Curriculum Overview **Years FS2-6** **Subject: Design Technology** **UPDATED Sept 2022 with KPIs**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS2 coverage based on child initiated learning opportunities and opportunities in continuous provision						
DT Strand	Cutting, joining, fixing Weaving, lacing, modelling, construction, recycled materials,		Construction using kits, natural materials, large materials, recycled materials, pop-up book, shadow puppets,		Various celebrations, Traditional stories, Farm to fork, Snack preparation ,Exploring tools ,Mud kitchen	
Knowledge	-To recognise the stages of a DT project: Design, Make, Evaluate -Recognise and understand ways to keep safe when participating in DT activities. -Understand the need and practice of good hygiene when preparing and eating food. -Know . - Realise that tools are used for purpose and they effect change in materials -Know how to join a variety of materials. -Know how to handle tools safely and effectively. -Know about similarities and differences in relation to objects and materials -Understand that different media can be combined to create new effects. -Recognise the need for measuring when making. Know that products made can be evaluated and improved. -Know that Technology is used in everyday life. -Understand where various food comes from. -Recognise the need to eat and drink for health and growth. -Know how to eat socially with others. -Know some foods are eaten on special occasions. -Recognise and apply the need for measuring when making.		-To recognise the stages of a DT project: Design, Make, Evaluate -Recognise and understand ways to keep safe when participating in DT activities. -Understand the need and practice of good hygiene when preparing and eating food. -Know . - Realise that tools are used for purpose and they effect change in materials -Know how to join a variety of materials. -Know how to handle tools safely and effectively. -Know about similarities and differences in relation to objects and materials -Understand that different media can be combined to create new effects. -Recognise the need for measuring when making. Know that products made can be evaluated and improved. -Know that Technology is used in everyday life. -Understand where various food comes from. -Recognise the need to eat and drink for health and growth. -Know how to eat socially with others. -Know some foods are eaten on special occasions. -Recognise and apply the need for measuring when making.		-To recognise the stages of a DT project: Design, Make, Evaluate -Recognise and understand ways to keep safe when participating in DT activities. -Understand the need and practice of good hygiene when preparing and eating food. -Know . - Realise that tools are used for purpose and they effect change in materials -Know how to join a variety of materials. -Know how to handle tools safely and effectively. -Know about similarities and differences in relation to objects and materials -Understand that different media can be combined to create new effects. -Recognise the need for measuring when making. Know that products made can be evaluated and improved. -Know that Technology is used in everyday life. -Understand where various food comes from. -Recognise the need to eat and drink for health and growth. -Know how to eat socially with others. -Know some foods are eaten on special occasions. -Recognise and apply the need for measuring when making.	
Skills	Constructs with a purpose in mind, using a variety of resources. Represent their own ideas, thoughts and feelings through design Select and use technology for a particular purpose Answer how and why questions and develop their own narrative and explanations by connecting experiences and events Confident to speak to others about their own opinions Talk about how things happen and work Answer how and why questions and confidently talk about their own ideas Use tools to effect change on materials Choose materials and resources needed for the chosen activity		Constructs with a purpose in mind, using a variety of resources. Represent their own ideas, thoughts and feelings through design Select and use technology for a particular purpose Answer how and why questions and develop their own narrative and explanations by connecting experiences and events Confident to speak to others about their own opinions Talk about how things happen and work Answer how and why questions and confidently talk about their own ideas Use tools to effect change on materials Choose materials and resources needed for the chosen activity		Constructs with a purpose in mind, using a variety of resources. Represent their own ideas, thoughts and feelings through design Select and use technology for a particular purpose Answer how and why questions and develop their own narrative and explanations by connecting experiences and events Confident to speak to others about their own opinions Talk about how things happen and work Children know about similarities and differences in relation to objects and materials Answer how and why questions and confidently talk about their own ideas Use tools to effect change on materials Choose materials and resources needed for the chosen activity Understand that different media can be combined to create new effects	

	Understand that different media can be combined to create new effects Say when they do and do not need help Handle tools safely and effectively Talk about ways to keep safe Safely use and explore a variety of technique and materials with increasing control Cut accurately and safely with scissors and other tools Join accurately, using various joining materials.		Say when they do and do not need help Handle tools safely and effectively Talk about ways to keep safe Safely use and explore a variety of technique & materials with increasing control Cut accurately & safely with scissors & other tools T3- Join accurately, using various joining materials. Build with purpose in mind. Play & explore various toys with levers & sliders Explore technological toys		Say when they do and do not need help Handle tools safely and effectively Talk about ways to keep safe Use different tools & equipment safely Know the importance of a healthy diet and show awareness of different kinds of food Talk about the features of the environment Identify the source for common foods.	
Key Vocabulary	Fabric, paper, hole punch, string, tape, glue, stick, hold, join, strong, weak		Pop-up, construct, stacking, enclosure, build, model, strong, mathematical vocabulary		Tools – masher, knife, grater etc Food names – peel the orange skin Health and safety – washing hands etc Healthy/ unhealthy	
DT for Y1						
DT Strand	Textiles: Templates & joining techniques	Cookery- **Prepare a simple dish safely**		Cookery- **Prepare a simple dish safely**	Cookery: **Prepare a simple dish safely**	Mechanisms: Levers and sliders
Project	**Puppets**	**Sandwich** or **wrap based Pizzas** & garnish		**Fruit kebabs on cocktail sticks** (using soft fruit)	**Salad with simple dressing**	**Toys with moving parts**
Knowledge	-To recognise the stages of a DT project: Design, Make, Evaluate -To know how to use a labelled drawing when designing -To know how to transport and use tool safely and effectively eg. scissors, needles - To understand that a template can be used when making -To understand that 3D textile products can be assembled from 2 identical shapes - To understand the simple characteristics of materials and components eg. fabrics -To know appropriate ways to tidy up and clear away after DT activities.	-To recognise the stages of a DT project: Design, Make, Evaluate -To know where food comes from -To understand about food safety and food hygiene. -To know how to use a labelled drawing when designing -To know how to transport and use tool safely and effectively eg. blunt knife - To understand the simple characteristics of materials and components eg. vegetables, butter -Know appropriate ways to tidy up and clear away after DT activities.		-To recognise the stages of a DT project: Design, Make, Evaluate -To know where food comes from -To understand about food safety and food hygiene. -To know how to use a labelled drawing when designing -To know how to transport and use tool safely and effectively eg. blunt knife, cocktail stick - To understand the simple characteristics of materials and components eg. fruit -To know appropriate ways to tidy up and clear away after DT activities.	-To recognise the stages of a DT project: Design, Make, Evaluate -To know where food comes from -To understand about food safety and food hygiene. -To know how to use a labelled drawing when designing -To know how to transport and use tool safely and effectively eg. blunt knife, cocktail stick - To understand the simple characteristics of materials and components eg. fruit -To know appropriate ways to tidy up and clear away after DT activities.	-To recognise the stages of a DT project: Design, Make, Evaluate -To know about the movement of levers and slider mechanisms and how they work. -To know how to use a labelled drawing when designing -To know how to transport and use tool safely and effectively eg. scissors, split pins - To understand that a template can be used when making -To understand that 3D textile products can be assembled from 2 identical shapes - To understand the simple characteristics of materials and components eg. fabrics -To know appropriate ways to tidy up and clear away after DT activities.

