

Succeeding together - fostering a love of learning, within a nurturing Christian community, to bring out 'the best in everyone'.

DESIGN AND TECHNOLOGY PROGRESSION OF SKILLS

Year	National Curriculum	Topic	Knowledge	Skills	Vocabulary
EYFS		Designing	I know how to design something with a purpose in mind.	<ul style="list-style-type: none"> I can represent my own ideas, thoughts and feelings. 	Idea, like, dislike, exploration, sense, find, thought, think, draw, tell
		Making	I know how to safely use tools and materials. I know that materials can be manipulated.	<ul style="list-style-type: none"> I can develop an understanding of how materials can be manipulated. I can represent my own ideas, thoughts and feelings. Develop scissor skills, pincer grip, fine and gross motor skills 	Make, cut, roll, tear, fold, rip, stick, glue, join, tape, create, mark
		Evaluating	I know how to describe my product to others.	<ul style="list-style-type: none"> I can talk about what I have made, say what has worked well and reflect on what I might do next time. I can discuss the work of my peers. 	This will be a child-led conversation.
		Cooking and Nutrition	I know that food can be sorted by using my senses. I know that food can be cut, shaped and mixed. I can discuss ways to keep myself healthy.	<ul style="list-style-type: none"> I can experience common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. I can experience cutting soft fruit and vegetables using appropriate utensils. I know the importance of sleep, exercise, making healthy food choices and looking after my body (for example cleaning teeth.) 	Names of some fruit and vegetable Taste, shape, size, colour, texture, meat, vegetables, bread, knife, spoon, fork,
		Mechanisms	I know that there are moving parts in products.	<ul style="list-style-type: none"> I can work with paper and card to make simple flaps and hinges. I can practise simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape. I can assemble vehicles with moving wheels using construction kits. I can explore moving vehicles through play. 	Material, box, flap, tabs, movement, fold, bend, split pin
		Structures	I know what structures are.	<ul style="list-style-type: none"> I can gain experience of using construction kits to build walls, towers and frameworks. I can gain experience of using basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card. I can experience different methods of joining card and paper. 	Material, build, make, box, taller, shorter, higher, lower
		Textiles	I know that there are different types of fabric and that they can be cut and joined.	<ul style="list-style-type: none"> I am beginning to identify some materials including fabric. I can explore and use different fabrics. I can cut and join fabrics with simple techniques. 	Colour, texture, fabric, cut, stick, design, cover, feel, above, below

'I can do everything through Him who gives me strength.' Philippians 4:13

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Design and Technology	<p>KS1 Design and Technology Curriculum <i>When designing and making, pupils should be taught to:</i></p> <p>Design</p> <ul style="list-style-type: none">• Design purposeful, functional, appealing products for themselves and other users based on design criteria.• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <p>Make</p> <ul style="list-style-type: none">• Select from and use a range of tools and equipment to perform practical tasks.• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none">• Explore and evaluate a range of existing products.• Evaluate their ideas and products against design criteria. <p>Technical Knowledge</p> <ul style="list-style-type: none">• Build structures, exploring how they can be made stronger, stiffer and more stable.• Explore and use mechanisms, in their products. <p><i>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating.</i></p> <p>Cooking & Nutrition</p> <ul style="list-style-type: none">• Use the basic principles of a healthy and varied diet to prepare dishes• Understand where food comes from.
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Year	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Year 1 and 2 Cycle A Autumn	Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing and templates. Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components. E x p l o r e a n d e	Textiles	<p><u>Design</u> I know how to follow a design criteria when designing a product.</p>	<p>I can design a functional and appealing product for a chosen user and purpose based on simple design criteria.</p> <p>I can generate, develop, model and communicate my ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology.</p>	<p>Names of existing products, joining and finishing techniques, tools, fabrics and components</p> <p>template, pattern pieces, mark out, join, decorate, finish</p> <p>features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function</p>
			<p><u>Make</u> I know how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.</p> <p>I know how simple 3-D textile products are made, using a template to create two identical shapes.</p> <p>I know how to explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.</p>	<p>I can select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.</p> <p>I can name and discuss the properties of everyday materials and explore the uses of these materials.</p> <p>I can select from and use textiles according to their characteristics.</p>	
			<p><u>Evaluate</u> I know that I need to evaluate my product against the original design criteria.</p>	<p>I can explore and evaluate a range of existing textile products relevant to the project being undertaken.</p> <p>I can evaluate my ideas throughout and my final products against original design criteria.</p>	

