	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
FS2 coverag	e based on child initiated learning	ng opportunities and opportunit	ies in continuous provision				
DT Strand	Cutting, joining, fixing		Construction using kits, natural materials, large materials,		Various celebrations, Traditional stories, Farm to fork, Snack		
	Weaving, lacing, modelling, cons		recycled materials, pop-up boo		preparation ,Exploring tools ,M		
Knowledge	-To recognise the stages of a D	T project: Design, Make,	-To recognise the stages of a	DT project: Design, Make,		OT project: Design, Make, Evaluate	
	Evaluate		Evaluate			s to keep safe when participating in	
	-Recognise and understand ways to keep safe when		-Recognise and understand wa	ys to keep safe when	DT activities.		
	participating in DT activities.		participating in DT activities.			tice of good hygiene when preparing	
	-Understand the need and pract	tice of good hygiene when	-Understand the need and pro	actice of good hygiene when	and eating food.		
	preparing and eating food.		preparing and eating food.		-Know .		
	-Know .		-Know .			or purpose and they effect change in	
	- Realise that tools are used for	r purpose and they effect	- Realise that tools are used f	or purpose and they effect	materials		
	change in materials		change in materials		-Know how to join a variety of r		
	-Know how to join a variety of m		-Know how to join a variety of		-Know how to handle tools safe	•	
	-Know how to handle tools safely		-Know how to handle tools saf			fferences in relation to objects and	
	-Know about similarities and dif	terences in relation to objects	-Know about similarities and d	lifterences in relation to	materials		
	and materials	P. 1. 1. 1.	objects and materials		 -Understand that different media can be combined to create ne effects. -Recognise the need for measuring when making. 		
		Inderstand that different media can be combined to create -Understand that different media can be combined to		nedia can be combined to			
	new effects.	do a cola accomandado a	create new effects.	i			
	-Recognise the need for measuring when making. Know that products made can be evaluated and improved.		-Recognise the need for measuring when making. Know that products made can be evaluated and improved.		Know that products made can be evaluated and improved. -Know that Technology is used in everyday life.		
			-Know that Technology is used in everyday life.		-Understand where various food comes from.		
	-Know that Technology is used in everyday life. -Understand where various food comes from.		-Understand where various food comes from.		-Recognise the need to eat and drink for health and growth.		
		nise the need to eat and drink for health and growth. how to eat socially with others. Some foods are eaten on special occasions. -Recognise the need to eat and drink for health and growthKnow how to eat socially with othersKnow some foods are eaten on special occasions.		-Know how to eat socially with othersKnow some foods are eaten on special occasionsRecognise and apply the need for measuring when making.			
	•						
	-know some roods are eaten on special occasionsRecognise and apply the need for measuring when making.		-Recognise and apply the need for measuring when making.		-recognise and apply the need for measuring when making.		
Skills	Constructs with a purpose in mil		Constructs with a purpose in r		Constructs with a nurpose in mi	ind, using a variety of resources.	
Okins	resources.	na, asing a variety of	resources.	ima, asing a variety of		ughts and feelings through design	
	Represent their own ideas, thou	ahts and feelings through		resent their own ideas, thoughts and feelings through		a particular purpose	
	design	.ge ana peemige im eag	design			and develop their own narrative and	
	Select and use technology for a	particular purpose Answer	Select and use technology for a particular purpose		explanations by connecting exp	•	
	how and why questions and deve		Answer how and why questions		Confident to speak to others about their own opinions		
	explanations by connecting expe		narrative and explanations by		Talk about how things happen and work		
	Confident to speak to others ab		events	3 1	Children know about similarities		
	Talk about how things happen ar	• • • • • • • • • • • • • • • • • • •	Confident to speak to others	about their own opinions	objects and materials		
	Answer how and why questions and confidently talk about		Talk about how things happen and work		Answer how and why questions and confidently talk about their own		
	their own ideas	•	Answer how and why questions		ideas	·	
	Use tools to effect change on materials		their own ideas	•	Use tools to effect change on r	naterials	
	Choose materials and resources		Use tools to effect change on	materials		s needed for the chosen activity	
	activity		Choose materials and resource			dia can be combined to create new	
			activity		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 strong, weak	, tape, glue, stick, hold, join,	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 hygieneTo 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 hygieneTo 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 workTo 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	M1- Select and explain why		M1- Select and explain why	M1- Select and explain why	T3- Join a variety of materials
	an intended design with basic	they have chosen a		they have chosen a	they have chosen a particular	(including fabric) accurately,
	labelling. (KPI)	particular tool for the task.		particular tool for the task.	tool for the task.	e.g. using glue or tape. (KPI)
	D3-With help put ideas into	M2- Select and explain their		M2- Select and explain their	M2- Select and explain their	T5- Create and use levers and
	practice	choices of materials,		choices of materials,	choices of materials,	sliders.