Skills	D1- **Draw a simple picture of an intended design with basic labelling. (KPI)** D3-With help put ideas into practice E2- Talk about their own & others' work identifying strengths and/or weaknesses E3- Order products or designs chronologically and begin to explain reasons why they are ordered in that way. T1- Cut out shapes from a range of fabrics & papers. Join fabrics using running stitch, glue, staples, over-sewing & tape. T2- Cut accurately & safely with scissors T3- **Join a variety of materials (including fabric) accurately, e.g. using glue or tape. (KPI)** M1- Select & explain why they have chosen a particular tool for the task. M2- Select and explain their choices of materials, sometimes with help (KPI) M3- Explain how to keep safe during a practical task.	M1- Select and explain why they have chosen a particular tool for the task. M2- Select and explain their choices of materials, sometimes with help (KPI) M3- Explain how to keep safe during a practical task. D1- **Draw a simple picture of an intended design with basic labelling. (KPI)** D3-With help put ideas into practice E1- Describe how an existing product works) E2-Talk about their own and others' work identifying strengths and/or weaknesses T2- Cut accurately and safely with blunt knife F1- **Measure and weigh food items using non-standard measures (e.g. spoons and cups) to produce a dish safely. (KPI)** F2- Identify the main food groups, including fruit and vegetables F3- Identify the source for common foods.		M1- Select and explain why they have chosen a particular tool for the task. M2- Select and explain their choices of materials, sometimes with help (KPI) M3- Explain how to keep safe during a practical task. D1- **Draw a simple picture of an intended design with basic labelling. (KPI)** D3-With help put ideas into practice E2-Talk about their own and others' work identifying strengths and/or weaknesses T2- Cut/thread accurately and safely with scissors/ using cocktail stick F1-**Measure and weigh food items using non-standard measures (e.g. spoons and cups) to produce a dish safely. (KPI)** F2- Identify various types of fruit. F3- Identify the source of various fruits.	M1- Select and explain why they have chosen a particular tool for the task. M2- Select and explain their choices of materials, sometimes with help (KPI) M3- Explain how to keep safe during a practical task. D1- **Draw a simple picture of an intended design with basic labelling. (KPI)** D3-With help put ideas into practice E2-Talk about their own and others' work identifying strengths and/or weaknesses T2- Cut accurately and safely with scissors F1-**Measure and weigh food items using non-standard measures (e.g. spoons and cups) to produce a dish safely. (KPI)** F2- Identify the main food groups, including fruit and vegetables F3- Identify the source for common foods.	T3- **Join a variety of materials (including fabric) accurately, e.g. using glue or tape. (KPI)** T5- Create and use levers and sliders. D1- **Draw a simple picture of an intended design with basic labelling. (KPI)** D3- With help put ideas into practice E1- Describe how an existing product works (e.g. the toy moves when I turn the handle') E2-Talk about their own and others' work identifying strengths and/or weaknesses E3- Order products or designs chronologically and begin to explain reasons why they are ordered in that way. M1- Select and explain why they have chosen a particular tool for the task. M2- **Select and explain their choices of materials, sometimes with help (KPI)** M3- Explain how to keep safe
Key Vocabulary	Names of equipment, felt, running stitch, needle, thread, fabric	Technical language- cutting, grating, slicing, names of tools.		Technical language- bridge cut hold, names of equipment & various fruit.	Names of salad ingredients, bridge cut hold, claw grip, grating, juicing and names of equipment.	Levers, sliders, push pull, directional language
DT for Y2						
DT Strand	**Cookery- Prepare and serve a healthy balance meal**		**Freestanding Structures:**	**Cookery- Prepare and serve a healthy balance meal…**	**Mechanisms: wheels and axels**	**Cookery: Prepare and serve a healthy balanced meal**
Project	**Rock buns** (or muffins) with fruit garnish and yogurt		rocket	Savoury biscuits or cheese straws with dip and garnish	Train or car	Breakfast meal including fruit garnish

Knowledge	-To recognise the stages of a DT project: Design, Make, Evaluate - To know that existing products are available -To know where food comes from -To understand about food safety and food hygiene. -To know how to produce a design based on design criteria -To know how to transport and use tool safely and effectively eg. table knife -To understand that the ways materials are combined and manipulated effects the produced item - To understand the simple characteristics of materials and components eg. basic and combined ingredients -To know appropriate ways to tidy up and clear away after DT activities. -To recognise the need for a healthy balance of foods in a meal		-To recognise the stages of a DT project: Design, Make, Evaluate - To know that existing products are available -To know how freestanding structures can be made stronger, stiffer and more stable -To know how to produce a design based on design criteria -To know how to transport and use tool safely and effectively eg. scissors -To understand that the ways materials are combined and manipulated effects the produced item - To understand the simple characteristics of materials and components eg. -To know appropriate ways to tidy up and clear away after DT activities.	-To recognise the stages of a DT project: Design, Make, Evaluate - To know that existing products are available -To know where food comes from -To understand about food safety and food hygiene. -To know how to produce a design based on design criteria -To know how to transport and use tool safely & effectively eg. table knife, grater To understand that the ways materials are combined and manipulated effects the produced item - To understand the simple characteristics of materials and components eg. basic and combined ingredients -To know appropriate ways to tidy up and clear away after DT activities. -To recognise the need for a healthy balance of foods in a meal	-To recognise the stages of a DT project: Design, Make, Evaluate - To know that existing products are available -To know about the movement of wheel and axle mechanisms and how they work -To know how to produce a design based on design criteria -To know how to transport and use tool safely and effectively eg. scissors -To understand that the ways materials are combined and manipulated effects the produced item - To understand the simple characteristics of materials and components eg. -To know appropriate ways to tidy up and clear away after DT activities.	-To recognise the stages of a DT project: Design, Make, Evaluate - To know that existing products are available -To know where food comes from -To understand about food safety and food hygiene. -To know how to produce a design based on design criteria -To know how to transport and use tool safely and effectively eg. table knife, swivel peeler -To understand that the ways materials are combined and manipulated effects the produced item - To understand the simple characteristics of materials and components eg. basic and combined ingredients -Know appropriate ways to tidy up and clear away after DT activities. -To recognise the need for a healthy balance of foods in a meal
Skills	D1- **Produce detailed, labelled drawings or models of products based on design criteria (KPI)** D3- Think of ideas and plan what to do next, based on experience of working with materials/tools. E1- Investigate a range of existing products and talk about them E2- Explain how closely finished products meet their design criteria and say what		D1- **Produce detailed, labelled drawings or models of products based on design criteria (KPI)** D2- Use ICT packages to create a labelled design or plan D3- Think of ideas and plan what to do next, based on experience of working with materials and components. D4- Compare and contrast great bridge/tower designs, explaining why a particular	D1- **Produce detailed, labelled drawings or models of products based on design criteria (KPI)** D3- Think of ideas and plan what to do next, based on experience of working with materials/ tools. E1- Investigate a range of existing products and talk about them E2- Explain how closely finished products meet their design criteria and say what	D1- **Produce detailed, labelled drawings or models of products based on design criteria (KPI)** D2- Use ICT packages to create a labelled design or plan D3- Think of ideas and plan what to do next, based on experience of working with materials and components. D4- Compare and contrast great designs, explaining why a	D1- **Produce detailed, labelled drawings or models of products based on design criteria (KPI)** D3- Think of ideas & plan what to do next, based on experience of working with materials/tools. E1- Investigate a range of existing products and talk about them. E2- Explain how closely finished products meet their design criteria and say what they could do better in the future. M1- Use tools safely