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V a l u a t e a r a n g e o f e x i s t i n g p r o d u c t s . E v a l u a t e			I can evaluate the work of others.	
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Year	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Year 1 and 2 Cycle A Spring	Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing and mock-ups. Select from and use a range of tools and equipment to perform practical tasks. Evaluate their ideas and products against design criteria. Explore and use mechanisms, in their products.	Mechanisms <i>Sliders and Levers</i>	<p><u>Design</u> I know how to follow a design criteria when designing a product.</p>	<p>I can generate ideas based on simple design criteria and my own experiences, explaining what I could make.</p> <p>I can develop, model and communicate my ideas through drawings and mock-ups with card and paper.</p>	<p>slider, lever, pivot, slot, bridge/guide</p> <p>card, masking tape, paper fastener, join</p> <p>pull, push, up, down, straight, curve, forwards, backwards</p> <p>design, make, evaluate, user, purpose, ideas, design criteria, product, function</p>
			<p><u>Make</u> I know what sliders and levers are.</p> <p>I know that different mechanisms produce different types of movement.</p>	<p>I can plan by suggesting what to do next.</p> <p>I can explore and use sliders and levers.</p> <p>I can select and use tools, explaining my choices, to cut, shape and join paper and card.</p> <p>I can use simple finishing techniques suitable for the product I am creating.</p>	
			<p><u>Evaluate</u> I know that I need to evaluate my product against the original design criteria.</p>	<p>I can explore a range of existing books and everyday products that use simple sliders and levers.</p> <p>I can evaluate my product by discussing how well it works in relation to the purpose and the user and whether it meets the design criteria.</p>	

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Year	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Year 1 and 2 Cycle A Summer	Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.	Cooking and Nutrition	<p>Designing I know how to follow a design criteria when designing a product.</p> <p>I know where a range of fruit and vegetables come from e.g. farmed or grown at home.</p> <p>I know, and use, basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of <i>The eatwell plate</i>.</p>	<p>I can design appealing products for a particular user based on simple design criteria.</p> <p>I can generate initial ideas and design criteria through investigating a variety of fruit and vegetables.</p> <p>I can communicate these ideas through talk and drawings.</p>	<p>fruit and vegetable names, names of equipment and utensils</p> <p>sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard</p> <p>flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria</p>
			<p>Make I know how to hold and cut food safely using the claw grip. The Claw Grip - YouTube</p> <p>I know that ingredients can be combined to create a simple dish.</p>	<p>I can use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.</p> <p>I can select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</p>	
			<p>Evaluate I know that I need to evaluate my product against the original design criteria.</p>	<p>I can taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.</p> <p>I can evaluate ideas and finished products against design criteria, including intended user and purpose.</p>	

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Year	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Year 1 and 2 Cycle B Autumn	Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing and mock-ups. Select from and use a range of tools and equipment to perform practical tasks. Evaluate their ideas and products against design criteria. Explore and use mechanisms, in their products.	Mechanisms <i>Wheels and Axles</i>	<p><u>Design</u> I know how to follow a design criteria when designing a product.</p>	<p>I can generate initial ideas and simple design criteria through talking and using own experiences.</p> <p>I can develop and communicate ideas through drawings and mock-ups.</p>	<p>vehicle, wheel, axle, axle holder, chassis, body, cab</p> <p>assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism</p> <p>names of tools, equipment and materials used</p> <p>design, make, evaluate, purpose, user, criteria, functional</p>
			<p><u>Make</u> I know what wheels and axles are.</p> <p>I know how to distinguish between fixed and freely moving axles.</p>	<p>I can select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing.</p> <p>I can explore and use wheels, axles and axle holders.</p> <p>I can select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.</p>	
			<p><u>Evaluate</u> I know that I need to evaluate my product against the original design criteria.</p>	<p>I can explore and evaluate a range of products with wheels and axles.</p> <p>I can evaluate my ideas throughout and my products against original criteria.</p>	