	E2- Talk about their own &	sometimes with help (KPI)		sometimes with help (KPI)	sometimes with help (KPI)	D1- Draw a simple picture of an
	others' work identifying	M3- Explain how to keep		M3- Explain how to keep	M3- Explain how to keep safe	intended design with basic
	strengths and/or weaknesses	safe during a practical task.		safe during a practical task.	during a practical task.	labelling. (KPI)
	E3- Order products or designs	D1- Draw a simple picture		D1- Draw a simple picture	D1- Draw a simple picture of	D3- With help put ideas into
	chronologically and begin to	of an intended design with		of an intended design with	an intended design with basic	practice
	explain reasons why they are	basic labelling. (KPI)		basic labelling. (KPI)	labelling. (KPI)	E1- Describe how an existing
	ordered in that way.	D3-With help put ideas into		D3-With help put ideas into	D3-With help put ideas into	product works (e.g. the toy
	T1- Cut out shapes from a	practice		practice	practice	moves when I turn the handle')
	range of fabrics & papers.	E1- Describe how an existing		E2-Talk about their own and	E2-Talk about their own and	E2-Talk about their own and
	Join fabrics using running	product works)		others' work identifying	others' work identifying	others' work identifying
	stitch, glue, staples, over-	E2-Talk about their own and		strengths and/or	strengths and/or weaknesses	strengths and/or weaknesses
	sewing & tape.	others' work identifying		weaknesses	T2- Cut accurately and safely	E3- Order products or designs
	T2- Cut accurately & safely	strengths and/or		T2- Cut/thread accurately	with scissors	chronologically and begin to
	with scissors	weaknesses		and safely with scissors/	F1-Measure and weigh food	explain reasons why they are
	T3- Join a variety of	T2- Cut accurately and		using cocktail stick	items using non-standard	ordered in that way.
	materials (including fabric)	safely with blunt knife		F1-Measure and weigh food	measures (e.g. spoons and	M1- Select and explain why they
	accurately, e.g. using glue or	F1- Measure and weigh		items using non-standard	cups) to produce a dish	have chosen a particular tool for
	tape. (KPI)	food items using non-		measures (e.g. spoons and	safely. (KPI)	the task.
	M1- Select & explain why they	standard measures (e.g.		cups) to produce a dish	F2- Identify the main food	M2- Select and explain their
	have chosen a particular tool	spoons and cups) to		safely. (KPI)	groups, including fruit and	choices of materials, sometimes
	for the task.	produce a dish safely.		F2- Identify various types	vegetables	with help (KPI)
	M2- Select and explain their	(KPI)		of fruit.	F3- Identify the source for	M3- Explain how to keep safe
	choices of materials.	F2- Identify the main food		F3- Identify the source of	common foods.	Mo Explain now to keep sure
	sometimes with help (KPI)	groups, including fruit and		various fruits.	common roods.	
	M3- Explain how to keep safe	vegetables		various fruits.		
	during a practical task.	F3- Identify the source for				
	during a practical task.	common foods.				
		common roods.				
Key	Names of equipment, felt,	Technical language- cutting,		Technical language- bridge	Names of salad ingredients,	Levers, sliders, push pull,
Vocabulary	running stitch, needle, thread,	grating, slicing, names of		cut hold, names of equipment	bridge cut hold, claw grip,	directional language
7 3 3 3 2 3 3 3	fabric	tools.		& various fruit.	grating, juicing and names of	am compiliar ranguage
					equipment.	