	they could do better in the future. M1- Use tools safely for cutting components. M2- **With support choose appropriate materials and suggest ways of manipulating them to achieve a desired effect. (KPI)** M3- Work safely & hygienically in cooking activities. F1- **Begin to cut, peel, grate and chop a range of ingredients. Measure ingredients with increased independence to make healthy dishes. (KPI)** F2- Recognise the need for a variety of foods in a diet. F3- Explain where the food they eat comes from (refer to countries, counties, animals and plants)		design is significant in engineering history. E1- Understanding of different mechanisms E2- Explain how closely finished products meet their design criteria and say what they could do better in the future. E3- Understanding of different designers (e.g. Isambard Brunel) M1- Use tools safely for cutting and joining M2 - **With support choose appropriate materials and suggest ways of manipulating them to achieve a desired effect. (KPI)** M3- know how to cut and join safely T2-cutting materials T3- **Attach features and join appropriately, with glue and/or tape, for different materials and situations. (KPI)** T4- Build simple structures & Understanding of language stiffer, stronger, more stable	they could do better in the future. M1- Use equipment safely for cutting components. M2- **With support choose appropriate materials and suggest ways of manipulating them to achieve a desired effect. (KPI)** M3- Work safely & hygienically. F1- **Begin to cut, peel, grate and chop a range of ingredients. Measure ingredients with increased independence to make healthy dishes. (KPI)** F2- Recognise the need for a variety of foods in a diet. F3- Explain where the food they eat comes from (e.g. by referring to countries, counties, animals & plants	particular design is significant in engineering history. M1- Use tools safely for cutting and joining materials and components. M2 - **With support choose appropriate materials and suggest ways of manipulating them to achieve a desired effect. (KPI)** M3- know how to cut and join safely E1 -Understanding of different mechanisms E2- Explain how closely finished products meet their design criteria & say what they could do better in the future. E3- Describe why a design, or a designer is important. T2 -cutting materials T3- **Attach features to a vehicle (e.g.an axle and wheels). Join appropriately, with glue and/or tape, for different materials and situations. (KPI)** T4- Understanding of language stiffer, stronger, more stable. T4 Evaluate and improve structure using criteria. - T5 knowledge of different wheels.	M2- **With support choose appropriate materials and suggest ways of manipulating them to achieve a desired effect. (KPI)** M3- Work safely and hygienically. F1- **Begin to cut, peel, grate and chop a range of ingredients. Measure ingredients with increased independence to make healthy dishes. (KPI)** F2- Recognise the need for a variety of foods in a diet. F3- Explain where the food they eat comes from (refer to countries, counties, animals and plants)
Key Vocabulary	mix, combine, beat, cut, knead, rub in, recipe, equal portions, balanced diet, measure, level, sift, bridge hold, claw grip		stiffer, stronger, more stable. Names of resource e.g. Glue types	mix, combine, cut, knead, rub in, recipe, roll out, equal portions, balanced diet	Wheels, axels, 'stopper', chassis, stiffer, stronger, more stable, balances, straight	chop, grate etc, Healthy, healthier, bridge hold, claw grip, sift,
DT for Y3						