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Year	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Year 1 and Year 2 Cycle B Spring	Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.	Cooking and Nutrition	<p>Designing I know how to follow a design criteria when designing a product.</p> <p>I know where a range of fruit and vegetables come from e.g. farmed or grown at home.</p> <p>I know, and use, basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of <i>The eatwell plate</i>.</p>	<p>I can design appealing products for a particular user based on simple design criteria.</p> <p>I can generate initial ideas and design criteria through investigating a variety of fruit and vegetables.</p> <p>I can communicate these ideas through talk and drawings.</p>	<p>fruit and vegetable names, names of equipment and utensils</p> <p>sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard</p> <p>flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria</p>
			<p>Make I know how to hold and cut food safely using the claw grip. The Claw Grip - YouTube</p> <p>I know that ingredients can be combined to create a simple dish.</p>	<p>I can use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.</p> <p>I can select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</p>	
			<p>Evaluate I know that I need to evaluate my product against the original design criteria.</p>	<p>I can taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.</p> <p>I can evaluate ideas and finished products against design criteria, including intended user and purpose.</p>	

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Year	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Year 1 and 2 Cycle B Summer	Build structures, exploring how they can be made stronger, stiffer and more stable. Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing and mock-ups. Select from and use a range of tools and equipment to perform practical tasks. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria	Freestanding Structures	<p>Design I know how to follow a design criteria when designing a product.</p> <p>I can discuss the work of others and I am introduced to real life examples (architects and engineers)</p>	<p>I can generate ideas based on simple design criteria and my own experiences, explaining what I could make.</p> <p>I can develop, model and communicate their ideas through talking, mock-ups and drawings.</p>	<p>cut, fold, join, fix</p> <p>structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved</p> <p>metal, wood, plastic</p>
			<p>Make I know what structures are.</p> <p>I know how to make freestanding structures stronger, stiffer and more stable.</p>	<p>I can plan by suggesting what to do next.</p> <p>I can select and use tools, skills and techniques, explaining their choices.</p> <p>I can select new and reclaimed materials and construction kits to build my structures.</p> <p>I can use simple finishing techniques suitable for the structure I am creating.</p> <p>I can apply knowledge gained about how to make structures stronger in my own work. For example by using a triangle shape or struts.</p>	<p>circle, triangle, square, rectangle, cuboid, cube, cylinder</p> <p>design, make, evaluate, user, purpose, ideas, design criteria, product, function</p>

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			<p><u>Evaluate</u> I know that I need to evaluate my product against the original design criteria.</p>	<p>I can explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.</p> <p>I can evaluate my product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.</p>	
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Design and Technology	<p>KS2 Design and Technology Curriculum <i>When designing and making, pupils should be taught to:</i></p> <p>Design</p> <ul style="list-style-type: none">• 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.• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make</p> <ul style="list-style-type: none">• Select from and use a wider range of tools and equipment to perform practical tasks accurately.• 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>Evaluate</p> <ul style="list-style-type: none">• Investigate and analyse a range of existing products.• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.• Understand how key events and individuals in design and technology have helped shape the world. <p>Technological Knowledge</p> <ul style="list-style-type: none">• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.• Understand and use mechanical systems in their products.• Understand and use electrical systems in their products.• Apply their understanding of computing to programme, monitor and control their products. <p><i>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating.</i></p> <p>Cooking & Nutrition</p> <ul style="list-style-type: none">• Understand and apply the principles of a healthy and varied diet.• Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.• Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]• Understand the source, seasonality and characteristics of a broad range of ingredients.
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Year	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Year 3 and 4 Cycle A Autumn		Electrical Systems <i>(Taught in Science)</i>	I know the key features of electrical safety. I know how to create an electrical circuit.	- understand and use electrical systems in products	Series circuit, fault, connection, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip, system, input device, output device, process, input, output

