including annotated and explain it.</li> <li>select the most appropriate tools and techniques for a given tasks.</li> <li>evaluate products for both their purpose and appearance.</li> <li>explain how they have improved their original design.</li> <li>Create series and parallel circuits</li> <li>present a product in an interesting way.</li> </ul> <p><b>Vocabulary</b> Wire, cell, battery, series, clip, parallel, bulbs, buzzers, motors, switches</p>
<p><b>Sequenced from:</b></p>	<p><b>Y3 Food Technology: Investigate, Design, Make and Evaluate a savoury dish</b></p> <ul style="list-style-type: none"> <li>To know the name of utensils and equipment needed for food.</li> <li>To know how to use utensils and equipment correctly.</li> <li>To know how to control an oven or hob for cooking.</li> </ul>	<p><b>Y3 Investigate, Design, Make and Evaluate a textile case, money container.</b></p> <ul style="list-style-type: none"> <li>To know what a seam and where it is</li> <li>To know how to use a seam allowance.</li> <li>design a product and make sure that it looks attractive.</li> <li>Select the most appropriate techniques to decorate textiles</li> </ul>	<p><b>Y3 Design and make a moving product using knowledge of forces, pulleys and levers</b></p> <p><b>Y2 Investigate, design, make and evaluate a structure that is strong and uses movement e.g. wheels and axles for a vehicle, windmill</b></p> <ul style="list-style-type: none"> <li>know how to follow a step-by-step plan choosing the right equipment and materials.</li> <li>work accurately to measure, make cuts and make holes</li> </ul>
<p><b>Sequenced to:</b></p>	<p><b>Y5 Research, design, make and evaluate a savoury dish e.g. pasta or casserole</b></p> <ul style="list-style-type: none"> <li>To know how to control an oven or hob for cooking.</li> <li>To understand and apply the principles of a healthy and varied diet.</li> <li>To prepare and cook a variety of predominately savoury dishes using a range of cooking techniques.</li> <li>To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	<p><b>Y5 Funky furnishings! Investigate, design, make and evaluate a 'funky' cushion cover.</b></p> <ul style="list-style-type: none"> <li>know and explain how a product will appeal to a specific audience.</li> <li>know how to use a range of tools and equipment competently.</li> <li>make a prototype before I make a final version.</li> </ul>	<p><b>Y5 Moving toys! Investigate, design, make and evaluate a toy that can move (Linked to forces unit in Science)</b></p> <ul style="list-style-type: none"> <li>suggest alternative plans, outlining the positive features and draw backs.</li> <li>know how to use a range of tools and equipment competently.</li> <li>To understand and use mechanical systems in products (gears, pulleys, cams, levers and linkages).</li> </ul>

<p><b>Y5</b></p>	<p><b>Funky furnishings! Investigate, design, make and evaluate a 'funky' cushion cover.</b></p> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• know and explain how a product will appeal to a specific audience.</li> <li>• know how to use a range of tools and equipment competently.</li> <li>• make a prototype before I make a final version.</li> <li>• To know what a seam and where it is</li> <li>• To know how to use a seam allowance.</li> <li>• To know how to use a needle and thread.</li> <li>• To know different techniques when decorating textiles.</li> <li>• To recognise and use different materials.</li> <li>• To 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.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• come up with a range of ideas after collecting information from different sources.</li> <li>• produce a detailed, step by step plan.</li> <li>• suggest alternative plans, outlining the positive features and draw backs.</li> <li>• evaluate appearance and function against original criteria</li> <li>• Understand the need for a seam allowance.</li> <li>• Join textiles with appropriate stitching</li> <li>• Select the most appropriate techniques to decorate textiles</li> </ul> <p><u>Vocabulary</u> Shape, textile, template, running stitch, blanket stitch, back stitch, applique, techniques, dyeing, sequins, printing, decorate, aesthetic, components, construction, functional</p>	<p><b>Research, design, make and evaluate a savoury dish e.g. pasta or casserole</b></p> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• develop a range of ideas after collecting information from different sources</li> <li>• know how to use a range of tools and equipment competently.</li> <li>• To know what hygiene means and how to keep surfaces, utensils, and hands clean.</li> <li>• To know how to read a scale.</li> <li>• To understand units of measure.</li> <li>• To know how to follow a recipe.</li> <li>• To know the name of utensils and equipment needed for food.</li> <li>• To know how to use utensils and equipment correctly.</li> <li>• To know how to control an oven or hob for cooking.</li> <li>• To understand and apply the principles of a healthy and varied diet.</li> <li>• To prepare and cook a variety of predominately savoury dishes using a range of cooking techniques.