Strand	**Cookery- Prepare and cook a simple nutritional dish**	**Mechanisms: Levers/ pneumatics**	**Structures: shell structure**	**Cookery- Prepare and cook a simple nutritional dish**		**Cooking- Prepare and cook a simple nutritional dish**
Project	Design a health lunch using homemade Pizza and garnish or- homemade wrap/ tortilla and filling and garnish	(Geography link) Warning System for Earthquakes Evaluate products already available	(History link) element resistant ancient settlers' home Evaluate products already available	(PSHE link) Kebabs using medium resistance foods e.g. Canned potato, tomatoes, cucumber		e.g.Greek salad with dressing/ tzatziki and feta cheese, grilled or baked flat bread
Knowledge	-To recognise the stages of a DT project: Research, Design, Make, Evaluate -To know where food comes from (UK and other countries) -To understand about food safety, hygiene and preparing/ clearing up from activity -To know how to produce a design based on design criteria to meet a range of needs and be fit for purpose -To understand that there is a range of cooking techniques -To know how to select, transport and use tool safely and effectively eg. knife, grater -To recognise that materials have functional properties which makes them better suited to different designs -To recognise the need for a healthy balance of foods in a meal -To know what a balanced diet is.	To recognise the stages of a DT project: Research, Design, Make, Evaluate - To know how levers, levers and pneumatic systems create movement -To understand about safety and preparing/ clearing up from activity -To know how to produce a design based on design criteria to meet a range of needs and be fit for purpose -To recognise that materials have functional properties which makes them better suited to different designs -To know how to select, transport and use tool safely and effectively eg	To recognise the stages of a DT project: Research, Design, Make, Evaluate -To know how to make strong, stiff shell structures -To understand about safety and preparing/ clearing up from activity -To know how to produce a design based on design criteria to meet a range of needs and be fit for purpose -To recognise that materials have functional properties which makes them better suited to different designs -To know how to select, transport and use tool safely and effectively eg hack saws - To understand the simple characteristics of materials and components eg cool melt glue	-To recognise the stages of a DT project: Research, Design, Make, Evaluate -To know where food comes from (UK and other countries) -To understand about food safety, hygiene & preparing/ clearing up from activity -To know how to produce a design based on design criteria to meet a range of needs and be fit for purpose -To recognise that materials have functional properties which makes them better suited to different designs -To understand that there is a range of cooking techniques -To know how to select, transport and use tool safely and effectively eg. veg knife, grater, skewer -To understand that the ways materials are combined and manipulated effects the produced item -To know what a balanced diet is.		-To recognise the stages of a DT project: Research, Design, Make, Evaluate -To know where food comes from (UK and other countries) -To understand about food safety, hygiene and preparing/ clearing up from activity -To know how to produce a design based on design criteria to meet a range of needs and be fit for purpose -To recognise that materials have functional properties which makes them better suited to different designs -To understand that there is a range of cooking techniques -To know how to select, transport and use tool safely and effectively eg. knife, grater -To understand that the ways materials are combined and manipulated effects the produced item -To know what a balanced diet is.
Skills	D1- **Share ideas through words, labelled sketches and models, recognising that designs have to meet a range of needs, including being fit for purpose (KPI)**	D1- **Share ideas through words, labelled sketches and models, recognising that designs have to meet a range of needs, including being fit for purpose (KPI)**	D1- **Share ideas through words, labelled sketches and models, recognising that designs have to meet a range of needs, including being fit for purpose (KPI)**	D1- **Share ideas through words, labelled sketches and models, recognising that designs have to meet a range of needs, including being fit for purpose (KPI)**		D1- **Share ideas through words, labelled sketches and models, recognising that designs have to meet a range of needs, including being fit for purpose (KPI)**

	D3- Make realistic plans, identifying processes, equipment & ingredients needed. E1-Investigate the design features (including identifying ingredients) of familiar existing products. E2- Suggest improvements to products made and describe how to implement them (taking the views of others into account) M1- Select the appropriate tools and explain choices. M2- **Use an understanding of different materials to choose which materials will be needed for a task and explain why. (KPI)** M3- Follow health & safety rules for cooking. F1- **Begin to understand different cooking techniques and use one to combine a variety of ingredients to cook a nutritious meal. (KPI)** F2- Describe what a balanced diet is. F3- Identify food which comes from the UK & other countries.	D3- Make realistic plans, identifying processes, equipment and materials needed. E1-Investigate the design features of familiar existing products. E2- Suggest improvements to products made and describe how to implement them (taking the views of others into account) E3- Explain the impact of a design or designer on design history and how this has helped to shape the world. M1- Select the appropriate tools/ explain choices. M2- **Use an understanding of different materials to choose which materials will be needed for a task and explain why. (KPI)** M3- Follow health and safety rules activities. T2- Measure & mark wood/dowel T3- **Attach features to a design using appropriate joining techniques. Being to use a glue gun with close supervision (KPI)** T5- Create & use levers and/or pneumatics in their products	D2-Use ICT packages to create a labelled design or plan, in detail D3- Make realistic plans, identifying processes, equipment & materials needed. E1-Investigate the design features of familiar existing products. E2- Suggest improvements to products made & describe how to implement them (taking the views of others into account) M1-Select the appropriate tools & explain choices. M2- **Use an understanding of different materials to choose which materials will be needed for a task and explain why. (KPI)** M3- Follow health & safety rules. T2- Measure & mark wood /dowel T3- **Attach features to a design using appropriate joining techniques. Being to use a glue gun with close supervision (KPI)** T4- Create a shell structure using diagonal struts to strengthen	D3- Make realistic plans, identifying processes, equipment and materials needed. E1-Investigate the design features (including identifying ingredients) of familiar existing products. E2- Suggest improvements to products made and describe how to implement them (taking the views of others into account) M1- Select the appropriate tools and explain choices. M2- **Use an understanding of different materials to choose which materials will be needed for a task and explain why. (KPI)** M3- Follow health and safety rules for cooking activities. F1- **Begin to understand different cooking techniques and use one to combine a variety of ingredients to cook a nutritious meal. (KPI)** F2- Describe what a balanced diet is. F3- Identify food which comes from the UK and other countries.		D3- Make realistic plans, identifying processes, equipment and materials needed. E1-Investigate the design features (including identifying components or ingredients) of familiar existing products. E2- Suggest improvements to products made and describe how to implement them (taking the views of others into account) M1- Select the appropriate tools and explain choices. M2- **Use an understanding of different materials to choose which materials will be needed for a task and explain why. (KPI)** M3- Follow health and safety rules for cooking and baking activities. F1- **Begin to understand different cooking techniques and use one to combine a variety of ingredients to cook a nutritious meal. (KPI)** F2- Describe what a balanced diet is. F3- Identify food which comes from the UK and other countries.
Key Vocabulary	Knead, shape, claw grip, bridge hold, vegetable knife, assemble, combine, serve, portion, garnish, visually appealing, Medium resistant foods eg cucumber	Lever, linkage, cogs, dowel, pneumatics, Adhesives, mechanism	Glue gun, junior hacksaw, G clamp, bench hook, joint, attaching, joining, strengthen, jinks corner, prototype, modify, design brief/purpose	peeling, thread, claw grip, bridge hold, vegetable knife, assemble, combine, serve, portion, garnish, assemble, visually appealing		claw grip, bridge hold, vegetable knife, assemble, combine, serve, assemble, portion, garnish visually appealing, medium resistant food
DT for Y4						