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Year	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Year 3 and 4 Cycle A Spring	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	Shell Structures	<p><u>Design</u> I know how to follow a design criteria when designing a product.</p> <p>I know how to use research to inform my design ideas.</p>	<p>I can generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product.</p> <p>I can develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas.</p>	<p>shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity</p> <p>marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating</p> <p>font, lettering, text, graphics, decision, evaluating, design brief design criteria, innovative, prototype</p>
			<p><u>Make</u> I know how to use nets of cubes and cuboids and, where appropriate, more complex 3D shapes.</p> <p>I know how to reinforce and strengthen a product e.g. folding and shaping, corrugating, ribbing, laminating.</p>	<p>I can order the main stages of making.</p> <p>I can select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.</p> <p>I can explain my choice of materials according to functional properties and aesthetic qualities.</p> <p>I can use finishing techniques suitable for the product I am creating.</p>	
			<p><u>Evaluate</u> I know that I need to evaluate my product against the design criteria and the intended user and purpose.</p>	<p>I can investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.</p> <p>I can test and evaluate my own product against design criteria and the intended user and purpose.</p>	

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Year	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Year 3 and 4 Cycle A Summer	Understand and apply the principles of a healthy and varied diet. Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. Become competent in a range of cooking techniques. Understand the source, seasonality and characteristics of a broad range of ingredients.	Cooking and Nutrition	<p><u>Design</u> I know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</p>	<p>I can generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.</p> <p>I can use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</p>	<p>name of products, names of equipment, utensils, techniques and ingredients</p> <p>texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury</p>
			<p><u>Make</u> I know how to use appropriate equipment and utensils to prepare and combine food.</p>	<p>I can plan the main stages of a recipe, listing ingredients, utensils and equipment.</p> <p>I can select and use appropriate utensils and equipment to prepare and combine ingredients. The Claw Grip - YouTube The Bridge Hold - YouTube</p> <p>I can select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</p>	<p>hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet</p>
			<p><u>Evaluate</u> I know that I need to evaluate my product against the design criteria and the intended user and purpose.</p>	<p>I can carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.</p> <p>I can evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</p>	<p>planning, design criteria, purpose, user, annotated sketch, sensor</p>

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Year	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Year 3 and 4 Cycle B Autumn	Understand and apply the principles of a healthy and varied diet. Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. Become competent in a range of cooking techniques. Understand the source, seasonality and characteristics of a broad range of ingredients.	Cooking and Nutrition	<p><u>Design</u> I know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</p>	<p>I can generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.</p> <p>I can use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</p>	<p>name of products, names of equipment, utensils, techniques and ingredients</p> <p>texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury</p> <p>hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet</p> <p>planning, design criteria, purpose, user, annotated sketch, sensor</p>
			<p><u>Make</u> I know how to use appropriate equipment and utensils to prepare and combine food.</p>	<p>I can plan the main stages of a recipe, listing ingredients, utensils and equipment.</p> <p>I can select and use appropriate utensils and equipment to prepare and combine ingredients. The Claw Grip - YouTube The Bridge Hold - YouTube</p> <p>I can select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</p>	
			<p><u>Evaluate</u> I know that I need to evaluate my product against the design criteria and the intended user and purpose.</p>	<p>I can carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.</p> <p>I can evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</p>	

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Year 3 and 4 Cycle B Spring	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Apply their understanding of how to strengthen, stiffen and reinforce	Textiles	<p><u>Design</u> I know how to follow a design criteria when designing a product.</p> <p>I know how to use research to inform my design ideas.</p>	<p>I can generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.</p> <p>I can produce annotated sketches, prototypes, final product sketches and pattern pieces.</p>	fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance	
			<p><u>Make</u> I know how to strengthen, stiffen and reinforce existing fabrics.</p> <p>I know how to securely join two pieces of fabric together.</p> <p>I know the need for patterns and seam allowances.</p>	<p>I can plan the main stages of making.</p> <p>I can select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.</p> <p>I can select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.</p>		user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, aesthetics, function, pattern pieces
			<p><u>Evaluate</u> I know that I need to evaluate my product against the design criteria and the intended user and purpose.</p>	<p>I can investigate a range of 3-D textile products relevant to the project.</p> <p>I can test my product against the original design criteria and with the intended user.</p> <p>I can take into account others' views.</p> <p>I can understand how a key event/individual has influenced the development of the chosen product and/or fabric.</p>		