</li> <li>• To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• show that they can be both hygienic and safe in the kitchen.</li> <li>• follow and refine plans.</li> <li>• explain how products should be stored and given reasons.</li> <li>• work within a budget.</li> <li>• Prepare ingredients hygienically using appropriate utensils</li> <li>• Measure ingredients to the nearest gram accurately</li> <li>• Follow a recipe</li> <li>• Assemble or cook ingredients (controlling the temperature of the over or hob if cooking)</li> </ul> <p><u>Vocabulary</u> Recipe, utensils, instruction, peeler, grater, knife, rolling pin, Cut, peel, grate, ingredients, knife, cutlery, hygienic, safety. Measure, weigh, scale, accuracy, grams (G), kilogram (KG), pounds (LB), ounces (OZ), millilitres (ML), teaspoon, tablespoon, dessert spoon, ratios Oven, hob, grill. Temperature, Celsius, gas mark, boiling point, simmer, lukewarm, melting point, freezing point. Seasonality, savoury, reared, caught, grown, processed.</p>	<p><b>Moving toys! Investigate, design, make and evaluate a toy that can move (Linked to forces unit in Science)</b></p> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• produce a detailed, step by step plan.</li> <li>• suggest alternative plans, outlining the positive features and draw backs.</li> <li>• know how to use a range of tools and equipment competently.</li> <li>• To understand and use mechanical systems in products (gears, pulleys, cams, levers and linkages).</li> <li>• To know how to use tools correctly.</li> <li>• To be able to measure accurately.</li> <li>• To know how materials are joined together.</li> <li>• To know what the perimeter is and how to measure it.</li> <li>• To know which technique is most effective.</li> <li>• To 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.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• develop a range of ideas after collecting information from different sources.</li> <li>• explain how a product will appeal to a specific audience.</li> <li>• evaluate appearance and function against original criteria.</li> <li>• Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears)</li> <li>• Cut materials accurately and safely by selecting appropriate tools.</li> <li>• Measure and mark out to the nearest millimetre</li> <li>• Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs)</li> <li>• Select appropriate joining materials</li> </ul> <p><u>Vocabulary</u> Transference, forces, mechanisms, levers, winding, pulley, gear, cams, followers, levers, linkages, mechanical.</p>
<p><b>Sequenced from:</b></p>	<p><b>Y4 Investigate, Design, Make and evaluate a framed 2D textile picture linked to topic work.</b></p> <ul style="list-style-type: none"> <li>• To know different techniques when decorating textiles.</li> <li>• To recognise, select from and use different materials and textiles according to their functional properties and aesthetic qualities.</li> <li>• Present a product in a positive way.</li> </ul>	<p><b>Y4 Investigate, design, make and evaluate a food product and its packaging e.g. lunchtime snack, biscuits.</b></p> <ul style="list-style-type: none"> <li>• design something to meet a set of criteria.</li> <li>• choose materials (for packaging) for both its suitability and its appearance.</li> </ul>	<p><b>Y4 Investigate, Design, Make and Evaluate a product with a simple electrical circuit e.g. a torch</b></p> <ul style="list-style-type: none"> <li>• To understand how a simple circuit is made.</li> <li>• To understand how series and parallel circuits are made.</li> <li>• To understand and use electrical systems in their products (series circuits, incorporating switches, bulbs, buzzers and motors)</li> </ul>
<p><b>Sequenced to:</b></p>		<p><b>Y6 To research, design, make and evaluate a savoury food e.g. stir fry</b></p> <p>To prepare and cook a variety of predominately savoury dishes using a range of cooking techniques</p>	<p><b>Moving toys! Research, Design, make and evaluate more complex structures e.g. a toy, or fairground ride, that can move, incorporating an electrical circuit.</b></p> <ul style="list-style-type: none"> <li>• To 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.</li> <li>• To understand how a simple circuit is made.</li> <li>• To understand how series and parallel circuits are made.</li> <li>• To understand and use electrical systems in their products (series circuits, incorporating switches, bulbs, buzzers and motors)</li> <li>• justify plans in a convincing way.</li> <li>• work within a budget.</li> </ul>

