



Curriculum Map for DT

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used					
EYFS - Nursery	<p>Year A & B Me and My Family</p>	<p>Year A Winter Wonderland Year B Splashing Around</p>	<p>Year A How to Catch a Dragon Year B Me and My Shadow</p>	<p>Year A Fluff and Feathers Year B Let's Build Together</p>	<p>Year A Somewhere Over the Rainbow Year B If You're Healthy and You Know It</p>	<p>Year A Beside The Seaside Year B Animal Antics</p>
	<p>Autumn - 1: Mark Making, 2: Cards & Calendars, Models</p> <p>Prime Areas - Develop manipulation and control (tearing etc) Explore different materials and tools.</p> <p>Specific Areas - Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p>		<p>Spring - 1: Materials & Textures, 2: Silhouettes</p> <p>Prime Areas - Begin to hold the scissors correctly and make snips in paper with scissors. Use large-muscle movements paint and make marks. Explore different materials and tools.</p> <p>Specific Areas - Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Join different materials and explore different textures.</p>		<p>Summer - 1: Colour Mixing</p> <p>Prime Areas - Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils.</p> <p>Specific Areas - Explore colour and colour-mixing Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	

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	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.					
EYFS - Reception	Marvellous Me	Awesome Authors	Reach for the Stars	Commotion in the Ocean	All Creatures Great and Small	Rumble in the Jungle
	Autumn - 1: Experiment with textures Explore media and materials, 2: Elves & the Shoemaker Shoes, Cards, Calendars Prime Areas - Develop their small motor skills so that they can use a range of tools competently, Specific Areas - Explore, use and refine a variety of artistic effects to express their ideas and feelings.		Spring - 1: Space Rockets, Plan, evaluate models 2: Colour Mixing Prime Areas - Develop their small motor skills so that they can use a range of tools safely Specific Areas - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.		Summer - 1: Mini Beast observational drawing, Create collaboratively 2: Making models of transport Prime Areas - Develop their small motor skills so that they can use a range of tools confidently Hold a pencil effectively using the tripod grip in almost all cases Specific Areas - Make observations and drawing pictures of animals and plants. Create collaboratively sharing ideas, resources and skills	
				Under the sea ball - Expressive arts and design focus		

<u>Design</u>	<u>Make</u>	<u>Evaluate</u>	<u>Technical Knowledge</u>
<p>A - I can use pictures and words to create plans and describe what I want to do.</p> <p>B - I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology, with help.</p> <p>C - I can design purposeful, functional, appealing products for myself and other users based on design criteria</p>	<p>D - I can use tools and materials with help.</p> <p>E - I can measure, mark and cut out and shape a range of materials</p> <p>F - I can use tools to join materials and components in different ways.</p> <p>G - I can use the basic principles of a healthy and varied diet to prepare dishes</p>	<p>H I can talk about my ideas, saying what I like and dislike.</p> <p>I - I can suggest things I could do better next time with help.</p>	<p>J - I have experienced how mechanisms can be used in different ways</p> <p>K - I can build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>L - I understand where food comes from.</p>

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>When designing and making, pupils should be taught to:</p> <p>Design design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p>Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products</p> <p>Cooking and nutrition As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to: Key stage 1 use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.</p>					
KS1 - Year 1	Our Place		Heroes & Super Heroes		From City to Sea	
	Structures - free standing structures - model of West Park		Textiles - templates and joining techniques - superhero puppet		Food - prepping fruit and veg - fruit salad/fruit kebab/fruit smoothie - suitable for a beach trip	