Strand	Moving Mechanisms: Levers and Linkages	Cookery- Healthy/ varied diet	Cookery- Healthy & varied diet		Electrical Systems: Simple circuits & switches	Cooking- Healthy & varied diet
Project	Moving mechanism: Levers and linkages – Shaduf or trap door	Healthier snack – vegetable muffins	Roman Recipes e.g. Eggs with Honey, Honey cake, Roman inspired salad		Torches or Pressure pad for biosphere (Liaise with Y6 to ensure progression)	Design & serve a Savoury scone afternoon tea
Knowledge	-To recognise the stages of a DT project: Research, Design, Make, Evaluate -To know how existing products meet the need of users. - To know that information can be collected different sources and is used to inform design ideas. - To understand that a design must be fit for purpose and meet the needs of the user. -To know how levers and linkage are made and used. - To know how to make realistic step by step designs and to understand that designs can be reflected upon through process. -To understand how to prepare/ clear up from activity - To know how to choose from a range of tools and materials, reflecting on their understanding of characteristics of components and tools, -To demonstrating their understanding of joining techniques. -To understand how to use tools safely, demonstrating awareness of health and safety.	-To recognise the stages of a DT project: Research, Design, Make, Evaluate -To know how existing products meet the need of users. - To know that information can be collected different sources and is used to inform design ideas. - To understand that a design must be fit for purpose and meet the needs of the user. - To know how to make realistic step by step designs and to understand that designs can be reflected upon through process. -To understand how to prepare/ clear up from activity - To know how to choose from a range of tools and materials, reflecting on their understanding of characteristics of components and tools, -To understand how to use tools safely, demonstrating awareness of health and safety. - To know how to make healthy eating choices and why.	-To recognise the stages of a DT project: Research, Design, Make, Evaluate -To know how existing products meet the need of users. - To know that information can be collected different sources and is used to inform design ideas. - To understand that a design must be fit for purpose and meet the needs of the user. - To know how to make realistic step by step designs and to understand that designs can be reflected upon through process. -To understand how to prepare/ clear up from activity - To know how to choose from a range of tools and materials, reflecting on their understanding of characteristics of components and tools, -To understand how to use tools safely, demonstrating awareness of health and safety. - To know how to make healthy eating choices and why.		-To recognise the stages of a DT project: Research, Design, Make, Evaluate -To know how existing products meet the need of users. - To know that information can be collected different sources and that it is used to inform design ideas. - To understand that a design must be fit for purpose and meet the needs of the user. - To know how simple circuits can be made and used. - To know how to make realistic step by step designs and to understand that designs can be reflected upon through process. -To understand how to prepare/ clear up from activity - To know how to choose from a range of tools and materials, reflecting on their understanding of characteristics of components and tools, -To understand how to use tools safely, demonstrating awareness of health and safety. -To demonstrating their understanding of joining techniques.	-To recognise the stages of a DT project: Research, Design, Make, Evaluate -To know how existing products meet the need of users. - To know that information can be collected different sources and is used to inform design ideas. - To understand that a design must be fit for purpose and meet the needs of the user. - To know how to make realistic step by step designs and to understand that designs can be reflected upon through process. -To understand how to prepare/ clear up from activity - To know how to choose from a range of tools and materials, reflecting on their understanding of characteristics of components and tools, -To understand how to use tools safely, demonstrating awareness of health and safety. - To know how to make healthy eating choices and why. -To know some ways in which food can be made more appealing. -To know how to prepare and cook a healthier meal applying previously learnt skills. To know the importance of eating a healthy and varied balanced diet.

		-To know some ways in which food can be made more appealing. -To know how to prepare and cook a healthier snack applying previously learnt skills. To know the importance of eating a healthy and varied balanced diet.	-To know some ways in which food can be made more appealing. -To know how to prepare and cook a healthy dish applying previously learnt skills. To know the importance of eating a healthy and varied balanced diet.			
Skills	D1- Collect information from a number of different sources and use this information to inform design ideas in words, labelled sketches, diagrams and models, keeping in mind fit for purpose and the end user. (KPI) D3- Make realistic, step by step plans, reflecting on designs as the product develops E1- Describe how an existing product is useful to the user. M1- Analyse the potential of a range of tools and use them with accuracy. E2- Identify what has worked well and what could be improved, evidencing and explain the results of the research. M2- **Choose from a range of materials, showing an understanding of their**	D1- Collect information from a number of different sources and use this information to inform design ideas in words, labelled sketches, diagrams and models, keeping in mind fit for purpose and the end user. (KPI) D3- Make realistic, step by step plans, reflecting on designs as the product develops E1- Describe how an existing product is useful to the user. E2- Identify what has worked well and what could be improved, evidencing and explain the results of the research. M1- Analyse the potential of a range of tools and use them with accuracy. M2- **Choose from a range of materials, showing an**	D1- Collect information from a number of different sources and use this information to inform design ideas in words, labelled sketches, diagrams and models, keeping in mind fit for purpose and the end user. (KPI) M1- Analyse the potential of a range of tools and use them with accuracy. M2- **Choose from a range of materials, showing an understanding of their different characteristics and with support begin to combine them. (KPI)** M3- Follow health and safety rules when working with materials and substances. E2- Identify what has worked well and what could be improved, evidencing and		D1- Collect information from a number of different sources and use this information to inform design ideas in words, labelled sketches, diagrams and models, keeping in mind fit for purpose and the end user. (KPI) D3- Make realistic, step by step plans, reflecting on designs as the product develops. E1- Describe how an existing product is useful to the user. E2- Identify what has worked well and what could be improved, evidencing and explain the results of the research. E3- Explain how the design of a product has changed over time. M1- Analyse the potential of a range of tools & use them with accuracy.	D1- Collect information from a number of different sources and use this information to inform design ideas in words, labelled sketches, diagrams and models, keeping in mind fit for purpose and the end user. (KPI) D3- Make realistic, step by step plans, reflecting on designs as the product develops E1- Describe how an existing product is useful to the user. E2- Identify what has worked well and what could be improved, evidencing and explain the results of the research. M1- Analyse the potential of a range of tools and use them with accuracy. M2- **Choose from a range of materials, showing an understanding of their different characteristics**

	different characteristics and with support begin to combine them. (KPI) M3- Follow health and safety rules when working with materials and substances. T3- (decorations) **Independently attach features to a design. With support understand the appropriate joining technique. Begin to use a glue gun with some supervision. (KPI)** T5- Create and use levers/or linkages in their products.	**understanding of their different characteristics and with support begin to combine them. (KPI)** M3-- Follow health & safety rules. F1- **Showing and awareness of a healthy and varied diet prepare and cook a savoury dishes using the skills previously learnt. (KPI)** F2- Make healthy eating choices and explain why. F3- Explain some of the processes that foods go through /make them more appealing.	explain the results of the research. F1- **Showing and awareness of a healthy and varied diet prepare and cook a savoury dishes using the skills previously learnt. (KPI)** F2- Make healthy eating choices and explain why. F3- Explain some of the processes that foods go through to preserve/make them more appealing.		M2- **Choose from a range of materials, showing an understanding of their different characteristics and with support begin to combine them. (KPI)** M3- Follow health and safety rules when working with materials and substances. T2- Cut internal shapes T3- **Independently attach features to a design. With support understand the appropriate joining technique. Begin to use a glue gun with some supervision. (KPI)** T6- Identify and talk about products that use electricity to make them work. Create working circuits to a light bulb or buzzer. Design products incorporating switches.	**and with support begin to combine them. (KPI)** M3-- Follow health & safety rules. F1- **Showing and awareness of a healthy and varied diet prepare and cook a savoury dishes using the skills previously learnt. (KPI)** F2- Make healthy eating choices and explain why. F3- Explain some of the processes that foods go through /make them more appealing.
Vocabulary	Levers, linkages, mechanism, cogs, dowel, pneumatics, Adhesives, pulley system	Savoury, sweet, additives, carbohydrates, proteins, fibre, fat, medium resistant food, minerals, blending, juicing, combine, techniques	Savoury, sweet, preserve, carbohydrates, proteins, fibre, fat, minerals, blending, juicing, combine, techniques, names of various foods used by Romans		Circuit, bulb, bulb holder, buzzer, switches, simple circuit, current, pressure pad, electricity, crocodile clips	Savoury, sweet, additives, carbohydrates, proteins, fibre, fat, medium resistant food, hydrated, minerals, blending, juicing, combine, techniques, variety