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Year	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Year 3 and 4 Cycle B Summer	Understand and use mechanical systems in their products.	Mechanisms <i>Levers and Linkages</i>	<p><u>Design</u> I know how to follow a design criteria when designing a product.</p> <p>I know how to use research to inform my design ideas.</p>	<p>I can generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user.</p> <p>I can use annotated sketches and prototypes to develop, model and communicate ideas.</p>	<p>mechanism, lever, linkage, pivot, slot, bridge, guide</p> <p>system, input, process, output linear, rotary, oscillating, reciprocating</p> <p>user, purpose, function</p> <p>prototype, design criteria, innovative, appealing, design brief</p>
			<p><u>Make</u> I know how to use lever and linkage mechanisms.</p> <p>I know how to distinguish between fixed and loose pivots.</p>	<p>I can order the main stages of making.</p> <p>I can select from and use appropriate tools with some accuracy to cut, shape and join paper and card.</p> <p>I can select from and use finishing techniques suitable for the product they are creating.</p>	
			<p><u>Evaluate</u> I know that I need to evaluate my product against the design criteria and the intended user and purpose.</p>	<p>I can investigate and analyse books and, where available, other products with lever and linkage mechanisms.</p> <p>I can evaluate my own product and ideas against criteria and user needs, as I design and make.</p>	

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Year	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Year 5 and 6 Cycle A Autumn	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	Frame Structures	<p><u>Design</u> I know that designs can be formulated from research gained from different sources.</p> <p>I know how to create my own simple design specification.</p>	<p>I can carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources.</p> <p>I can develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost.</p> <p>I can generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches.</p>	<p>frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent</p> <p>design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional</p>
			<p><u>Make</u> I know how to strengthen, stiffen and reinforce 3-D frameworks.</p>	<p>I can formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used.</p> <p>I can competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks.</p> <p>I can use finishing and decorative techniques suitable for the product I am designing and making.</p>	
			<p><u>Evaluate</u> I know how to test and evaluate designed products against research and the design specification and suggest improvements.</p>	<p>I can investigate and evaluate a range of existing frame structures.</p> <p>I can critically evaluate my product against my design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.</p> <p>I can research key events and individuals relevant to frame structures.</p>	

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Year	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Year 5 and 6 Cycle A Spring	Understand and use mechanical systems in their products	Mechanisms <i>Pulleys and Gears</i>	<p>Design I know that designs can be formulated from research gained from different sources.</p> <p>I know how to create my own simple design specification.</p>	<p>I can generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources.</p> <p>I can develop a simple design specification to guide my thinking.</p> <p>I can develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.</p>	<p>pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor</p> <p>circuit, switch, circuit diagram annotated drawings, exploded diagrams</p> <p>mechanical system, electrical system, input, process, output</p> <p>design decisions, functionality, innovation, authentic, user, purpose, design specification, design brief</p>
			<p>Make I know that mechanical and electrical systems have an input, process and an output.</p> <p>I know how gears and pulleys can be used to speed up, slow down or change the direction of movement.</p>	<p>I can produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team.</p> <p>I can select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.</p>	
			<p>Evaluate I know how to test and evaluate designed products against research and the design specification and suggest improvements.</p>	<p>I can compare the final product to the original design specification.</p> <p>I can test my product with the intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.</p> <p>I can consider the views of others to improve my work.</p> <p>I can investigate famous manufacturing and engineering companies relevant to the project.</p>	