	<p>Technical Knowledge & Vocab Know how to make freestanding structures stronger, stiffer and more stable. Understand that different mechanisms produce different types of movement.</p> <p>Know and use technical vocabulary relevant to the project:- cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards, cutting, joining, shaping, finishing, fixed, free, moving, mechanism names of tools, equipment and materials used</p>	<p>Technical Knowledge & Vocab Understand how simple 3-D textile products are made, using a template to create two identical shapes. Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. Explore different finishing techniques</p> <p>Know and use technical vocabulary relevant to the project:- joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish</p>	<p>Technical Knowledge & Vocab Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</p> <p>Know how to use appropriate equipment and utensils to prepare and combine food.</p> <p>Understand and use basic principles of a healthy and varied diet to prepare dishes, Know and use technical and sensory vocabulary relevant to the project:</p> <p>fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients</p>
	<p>Design Support/Drawing in DT Year 1- Use drawing to record observations of existing products. (Drawing of own ideas is not normally purposeful at this stage.)</p>		
	<p>Design Cycle Vocab Progression Design: design, criteria, product, user, function, mock-up, model, template Make: hygiene, cutting, measure, folding, join, gluing, shape, tearing, decorate, hinges, printing, tool, strengthen, safety, assemble, finishing, curling, assemble, stitching, templates, shape, sequins, material, textile, properties, mechanism, equipment. Evaluate: evaluate, product, like, dislike, design criteria, improved</p>		

KS1 - Year 2	Knights, Dungeons & Castles	Explorers	Australia
	Mechanisms - sliders and levers (Christmas cards)	Food - prepping fruit and veg - vegetable snack for explorers' lunch	Mechanisms - wheels and axels - beach buggy
	<p>Technical Knowledge & Vocab Know how to make freestanding structures stronger, stiffer and more stable. Explore and use sliders and levers.</p>	<p>Technical Knowledge & Vocab Understand where a range of vegetables, meats and dairy products, come from e.g. farmed or grown at home.</p>	<p>Technical Knowledge & Vocab Know how to make freestanding structures stronger, stiffer and more stable. Explore and use sliders and levers.</p>

	<p>Understand that different mechanisms produce different types of movement.</p> <p>Know and use technical vocabulary relevant to the project:- cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards, cutting, joining, shaping, finishing, fixed, free, moving, mechanism names of tools, equipment and materials used.</p>	<p>Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate.</p> <p>Know and use technical and sensory vocabulary relevant to the project: portion vegetables, proteins- fish, eggs, meat dairy/alternatives- cheese, milk, yoghurt carbohydrates- potatoes, bread, rice, pasta hygiene peeling grating cutting healthy/unhealthy, farming, fishing, plants animals</p>	<p>Understand that different mechanisms produce different types of movement.</p> <p>Know and use technical vocabulary relevant to the project:- cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards, cutting, joining, shaping, finishing, fixed, free, moving, mechanism names of tools, equipment and materials used.</p>
	<p>Design Support/Drawing in DT Draw a design with discussion from others to develop design ideas. (The purpose of drawing for design should be modelled at this stage)</p>		
	<p>Design Cycle Vocab Progression Design: design, criteria, product, user, function, mock-up, model, template Make: hygiene, cutting, measure, folding, join, gluing, shape, tearing, decorate, hinges, printing, tool, strengthen, safety, assemble, finishing, curling, assemble, stitching, templates, shape, sequins, material, textile, properties, mechanism, equipment. Evaluate: evaluate, product, like, dislike, design criteria, improved</p>		

<u>Design</u>	<u>Make</u>	<u>Evaluate</u>	<u>Technical Knowledge</u>
<p>A - I can plan out the order of my work to achieve my aims</p> <p>B - I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>C - I can clarify ideas and use words, labelled sketches and models to share my design.</p>	<p>D - I can choose appropriate tools, equipment, materials, components and techniques including Computing software programs.</p> <p>E - I can measure, mark, cut out and shape a range of materials with some accuracy.</p> <p>F - I can assemble, join and combine components and materials with some accuracy.</p>	<p>H - I can explain my ideas, saying what I like and dislike.</p> <p>I - I can reflect on my progress and identify ways I could improve my product or the products of others</p>	<p>J - I understand and use mechanical systems in my products [for example, gears, pulleys, cams, levers and linkages, with help.</p> <p>K - I have experienced how materials can be combined and mixed to create more useful properties for example, using cardboard triangles on the corners of a wooden framework to strengthen it.</p> <p>L - I can understand the principles of a healthy and varied diet.</p>