DT for Y2						
DT Strand	Cookery- Prepare and serve		Freestanding Structures:	Cookery- Prepare and serve	Mechanisms: wheels and	Cookery: Prepare and serve a
	a healthy balance meal			a healthy balance meal	axels	healthy balanced meal
Project	Rock buns (or muffins) with		rocket	Savoury biscuits or cheese	Train or car	Breakfast meal including fruit
	fruit garnish and yogurt			straws with dip and garnish		garnish

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

	they could do better in the	design is significant in	they could do better in the	particular design is significant	M2- With support choose
	future.	engineering history.	future.	in engineering history.	appropriate materials and
	M1- Use tools safely for	E1- Understanding of	M1- Use equipment safely	M1- Use tools safely for	suggest ways of manipulating
	cutting components.	different mechanisms	for cutting components.	cutting and joining materials	them to achieve a desired
	M2- With support choose	E2- Explain how closely	M2- With support choose	and components.	effect. (KPI)
	appropriate materials and	finished products meet their	appropriate materials and	M2 - With support choose	M3- Work safely and
	suggest ways of manipulating	design criteria and say what	suggest ways of	appropriate materials and	hygienically.
	them to achieve a desired	they could do better in the	manipulating them to	suggest ways of manipulating	F1- Begin to cut, peel, grate
	effect. (KPI)	future.	achieve a desired effect.	them to achieve a desired	and chop a range of
	M3- Work safely &	E3- Understanding of	(KPI)	effect. (KPI)	ingredients. Measure
	hygienically in cooking	different designers (e.g.	M3- Work safely &	M3- know how to cut and join	ingredients with increased
	activities.	Isambard Brunel)	hygienically.	safely	independence to make healthy
	F1- Begin to cut, peel, grate	M1- Use tools safely for	F1- Begin to cut, peel,	E1 -Understanding of	dishes. (KPI)
	and chop a range of	cutting and joining	grate and chop a range of	different mechanisms	F2- Recognise the need for a
	ingredients. Measure	M2 - With support choose	ingredients. Measure	E2- Explain how closely	variety of foods in a diet.
	ingredients with increased	appropriate materials and	ingredients with increased	finished products meet their	F3- Explain where the food they
	independence to make	suggest ways of	independence to make	design criteria & say what	eat comes from (refer to
	healthy dishes. (KPI)	manipulating them to	healthy dishes. (KPI)	they could do better in the	countries, counties, animals and
	F2- Recognise the need for a	achieve a desired effect.	F2- Recognise the need for a		plants)
	variety of foods in a diet.	(KPI)	variety of foods in a diet.	E3- Describe why a design, or	pidri13)
	F3- Explain where the food	M3- know how to cut and	F3- Explain where the food	a designer is important.	
	they eat comes from (refer to	join safely	they eat comes from (e.g. by	T2 -cutting materials	
	countries, counties, animals	T2-cutting materials	referring to countries,	T3- Attach features to a	
	and plants)	T3- Attach features and	counties, animals & plants	vehicle (e.g.an axle and	
	ana piants)	join appropriately, with	countries, animais a piants	wheels). Join appropriately,	
		glue and/or tape, for		with glue and/or tape, for	
		different materials and		different materials and	
		situations. (KPI)		situations. (KPI)	
				T4- Understanding of language	
		T4- Build simple structures			
		& Understanding of language		stiffer, stronger, more stable.	
		stiffer, stronger, more		T4 Evaluate and improve	
		stable		structure using criteria.	
				- T5 knowledge of different	
				wheels.	