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Year	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Year 5 and Year 6 Cycle A Summer	Understand and apply the principles of a healthy and varied diet. Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. Become competent in a range of cooking techniques. – adapting and creating own recipes Understand the source, seasonality and characteristics of a broad range of ingredients.	Cooking and Nutrition	<p>Design I know about seasonality in relation to food products and the source of different food products.</p>	<p>I can generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.</p> <p>I can explore a range of initial ideas and make design decisions to develop a final product linked to target user and purpose.</p> <p>I can use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.</p> <p>I can research packaging design and evaluate existing examples, considering choice of colour, font, size, functionality etc.</p>	<p>ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs</p> <p>fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality</p>
			<p>Make I know how to use utensils and equipment including heat sources to prepare and cook food.</p> <p>The Claw Grip - YouTube The Bridge Hold - YouTube</p>	<p>I can write a step-by-step recipe, including a list of ingredients, equipment and utensils</p> <p>I can select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.</p> <p>I can make, decorate and present my food product appropriately for the intended user and purpose.</p>	<p>utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble</p>
			<p>Evaluate I know how to test and evaluate designed products against research and the design specification and suggest improvements.</p>	<p>I can carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams.</p> <p>I can evaluate my final product with reference back to the design brief and design specification, considering the views of others when identifying improvements.</p> <p>I can understand how key chefs have influenced eating habits to promote varied and healthy diets.</p>	<p>design specification, innovative, research, evaluate, design brief</p>

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Year	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Year 5 and Year 6 Cycle B Autumn	Understand and apply the principles of a healthy and varied diet. Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. Become competent in a range of cooking techniques. – adapting and creating own recipes Understand the source, seasonality and characteristics of a broad range of ingredients.	Cooking and Nutrition	Design I know about seasonality in relation to food products and the source of different food products.	I can generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. I can explore a range of initial ideas and make design decisions to develop a final product linked to user and purpose. I can use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.	ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality
			Make I know how to use utensils and equipment including heat sources to prepare and cook food. The Claw Grip - YouTube The Bridge Hold - YouTube	I can write a step-by-step recipe, including a list of ingredients, equipment and utensils I can select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. I can make, decorate and present my food product appropriately for the intended user and purpose.	utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble design specification, innovative, research, evaluate, design brief
			Evaluate I know how to test and evaluate designed products against research and the design specification and suggest improvements.	I can carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. I can evaluate my final product with reference back to the design brief and design specification, considering the views of others when identifying improvements. I can understand how key chefs have influenced eating habits to promote varied and healthy diets.	

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Year	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Year 5 and 6 Cycle B Spring		Electrical Systems <i>(Taught in Science)</i>	I know the difference between timed events and those that depend upon monitoring. I know how to include a switch into a circuit.		Reed switch, toggle switch, push-to-make switch, push-to-break switch, light dependent resistor (LDR), tilt switch, light emitting diode (LED), bulb, bulb holder, battery, battery holder, USB cable, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device, series circuit, parallel circuit, crumble, motor

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Year	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Year 5 and 6 Cycle B Summer	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Apply their understanding of how to strengthen, stiffen and reinforce	Textiles	<p>Design</p> <p>I know that designs can be formulated from research gained from different sources.</p> <p>I know how to create my own simple design specification.</p> <p>I know how technological advancements have changed and influenced the textile industry.</p>	<p>I can generate innovative ideas by carrying out research including surveys, interviews and questionnaires.</p> <p>I can develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design.</p> <p>I can design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.</p>	<p>seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces</p> <p>name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings, iron transfer paper</p> <p>design criteria, annotate, design decisions, functionality, innovation, authentic, user, purpose, evaluate, mock-up, prototype</p>
			<p>Make</p> <p>I know that a 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.</p> <p>I know that fabrics can be strengthened, stiffened and reinforced where appropriate.</p>	<p>I can produce detailed lists of equipment and fabrics relevant to their tasks.</p> <p>I can formulate step-by-step plans and, if appropriate, allocate tasks within a team.</p> <p>I can select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.</p>	

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		<p><u>Evaluate</u> I know how to test and evaluate designed products against research and the design specification and suggest improvements.</p>	<p>I can investigate and analyse textile products linked to my final product.</p> <p>I can compare the final product to the original design specification.</p> <p>I can test products with the intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.</p> <p>I can consider the views of others to improve my work.</p>	
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