	<p>G - I can apply the principles of a healthy and varied diet.</p>		
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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>When designing and making, pupils should be taught to:</p> <p>Design use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products</p> <p>Cooking and nutrition As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to:</p> <p>Key stage 2 understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>					
KS2 - Year 3	Hunter Gatherers		Extreme Earth		Togatastic	
	<p>Textiles - 2D shape to 3D product - stone age pouches or food bag</p>		<p>Structures - shell structures (with or without CAD) - gift boxes (mother's day)</p>		<p>Food - Healthy and Varied Diet - link to plants - grow ingredients for salad snack</p>	
	<p>Technical Knowledge & Vocab</p> <p>Know how to strengthen, stiffen and reinforce existing fabrics. Understand how to securely join two pieces of fabric together. Understand the need for patterns and seam allowances.</p>		<p>Technical Knowledge & Vocab</p> <p>Develop and use knowledge of how to construct strong, stiff shell structures. Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.</p>		<p>Technical Knowledge & Vocab</p> <p>Know how to use appropriate equipment and utensils to prepare and combine food. Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</p> <p>• Know and use relevant technical and sensory</p>	

	<p>Know and use technical vocabulary relevant to the project: fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance</p>	<p>Understand and use lever and linkage mechanisms. Distinguish between fixed and loose pivots.</p> <p>Know and use technical vocabulary relevant to the project: shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics, decision, mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output, linear, rotary, oscillating, reciprocating</p>	<p>vocabulary appropriately: name of products, names of equipment, utensils, techniques and ingredients, texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet, mix, fresh, knead, bake, healthy diet, varied, savoury, sweet, recipe, appearance, mixing, spreading, baking, prepare, temperature, taste, texture, hygiene, safety, measure, gram, kilogram, heat/hot, oven, hob, cook, utensils</p>
	<p>Design Support/Drawing in DT Complete quick sketches of several possible ideas. Evaluate each design against the materials provided. Produce a single design idea. Label drawings to indicate parts and materials. Beginning to make lists.</p>		
	<p>Design Cycle Vocab Progression Design: appeal, criteria, research, preference, purpose, intended user, parts, needs and wants, idea, product, annotate, sketch, prototype, patterns, sketches, decide/decision, model, annotations, notes, cross-sections, drawing, resources, realistic, diagrams Make: tools, equipment, materials, components, function, mechanical, construction, pulley, finishing, polishing, sequins, painting, smoothing, assemble, stages of making, measure, mark out, cutting, shaping, perimeter, slots, cut-outs, mechanism, levers, winding, varnishing, sanding, components, construction, Lego, textiles, ingredients, suitable, kits. Evaluate: strengths areas for development view preference reasons improve, inventor, designer, chef, manufacturer, ground-breaking products.</p>		
	KS2 - Year 4	River Deep Mountain High	Eureka
	<p>Food -- Healthy and Varied diet - produce energy bar type snack for climbing a mountain</p>	<p>Electrical Systems - simple circuits and switches - hand's free head lamp</p>	<p>Mechanical systems - levers and linkages - moving Viking boats</p>
	<p>Technical Knowledge & Vocab Know how to use appropriate equipment and utensils to prepare and combine food. Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</p>	<p>Technical Knowledge & Vocab Understand and use electrical systems in their products linked to science coverage. Apply their understanding of computing to program and control their products. Know and use technical vocabulary relevant to the project.</p>	<p>Technical Knowledge & Vocab Understand and use lever and linkage mechanisms. Distinguish between fixed and loose pivots. Know and use technical vocabulary relevant to the project.</p>

	<ul style="list-style-type: none"> Know and use relevant technical and sensory vocabulary appropriately: name of products, names of equipment, utensils, techniques and ingredients, texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet, mix, fresh, knead, bake, healthy diet, varied, savoury, sweet, recipe, appearance, mixing, spreading, baking, prepare, temperature, taste, texture, hygiene, safety, measure, gram, kilogram, heat/hot, oven, hob, cook, utensils 	series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device	mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output linear, rotary, oscillating, reciprocating
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Design Support/Drawing in DT
 As year 3 but can also predict if an idea can be made easily with the available resources giving reasons for their views.