Key	mix, combine, beat, cut, knead,	stiffer, stronger, more	mix, combine, cut, knead, rub	Wheels, axels, 'stopper',	chop, grate etc, Healthy,
Vocabulary	rub in, recipe, equal portions,	stable. Names of resource	in, recipe, roll out, equal	chassis, stiffer, stronger,	healthier,
	balanced diet, measure, level,	e.g. Glue types	portions, balanced diet	more stable, balances,	bridge hold, claw grip, sift,
	sift, bridge hold, claw grip	,,		straight	, , , , , , , , , , , , , , , , , , ,
DT for Y3					

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

And linkages – Shaduf or trap door muffins Money, Honey cake, Roman inspired salad mustive from cast of trap door To recognise the stages of a DT project: Research, Design, Make, Evaluate - To know whe veisting 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 ho 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 a range of tools and materials, reflecting on their understanding of To know how to know to moke to range of tools and materials, reflecting on their understanding of To know how to choose from a range of tools and materials, reflecting on their understanding of To know how to choose from a range of tools and materials, reflecting on their understanding of To know how to choose from a range of tools and materials, reflecting on their understanding of To know how to choose from a range of tools and materials, reflecting on their understanding of To know how to choose from a range of tools and materials, reflecting on their understanding of To know how to choose from a range of tools and materials, reflecting on their understanding of To know how to choose from a range of tools and materials, reflecting on their understanding of To know how to choose from a range of tools and materials, reflecting on their understanding of To know how to choose from a range of tools and materials, reflecting on their understanding of To know how to choose from a range of tools and materials, reflecting on their understanding of To know how to choose from a range of tools and materials, reflecting on their understanding of To know how to choose from a range of tools and materials, reflecting on their understanding of To know how to choose from a range of tools and materials, reflecting on their understanding	Strand	Moving Mechanisms: Levers and Linkages	Cookery- Healthy/ varied diet	Cookery- Healthy & varied diet	Electrical Systems: Simple circuits & switches	Cooking- Healthy & varied diet
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 know that information dates of the user. - To understand that a design must be fit for purpose and meet the needs of like user. - To know how levers and is liked and used To know how here shad in liked gar are made and used To know how to make realistic step by step designs and to understand that designs and 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 the sust and sust on the collected and safely. - To know how to make realistic sefe by on the materials, reflecting on their understanding of the sust and safe in the medis of the size of the sust of the s	Project	and linkages – Shaduf or		Honey, Honey cake, Roman	biosphere (Liaise with Y6 to	Design & serve a Savoury scone afternoon tea
and tools, -To demonstrating their understanding of joining techniquesTo understand how to use -To understand how to use tools safely, demonstrating tools safelyTo know how to make -To understand how to use tools of points and tools, -To understand how to use tools safely, demonstrating awareness of health and safetyTo know how to make -To understand how to use tools safely, demonstrating awareness of health and safetyTo know how to make -To know how to make	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 userTo 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 processTo 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 techniquesTo understand how to use tools safely, demonstrating awareness of health and	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 processTo understand how to prepare/ clear up from activity - To know how to choose from a range of tools and materials, reflecting on their understand how to use tools safely, demonstrating awareness of health and safety To know how to make healthy eating choices and	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 processTo 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	-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 processTo 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 safetyTo demonstrating their understanding of joining	-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

	-To know some ways in which food can be made more appealingTo 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 appealingTo 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.		
from a num different suse this infinform design words, laber sketches, a models, keep fit for purpend user. (If the plans, reduced by the plans, reduced by the plans, reduced by the product is used to the p	different sources and use this information to inform design ideas in words, labelled sketches, diagrams and models, keeping in mind pose and the KPI) Alistic, step by flecting on exproduct The potential of a sand use them what has worked could be dencing and 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	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 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.

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	b1- 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, crosssectional 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, crosssectional 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		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			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	RE Link/ Enterprise ?	History link-perhaps linked	Maya inspired bag with	Design, make, serve a homemade
	electrical circuit		to Midsummer Night's	Patterns	version of foods celebrating our
			Dream		multicultural society.