DT for Y5						
Strand	**Cookery- Celebrating Seasonality**	**Mechanisms: Gears and Pulleys:**		**Cookery- Celebrating Seasonality**	**Cookery- Celebrating Seasonality**	**Structures: Frame structures:**
Items Made	(History Link) Bread recipes and include using seasonal fruit and veg	(Science Link) Space theme		History Link) Recipes using seasonal fruit and veg Potato/ seasonal vegetable soup or other seasonal recipes	Design a Summer healthy meal with- Ribbon salad & mackerel pate/ hummus	(History Link) Air raid shelter
Knowledge	To know how to use information from various sources. To understand that ideas can be presented in a range of ways. To know how to use and modify their own detailed plans. To know that ideas need to meet a range of needs. To know that a design should be considered in context of the culture or society it was designed for. To understand that designs are developed over time and can be shown on a time line. To recognise that developments in technology have impact on designs. To know which tools are used needed during the DT process and know how to use them safely and with precision. To know how to select and use materials with precision. To know how to combine foods in a range of ways. To know how to test and evaluate products against a detailed design specification and make adaptations as products are developed. To know when various foods are in season and how to	To know how to use information from various sources. To understand that ideas can be presented in a range of ways. To know how to use and modify their own detailed plans. To know that ideas need to meet a range of needs. To know that a design should be considered in context of the culture or society it was designed for. To understand that designs are developed over time and can be shown on a time line. To recognise that developments in technology have impact on designs. To know which tools are used needed during the DT process and know how to use them safely and with precision. To know how to select and use materials with precision. To know how to test and evaluate products against a detailed design specification and make adaptations as products are developed. To know how to create a frame to support their mechanism.		To know how to use information from various sources. To understand that ideas can be presented in a range of ways. To know how to use and modify their own detailed plans. To know that ideas need to meet a range of needs. To know that a design should be considered in context of the culture or society it was designed for. To understand that designs are developed over time and can be shown on a time line. To recognise that developments in technology have impact on designs. To know which tools are used needed during the DT process and know how to use them safely and with precision. To know how to select and use materials with precision. To know how to combine foods in a range of ways. To know how to test and evaluate products against a detailed design specification and make adaptations as products are developed.	To know how to use information from various sources. To understand that ideas can be presented in a range of ways. To know how to use and modify their own detailed plans. To know that ideas need to meet a range of needs. To know that a design should be considered in context of the culture or society it was designed for. To understand that designs are developed over time and can be shown on a time line. To recognise that developments in technology have impact on designs. To know which tools are used needed during the DT process and know how to use them safely and with precision. To know how to select and use materials with precision. To know how to test and evaluate products against a detailed design specification and make adaptations as products are developed. To know how to create a frame to support their mechanism. To know how to create cams, gears or pulleys to use in their products.	To know how to use information from various sources. To understand that ideas can be presented in a range of ways. To know how to use and modify their own detailed plans. To know that ideas need to meet a range of needs. To know that a design should be considered in context of the culture or society it was designed for. To understand that designs are developed over time and can be shown on a time line. To recognise that developments in technology have impact on designs. To know which tools are used needed during the DT process and know how to use them safely and with precision. To know how to select and use materials with precision. To know how to test and evaluate products against a detailed design specification and make adaptations as products are developed. To know how to create a frame to support their mechanism. To know how to create cams, gears or pulleys to use in their products.

	include seasonal ingredients in dishes planned and prepared. To know how to evaluate meals in terms of their contribution towards a balanced diet.	To know how to create cams, gears or pulleys to use in their products.		To know when various foods are in season and how to include seasonal ingredients in dishes planned and prepared. To know how to evaluate meals in terms of their contribution towards a balanced diet.	To know when various foods are in season and how to include seasonal ingredients in dishes planned and prepared. To know how to evaluate meals in terms of their contribution towards a balanced diet.	
Skills	D1- **Use various sources of information, clarifying/sharing ideas through discussion, labelled sketches, cross-sectional diagrams and modelling, recognising that ideas have to meet a range of needs. (KPI)** D3- Work form own detailed plans, modifying where appropriate. E1- Investigate the design features of the recipe in context of culture or society in which it was designed or made E2- Test and evaluate products against a detailed design specification and make adaptations as they develop their product. E3- Create a timeline to sequence the development of a design over time and describe how technology has influenced it. M1- Name and select the appropriate tools for a task and use them with precision. M2- **Select and combine materials with precision**	D1- **Use various sources of information, clarifying/sharing ideas through discussion, labelled sketches, cross-sectional diagrams and modelling, recognising that ideas have to meet a range of needs. (KPI)** D2- Use computer aided designs to represent designs. D3- Work form own detailed plans, modifying where appropriate. E1- Investigate the design features (including identifying components of a familiar existing product in the context of culture or society in which it was designed or made E2- Test and evaluate products against a detailed design specification and make adaptations as they develop their product. E3- Create a timeline to sequence the development of a design over time and		D1- **Use various sources of information, clarifying/sharing ideas through discussion, labelled sketches, cross-sectional diagrams and modelling, recognising that ideas have to meet a range of needs. (KPI)** D3- Work form own detailed plans, modifying where appropriate. E1- Investigate the design features of the recipe in context of culture or society in which it was designed or made E3- Create a timeline to sequence the development of a design over time and describe how technology has influenced it. M1- Name and select the appropriate tools for a task and use them with precision. M2- **Select and combine materials with precision for a specific purpose. (KPI)**	D1- **Use various sources of information, clarifying/sharing ideas through discussion, labelled sketches, cross-sectional diagrams and modelling, recognising that ideas have to meet a range of needs. (KPI)** D3- Work form own detailed plans, modifying where appropriate. E1- Investigate the design features (including identifying ingredients) of a familiar existing product in the context of culture or society in which it was designed or made E2- Test and evaluate products against a detailed design specification and make adaptations as they develop their product. E3- Create a timeline to sequence the development of a design over time and describe how technology has influenced it.	D1- **Use various sources of information, clarifying/sharing ideas through discussion, labelled sketches, cross-sectional diagrams and modelling, recognising that ideas have to meet a range of needs. (KPI)**D3- Work form own detailed plans, modifying where appropriate. E1- Investigate the design features (including identifying components and ingredients) of a familiar existing product in the context of culture or society in which it was designed or made E2- Test and evaluate products against a detailed design specification and make adaptations as they develop their product. E3- Create a timeline to sequence the development of a design over time and describe how technology has influenced it. M1- Name and select the appropriate tools for a task and use them with precision. M2- **Select and combine materials with precision for a specific purpose. (KPI)**