Design Cycle Vocab Progression
Design: appeal, criteria, research, preference, purpose, intended user, parts, needs and wants, idea, product, annotate, sketch, prototype, patterns, sketches, decide/decision, model, annotations, notes, cross-sections, drawing, resources, realistic, diagrams
Make: tools, equipment, materials, components, function, mechanical, construction, pulley, finishing, polishing, sequins, painting, smoothing, assemble, stages of making, measure, mark out, cutting, shaping, perimeter, slots, cut-outs, mechanism, levers, winding, varnishing, sanding, components, construction, Lego, textiles, ingredients, suitable, kits.
Evaluate: strengths areas for development view preference reasons improve, inventor, designer, chef, manufacturer, ground-breaking products.
Technical Knowledge: lever systems, structure, pulleys, join, gears, monitor, adapt, strong, stiff, reinforce, levers, linkages, movement, force, pulleys, cams, program, computer, control, debug, sequence, instructions, algorithms.

<u>Design</u>	<u>Make</u>	<u>Evaluate</u>	<u>Technical Knowledge</u>
<p>A - I take users' views into account and produce step-by-step plans for my work.</p> <p>B - I can generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>C - I can clarify ideas and use words/sentences, labelled sketches and models to share my detailed design.</p>	<p>D - I can work with a variety of materials and components with some accuracy, paying attention to quality of finish and to function.</p> <p>E - I can measure, mark, cut out and shape a range of materials with accuracy.</p> <p>F - I can assemble, join and combine components and materials with accuracy.</p> <p>G - I can prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>	<p>H - I can reflect on my designs as it develops, bearing in mind the way the product will be used.</p> <p>I - I can evaluate my ideas and products against my own design criteria and consider the views of others to improve my work</p>	<p>J - I understand and use mechanical systems in my products [for example, gears, pulleys, cams, levers and linkages]</p> <p>K - I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>L - I can understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>

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	<p>When designing and making, pupils should be taught to:</p> <p>Design use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products</p> <p>Cooking and nutrition As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to:</p> <p>Key stage 2 understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p>					
KS2 - Year 5	The Age of Change		Extreme Freeze		Tomb Raiders	
	Food - culture and seasonality - food item for Christmas party (could have Victorian links)		Mechanical systems - gears and pulleys - snow mobile		Textiles - using CAD in textiles - fabric gift item to be sold Egyptian Museum	
	<p>Technical Knowledge & Vocab Know how to use utensils and equipment including heat sources to prepare and cook food. Understand about seasonality in relation to food products and the source of different food products. Know and use relevant</p>		<p>Technical Knowledge & Vocab Understand that mechanical and electrical systems have an input, process and an output. Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. Know and use technical vocabulary relevant to the project.</p>		<p>Technical Knowledge & Vocab Produce a 3-D textile product from a combination of accurately made pattern pieces, fabric shapes and different fabrics. Understand how fabrics can be strengthened, stiffened and reinforced</p>	