Knowledge	To know how to develop	To know how to develop	To know how to develop	To know how to develop	To know how to develop detailed
	detailed designs that are	detailed designs that are	detailed designs that are	detailed designs that are	designs that are aimed at
	aimed at targeted individuals/	aimed at targeted	aimed at targeted	aimed at targeted	targeted individuals/ groups.
	groups.	individuals/groups.	individuals/ groups.	individuals/groups.	To know how to share ideas for
	To know how to share ideas	To know how to share ideas	To know how to share ideas	To know how to share ideas	designs in a range of ways and
	for designs in a range of ways	for designs in a range of	for designs in a range of	for designs in a range of	understand how to produce and
	and understand how to	ways and understand how to	ways and understand how to	ways and understand how to	use prototypes and pattern
	produce and use prototypes	produce and use prototypes	produce and use prototypes	produce and use prototypes	pieces.
	and pattern pieces.	and pattern pieces.	and pattern pieces.	and pattern pieces.	To recognise that during the
	To recognise that during the	To recognise that during the	To recognise that during the	To recognise that during the	design process their work
	design process their work	design process their work	design process their work	design process their work	approaches may need to be
	approaches may need to be	approaches may need to be	approaches may need to be	approaches may need to be	modified.
	modified.	modified.	modified.	modified.	To know how to modify products
	To know how to modify	To know how to modify	To know how to modify	To know how to modify	as a result of ongoing evaluations
	products as a result of ongoing	products as a result of	products as a result of	products as a result of	by themselves and others.
	evaluations by themselves and	ongoing evaluations by	ongoing evaluations by	ongoing evaluations by	To know how to consider and
	others.	themselves and others.	themselves and others.	themselves and others.	evaluate existing products.
	To know how to consider and	To know how to consider and	To know how to consider and	To know how to consider and	To recognise how fashions and
	evaluate existing products.	evaluate existing products.	evaluate existing products.	evaluate existing products.	fabrics have changed over time
	To recognise how fashions and	To recognise how fashions	To recognise how fashions	To recognise how fashions	and how this has affected
	fabrics have changed over	and fabrics have changed	and fabrics have changed	and fabrics have changed	fashion.
	time and how this has	over time and how this has	over time and how this has	over time and how this has	To understand how an individual
	affected fashion.	affected fashion.	affected fashion.	affected fashion.	in the field of design and
	To understand how an	To understand how an	To understand how an	To understand how an	technology has helped shape the
	individual in the field of design	individual in the field of	individual in the field of	individual in the field of	world.
	and technology has helped	design and technology has	design and technology has	design and technology has	To demonstrate increasing
	shape the world.	helped shape the world.	helped shape the world.	helped shape the world.	accuracy using more complex
	To demonstrate increasing	To demonstrate increasing	To demonstrate increasing	To demonstrate increasing	tools.
	accuracy using more complex	accuracy using more complex	accuracy using more complex	accuracy using more complex	To demonstrate understanding of
	tools.	tools.	tools.	tools.	characteristics of materials by
	To demonstrate understanding	To demonstrate	To demonstrate	To demonstrate	independently selecting best
	of characteristics of materials	understanding of	understanding of	understanding of	materials for tasks.
	by independently selecting	characteristics of materials	characteristics of materials	characteristics of materials	To know and show how their
	best materials for tasks.	by independently selecting	by independently selecting	by independently selecting	product takes into account the
	To know and show how their	best materials for tasks.	best materials for tasks.	best materials for tasks.	users safety.
	product takes into account the	To know and show how their	To know and show how their	To know and show how their	To know how to plan, prepare a
	users safety.	product takes into account	product takes into account	product takes into account	simple meal safely using an
	To know how to join materials	the users safety.	the users safety.	the users safety.	awareness of ingredients, cooking
	using the most appropriate	To know how to plan, prepare	To know how to plan, prepare	To know how to join	techniques and hygiene.
	method for the material or	a simple meal safely using an	a simple meal safely using an	materials using the most	To recognise how they can have a
	purpose.	awareness of ingredients,	awareness of ingredients,		healthy and affordable diet.

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

Vocabulary	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.
	modifications, input/ output, conductor, insulator	ingredients, grown, cultural, traditional	, J	pattern, tacking, safety pins, sewing machine, thread.	influences, vegetarian, vegan