	for a specific purpose. (KPI) M3- Select and name appropriate tools for specific jobs and demonstrate how to use them safely. F1- **Understand that food can be combined in a variety of ways (e.g. kneading, rubbing in and mixing).** **Using seasonal ingredients plan and create a dish. (KPI)** F2- Evaluate meals and consider if they contribute towards a balanced diet. F3- Explain what times of year particular foods are in Season.	describe how technology has influenced it. M1- Name and select the appropriate tools for a task and use them with precision. M2- **Select and combine materials with precision for a specific purpose. (KPI)** M3- Select and name appropriate tools for specific job & demonstrate using them safely. T2- Cut safely & accurately to a marked line. T3- **Begin to select the most appropriate methods for joining materials independently. E.g. using a glue gun with increased independence (still supervised) (KPI)** T4- Build a framework using a range of materials (e.g. wood, card & corrugated plastic) to support mechanisms. T5- Create cams, gears or pulleys in their products.		M3- Select and name appropriate tools for specific jobs and demonstrate how to use them safely. F1- **Understand that food can be combined in a variety of ways (e.g. kneading, rubbing in and mixing).** **Using seasonal ingredients plan and create a dish. (KPI)** F2- Evaluate meals and consider if they contribute towards a balanced diet. F3- Explain what times of year particular foods are in Season.	M1- Name and select the appropriate tools for a task and use them with precision. M2- **Select and combine materials with precision for a specific purpose. (KPI)** M3- Select and name appropriate tools for specific jobs and demonstrate how to use them safely. F1- **Understand that food can be combined in a variety of ways (e.g. kneading, rubbing in and mixing).** **Using seasonal ingredients plan and create a dish. (KPI)** F2- Evaluate meals and consider if they contribute towards a balanced diet. F3- Explain what times of year particular foods are in Season.	M3- Select and name appropriate tools for specific jobs and demonstrate how to use them safely. T2- Cut safely & accurately to a marked line. T3- **Begin to select the most appropriate methods for joining materials independently. E.g. using a glue gun with increased independence (still supervised) (KPI)** T4- Build a framework using a range of materials (e.g. wood, card & corrugated plastic) to support mechanisms.
Vocabulary	**Seasonal, availability, foraging ,knead, prove**	**Gear train, cams, cogs, follower, pulleys, systems,**		**Seasonal, availability, foraging,**	**Ribbon peeling, proving, seasonal, wholemeal, balanced meal**	**Triangulation, framework, cladding, modifying,**
DT for Y6						
Strand	**Electrical Systems: More complex switches and circuits.**	**Cookery: Celebrating Culture**	**Cookery: Celebrating Culture -**	**Textile: Combining different fabric shapes**		**Cooking- Celebrating Culture**

Project	Game including more complex electrical circuit	RE Link/ Enterprise ?	History link-perhaps linked to Midsummer Night's Dream	Maya inspired bag with Patterns		Design, make, serve a homemade version of foods celebrating our multicultural society.
Knowledge	To know how to develop detailed designs that are aimed at targeted individuals/ groups. To know how to share ideas for designs in a range of ways and understand how to produce and use prototypes and pattern pieces. To recognise that during the design process their work approaches may need to be modified. To know how to modify products as a result of ongoing evaluations by themselves and others. To know how to consider and evaluate existing products. To recognise how fashions and fabrics have changed over time and how this has affected fashion. To understand how an individual in the field of design and technology has helped shape the world. To demonstrate increasing accuracy using more complex tools. To demonstrate understanding of characteristics of materials by independently selecting best materials for tasks. To know and show how their product takes into account the users safety. To know how to join materials using the most appropriate method for the material or purpose.	To know how to develop detailed designs that are aimed at targeted individuals/ groups. To know how to share ideas for designs in a range of ways and understand how to produce and use prototypes and pattern pieces. To recognise that during the design process their work approaches may need to be modified. To know how to modify products as a result of ongoing evaluations by themselves and others. To know how to consider and evaluate existing products. To recognise how fashions and fabrics have changed over time and how this has affected fashion. To understand how an individual in the field of design and technology has helped shape the world. To demonstrate increasing accuracy using more complex tools. To demonstrate understanding of characteristics of materials by independently selecting best materials for tasks. To know and show how their product takes into account the users safety. To know how to plan, prepare a simple meal safely using an awareness of ingredients,	To know how to develop detailed designs that are aimed at targeted individuals/ groups. To know how to share ideas for designs in a range of ways and understand how to produce and use prototypes and pattern pieces. To recognise that during the design process their work approaches may need to be modified. To know how to modify products as a result of ongoing evaluations by themselves and others. To know how to consider and evaluate existing products. To recognise how fashions and fabrics have changed over time and how this has affected fashion. To understand how an individual in the field of design and technology has helped shape the world. To demonstrate increasing accuracy using more complex tools. To demonstrate understanding of characteristics of materials by independently selecting best materials for tasks. To know and show how their product takes into account the users safety. To know how to plan, prepare a simple meal safely using an awareness of ingredients,	To know how to develop detailed designs that are aimed at targeted individuals/ groups. To know how to share ideas for designs in a range of ways and understand how to produce and use prototypes and pattern pieces. To recognise that during the design process their work approaches may need to be modified. To know how to modify products as a result of ongoing evaluations by themselves and others. To know how to consider and evaluate existing products. To recognise how fashions and fabrics have changed over time and how this has affected fashion. To understand how an individual in the field of design and technology has helped shape the world. To demonstrate increasing accuracy using more complex tools. To demonstrate understanding of characteristics of materials by independently selecting best materials for tasks. To know and show how their product takes into account the users safety. To know how to join materials using the most		To know how to develop detailed designs that are aimed at targeted individuals/ groups. To know how to share ideas for designs in a range of ways and understand how to produce and use prototypes and pattern pieces. To recognise that during the design process their work approaches may need to be modified. To know how to modify products as a result of ongoing evaluations by themselves and others. To know how to consider and evaluate existing products. To recognise how fashions and fabrics have changed over time and how this has affected fashion. To understand how an individual in the field of design and technology has helped shape the world. To demonstrate increasing accuracy using more complex tools. To demonstrate understanding of characteristics of materials by independently selecting best materials for tasks. To know and show how their product takes into account the users safety. To know how to plan, prepare a simple meal safely using an awareness of ingredients, cooking techniques and hygiene. To recognise how they can have a healthy and affordable diet.