<p><b>Y6</b></p>	<p><b>To research, design, make and evaluate a savoury food e.g. stir fry</b></p> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>To know what hygiene means and how to keep surfaces, utensils, and hands clean.</li> <li>To know how to read a scale.</li> <li>To understand units of measure.</li> <li>To know how to follow a recipe</li> <li>To know the name of utensils and equipment needed for food.</li> <li>To know how to use utensils and equipment correctly.</li> <li>To know how to control an oven or hob for cooking.</li> <li>To understand and apply the principles of a healthy and varied diet.</li> <li>To prepare and cook a variety of predominately savoury dishes using a range of cooking techniques.</li> <li>To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>follow and refine plans.</li> <li>justify plans in a convincing way.</li> <li>evaluate a product against clear criteria</li> <li>Prepare ingredients hygienically using appropriate utensils</li> <li>Measure ingredients to the nearest gram accurately</li> <li>Follow a recipe</li> <li>Assemble or cook ingredients (controlling the temperature of the over or hob if cooking)</li> </ul> <p><b>Vocabulary</b>  Recipe, utensils, instruction, peeler, grater, knife, rolling pin, Cut, peel, grate, ingredients, knife, cutlery, hygienic, safety. Measure, weigh, scale, accuracy, grams (G), kilogram (KG), pounds (LB), ounces (OZ), millilitres (ML), teaspoon, tablespoon, dessert spoon. Oven, hob, grill. Temperature, Celsius, gas mark, boiling point, simmer, lukewarm, melting point, freezing point. Seasonality, savoury, reared, caught, grown, processed.</p>		<p><b>Moving toys! Research, Design, make and evaluate more complex structures e.g. a toy, or fairground ride, that can move, incorporating an electrical circuit.</b></p> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>understand and give consideration of culture and society in plans and designs.</li> <li>explain how a product will appeal to a specific audience.</li> <li>know how to test and evaluate my products.</li> <li>know how to use a range of tools and equipment competently.</li> <li>To select from and use a wide range of tools and equipment to perform practical tasks (cutting, shaping, joining, finishing).</li> <li>To 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.</li> <li>To understand how a simple circuit is made.</li> <li>To understand how series and parallel circuits are made.</li> </ul> <p>To understand and use electrical systems in their products (series circuits, incorporating switches, bulbs, buzzers and motors)</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>use market research to inform plans and ideas.</li> <li>follow and refine plans.</li> <li>justify plans in a convincing way.</li> <li>work within a budget.</li> <li>evaluate product against clear criteria.</li> <li>Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears)</li> <li>Choose suitable techniques to construct products or to repair items</li> <li>Strengthen materials using suitable techniques</li> <li>Cut materials accurately and safely by selecting appropriate tools.</li> <li>Measure and mark out to the nearest millimetre</li> <li>Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs)</li> <li>Select appropriate joining materials</li> </ul> <p><b>Vocabulary</b>  Transference, forces, mechanisms, levers, winding, pulley, gear, cams, levers, linkages, mechanical Glue, product, materials, drill, screw, nail, strengthen, construct, repair, techniques, cutting, joining, shaping, aesthetic, functional  Wire, cell, battery, series, clip, parallel, bulbs, buzzers, motors, switches  Material, tool, cut, curl, safely, millimetre, centimetre, glue, fold, tear. Measure, mark, ruler, tape measure, shaping, range, hinges, combine, strengthen, technique, scale, slots, cut outs</p>
<p><b>Sequenced from:</b></p>	<p><b>Y5 To research, design, make and evaluate a savoury food e.g. stir fry</b></p> <ul style="list-style-type: none"> <li>To prepare and cook a variety of predominately savoury dishes using a range of cooking techniques.</li> <li>To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>		<p><b>Y5 Moving toys! Investigate, design, make and evaluate a toy that can move (Linked to forces unit in Science)</b></p> <ul style="list-style-type: none"> <li>Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears)</li> <li>Cut materials accurately and safely by selecting appropriate tools.</li> <li>Measure and mark out to the nearest millimetre</li> </ul>
<p><b>Sequenced to:</b></p>	<p><b>KS3-Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>To understand and apply the principles of nutrition and health</li> <li>To cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</li> <li>To become competent in a range of cooking techniques</li> <li>To understand the source, seasonality and characteristics of a broad range of ingredients</li> </ul>		<p><b>KS3-Technical knowledge</b></p> <ul style="list-style-type: none"> <li>To understand and use the properties of materials and the performance of structural elements to achieve functioning solutions</li> <li>To understand how more advanced mechanical systems used in their products enable changes in movement and force</li> <li>To understand how more advanced electrical and electronic systems can be powered and used in their products [for example, circuits with heat, light, sound and movement as inputs and outputs]</li> <li>To apply computing and use electronics to embed intelligence in products that respond to inputs [for example, sensors], and control outputs [for example, actuators], using programmable components [for example, microcontrollers]</li> </ul>