	<p>technical and sensory vocabulary: ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble</p>	<p>pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor, circuit, switch, circuit diagram, annotated drawings, exploded diagrams, mechanical system, electrical system, input, process, output</p>	<p>where appropriate. Know and use technical vocabulary relevant to the project: seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins, needle</p>
	<p>Design Support/Drawing in DT Think of several possibilities, discuss and draw some of them. Identify the parts and techniques that might need to be practised before making the final piece. Think about how the mockup/ product will be made and incorporate these ideas into a plan. Draw a simple working diagram, drawing small detailed parts larger and draw the product from different viewpoints. Make jottings about how to make the parts. Discuss and share ideas about the viability of options. Use catalogues and research to inform ideas.</p>		
	<p>Design Cycle Vocab Progression Design: leisure, culture, enterprise, industry, surveys, interviews, design spec, appealing, fit-for-purpose, questionnaires, preferences, individuals, groups, design features, needs, wants, functional, research, value, prototype, cross section, realistic, innovative, constraints, discuss(ion), annotate, decisions, time, resources, clarify, sketch, cross-sectional, generate, model, develop, exploded diagram, step-by-step plans, guide, cost, ideas, pattern piece. Make: suitability, aesthetic, procedures, accuracy, cutting, shaping, joining, finishing, accuracy, assemble, combine, components, textiles, equipment, techniques, measure, mark out, drilling, gluing, filing, sanding, appropriate, stitch, back stitch, running stitch, qualities of materials, finishing steps, polishing, varnishing, sequins, painting, smoothing, laminating, painting, papier mache, construction, Lego, textiles, ingredients, functional properties, aesthetic qualities, kits, textiles, tools, equipment. Evaluate: manufacture, innovative, sustainability, construction, effective, designed, products, function(al), investigate, suitable, successful, improvement, intended, impact, materials, methods, analyse, existing, strengths areas for development, views, developing, design, product, criteria, improve, evaluate, design spec Quality, manufacture, inventor, designer, chef, website, manufacturer, ground-breaking, products</p>		
<p>KS2 - Year 6</p>	<p>Rations & Raids</p>	<p>Tudor Tales</p>	<p>Mexico and Mayans</p>
	<p>Electrical systems - more complex switches and circuits - Torches</p>	<p>Structures - Frame Structures - Tudor Chairs</p>	<p>Food - celebrating culture and seasonality - Pizza for the Prom</p>
	<p>Technical Knowledge & Vocab Understand how to strengthen, stiffen and reinforce 3-D frameworks. Understand that</p>	<p>Technical Knowledge & Vocab Understand how to strengthen, stiffen and reinforce 3-D frameworks.</p>	<p>Technical Knowledge & Vocab Know how to use utensils and equipment including heat sources to prepare and cook food.</p>

	<p>electrical systems have an input, process and an output. Understand and use electrical systems in their products linked to science coverage.</p> <p>Know and use technical vocabulary relevant to the project: frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent, circuit, switch, circuit diagram, annotated drawings, exploded diagrams, electrical system, input, process, output, toggle switch, push-to-make switch, push-to-break switch, light bulb, bulb holder, battery, battery holder, , wire, insulator, conductor, crocodile clip series circuit.</p>	<p>Know and use technical vocabulary relevant to the project.</p> <p>frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent</p>	<p>Understand about seasonality in relation to food products and the source of different food products.</p> <p>Know and use relevant technical and sensory vocabulary: ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble</p>
	<p>Design Support/Drawing in DT As year 5 but can also work with a range of materials. Can be realistic about the possibility of materials. Has a sense of what can be achieved in a given time frame. Can communicate ideas clearly to others. Can peer evaluate designs considering the key questions.</p>		
	<p>Design Cycle Vocab Progression Design: leisure, culture, enterprise, industry, surveys, interviews, design spec, appealing, fit-for-purpose, questionnaires, preferences, individuals, groups, design features, needs, wants, functional, research, value, prototype, cross section, realistic, innovative, constraints, discuss(ion), annotate, decisions, time, resources, clarify, sketch, cross-sectional, generate, model, develop, exploded diagram, step-by-step plans, guide, cost, ideas, pattern piece. Make: suitability, aesthetic, procedures, accuracy, cutting, shaping, joining, finishing, accuracy, assemble, combine, components, textiles, equipment, techniques, measure, mark out, drilling, gluing, filing, sanding, appropriate, stitch, back stitch, running stitch, qualities of materials, finishing steps, polishing, varnishing, sequins, painting, smoothing, laminating, painting, papier mache, construction, Lego, textiles, ingredients, functional properties, aesthetic qualities, kits, textiles, tools, equipment. Evaluate: manufacture, innovative, sustainability, construction, effective, designed, products, function(al), investigate, suitable, successful, improvement, intended, impact, materials, methods, analyse, existing, strengths areas for development, views, developing, design, product, criteria, improve, evaluate, design spec Quality, manufacture, inventor, designer, chef, website, manufacturer, ground-breaking, products</p>		