	To demonstrate understanding of the most appropriate electrical systems by incorporating it into their design.	cooking techniques and hygiene. To recognise how they can have a healthy and affordable diet. To understand and share with others their knowledge of how ingredients were grown, reared, caught and processed.	cooking techniques and hygiene. To recognise how they can have a healthy and affordable diet. To understand and share with others their knowledge of how ingredients were grown, reared, caught and processed.	appropriate method for the material or purpose. To demonstrate understanding of the most appropriate electrical systems by incorporating it into their design.		To understand and share with others their knowledge of how ingredients were grown, reared, caught and processed.
Skills	D1- **Develop detailed criteria for designs for products aimed at particular individuals or groups, sharing ideas through cross-sectional and exploded diagrams, prototypes and pattern pieces. (KPI)** D2- Use CAD/CAM packages to design. D3- Check work as it develops and modify their approach in light of progress. E1- Explain the form and function of familiar existing products. E2- Demonstrate modifications made to a product, as a result of ongoing evaluation, by themselves and others. E3- Explain how fashions and fabrics have changed over time and how this has affected fashion. Describe how an individual in the field of design and technology has helped shape the world.	D1- **Develop detailed criteria for designs for products aimed at particular individuals or groups, sharing ideas through cross-sectional and exploded diagrams, prototypes and pattern pieces. (KPI)** D3- Check work as it develops and modify their approach in light of progress. D4- Research cultural traditions and evidence their influence in their own work. E1- Explain the form and function of familiar existing products. E2- Demonstrate modifications made to a product, as a result of ongoing evaluation, by themselves and others. E3- Explain how fashions have changed over time and how this has affected fashion.	D1- **Develop detailed criteria for designs for products aimed at particular individuals or groups, sharing ideas through cross-sectional and exploded diagrams, prototypes and pattern pieces. (KPI)** D3- Check work as it develops and modify their approach in light of progress. D4- Research cultural traditions and evidence their influence in their own work. E1- Explain the form and function of familiar existing products. E2- Demonstrate modifications made to a product, as a result of ongoing evaluation, by themselves and others. E3- Explain how fashions have changed over time and how this has affected fashion.	D1- **Develop detailed criteria for designs for products aimed at particular individuals or groups, sharing ideas through cross-sectional and exploded diagrams, prototypes and pattern pieces. (KPI)** D3- Check work as it develops and modify their approach in light of progress. D4- Research cultural traditions and evidence their influence in their work. E1- Explain the form and function of familiar existing products. E2- Demonstrate modifications made to a product, as a result of ongoing evaluation, by themselves and others. E3- Explain how fashions & fabrics have changed over time and how this has affected fashion. Describe how an individual in the field		D1- **Develop detailed criteria for designs for products aimed at particular individuals or groups, sharing ideas through cross-sectional and exploded diagrams, prototypes and pattern pieces. (KPI)** D3- Check work as it develops & modify their approach in light of progress. D4- Research cultural traditions and evidence their influence in their own work. E1- Explain the form and function of familiar existing products. E2- Demonstrate modifications made to a product, as a result of ongoing evaluation, by themselves and others. E3- Explain how fashions have changed over time and how this has affected fashion. Describe how an individual in the field of design and technology has helped shape the world. M1- Use more complex tools with increasing accuracy.

	M1- Use more complex tools with increasing accuracy. M2- **Independently choose the best materials for a task, showing an understanding of their working characteristics. (KPI)** M3- Demonstrate how their products take into account the safety of the user. T3- **Join materials using the most appropriate methods for the materials or purpose. (KPI)** T6-Design products incorporating the most appropriate electrical systems.	Describe how an individual in the field of design and technology has helped shape the world. M1- Use more complex tools with increasing accuracy. M2- **Independently choose the best materials for a task, showing an understanding of their working characteristics. (KPI)** M3- Demonstrate how their products take into account the safety of the user., F1- **Plan, prepare a simple healthy meal safely using an awareness of ingredients, cooking techniques and hygiene. (KPI)** F2- Plan how they can have a healthy/affordable diet. F3- Explain how the ingredients were grown, reared, caught and processed.	Describe how an individual in the field of design and technology has helped shape the world. M1- Use more complex tools with increasing accuracy. M2- **Independently choose the best materials for a task, showing an understanding of their working characteristics. (KPI)**working characteristics. M3- Demonstrate how their products take into account the safety of the user., F1- **Plan, prepare a simple healthy meal safely using an awareness of ingredients, cooking techniques and hygiene. (KPI)** F2- Plan how they can have a healthy/affordable diet. F3- Explain how the ingredients were grown, reared, caught and processed.	of design & technology has helped shape the world. M1- Use more complex tools with increasing accuracy. M2- **Independently choose the best materials for a task, showing an understanding of their working characteristics. (KPI)** M3- Demonstrate how their products take into account the safety of the user., T1- Use a simple pattern to create a life-sized item of clothing. Create a 3-D product using a range of materials and sewing techniques. T2- Use a craft knife, cutting mat and safety ruler with 1:1 supervision if needed. T3- **Join materials using the most appropriate methods for the materials or purpose. (KPI)**		M2- **Independently choose the best materials for a task, showing an understanding of their working characteristics. (KPI)** M3- Demonstrate how their products take into account the safety of the user., F1- **Plan, prepare a simple healthy meal safely using an awareness of ingredients, cooking techniques and hygiene. (KPI)** F2- Plan how they can have a healthy/affordable diet. F3- Explain how the ingredients were grown, reared, caught and processed.
Vocabulary	**Circuits- parallel, fuse, electrical Symbols, modifications, input/ output, conductor, insulator**	**Vocabulary linked with religious celebrations, ingredients, grown, cultural, traditional**	**Vocabulary linked with 15th Century Britain,**	**Stitch Vocabulary, blanket, cross stitch, embroidery, pattern, tacking, safety pins, sewing machine, thread,**		**ingredients, grown, cultural, traditional, affordable, social influences, vegetarian, vegan**