### **Cherry Class EYFS**

## Enabling Dynamic DT through meaningful steps...

# Step into exploring...

#### **DESIGN**

- -Children explore different materials and tools
- -Children explore materials with different properties

#### **MAKE**

- Children manipulate and play with different materials.
- -Provide appropriate tools and joining methods for the materials offered.
- -Children use their imagination as they consider what they can do with different materials.
- -Children make simple models which express their ideas.

#### **EVALUATE**

-Children are encouraged to think about what they might change and why

#### **KEY VOCABULARY**

Draw

Make

Stick

Like

Don't like

# Step into choosing...

#### **DESIGN**

- -Children use all their senses in hands-on exploration of natural materials.
- -Children have opportunities to explore scale
- -Children explore how things work, e.g., wind-up toys, pulleys, cogs, etc.
- -Children explore collections of materials with similar and/or different properties.

#### MAKE

- -Children select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- -Children choose the right resources to carry out their own plan, e.g., choosing a spade to enlarge a small hole they dug with a trowel.
- -Children use one handed tools and equipment, e.g., scissors.
- -Children develop their own ideas and then decide which materials to use to express them.
- -Children join different materials and explore different textures.
- -Children make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

#### **EVALUATE**

- -Children talk about what they see.
- -Children talk about the differences between materials and changes they notice, e.g., floating and sinking, melting, etc.
- -Children are encouraged to think about what they might change and why.

#### **KEY VOCABULARY**

Draw

Ideas

Make

Stick

# Step into mastery of initial skills...

#### **DESIGN**

- -Children can refine their ideas and begin to represent them.
- -Children can think about and discuss what they want to make.
- -Children can discuss problems and how they might be solved as they arise.

#### **MAKE**

- -Children develop their small motor skills so that they can use a range of tools competently, safely and confidently, e.g., scissors I can create collaboratively sharing ideas, resources and skills.
- -Children can use different techniques for joining materials, e.g., adhesive tape and different sorts of glue.
- -Children can use a range of materials and tools with care and precision.

#### **EVALUATE**

- -Children talk about what they see and consider what has worked and what hasn't.
- -Children are encouraged to think about what they might change and why.
- -Children can suggest what they might do differently.

#### **KEY VOCABULARY**

Draw

Ideas

Own ideas

Design

Choose

Resources

Equipment

Make

Stick

Build

Create

Glue

Build
Create
Glue
Like
Don't like
Better
Worse

Better
Worse
Describe
Explain
Working well
Not working well

- -Become confident in handling equipment (scissors, tape, paper etc)
- -Recognise simple shapes
- -Notice the difference between straight and curved lines
- -Use scissors with increasing confidence
- -Fold paper

Maple (Year 1) and Chestnut (Year 2)		
2024 AUTUMN Year A KS1	2025 SPRING Year A KS1	2025 SUMMER Year A KS1
Class topic: Aeroplanes DT project: Biscuits fit for a pilot FOCUS: COOKING AND NUTRITION	Class topic: Pirates DT Project: Make a sock puppet by joining fabrics and sewing on beads for eyes FOCUS: TEXTILE	Class topic: The Great Fire of London DT project: Explore and make London vehicles FOCUS: STRUCTURE AND MECHANISM
DT CURRICULUM  DESIGN purposeful, functional, appealing products for themselves and other users based on design criteria.  DESIGN generate, develop and communicate their ideas through talking and drawing.  DESIGN -understand where food comes from.  MAKE -use the basic principles of a healthy and varied diet to prepare dishes.  MAKE - Select from and use a range of tools and equipment to perform practical tasks eg. Cutting and shaping.  MAKE - Select from ingredients according to their characteristics  EVALUATE- Explore and evaluate a range of existing products.  EVALUATE their ideas and products against design criteria.  KEY VOCABULARY  Research  Design  Evaluate  Predict  Sequence  Safety Clean	DT CURRICULUM  DESIGN purposeful, functional, appealing products for themselves and other users based on design criteria.  MAKE -Select from and use a range of tools and equipment to perform practical tasks [cutting, shaping, joining and finishing]  MAKE -Select from and use textiles EVALUATE -Explore and evaluate a range of existing products EVALUATE their ideas and products against design criteria  KEY VOCABULARY Research  Design  Evaluate  Predict  Sequence  Measure  Mark out  Cut  Join  Attach  Lever  Flap  Concertina spring  Construct  Strength  Reinforce	-DT CURRICULUM  DESIGN purposeful, functional, appealing products for themselves and other users based on design criteria.  DESIGN -generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.  MAKE select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  MAKE select from and use a wide range of materials and components, including construction materials, according to their characteristics.  EVALUATE- explore and evaluate a range of existing products  EVALUATE their ideas and products against design criteria  TECHNICAL KNOWLEDGE build structures, exploring how they can be made stronger, stiffer and more stable.  TECHNICAL KNOWLEDGE explore and use mechanisms (wheels and axles) in their products.  KEY VOCABULARY
Hygienic Measure Cut Shape Select Scales Nutrition Local	2D shape 3D form  SKILL DEVELOPMENT FOCUS -Selecting methods to join (e.g. Glue, masking tape, sellotape, staple) according to their qualities	Research Design Evaluate Predict Sequence Measure Mark out Cut
SKILL DEVELOPMENT FOCUS -Understand safe practice such as washing hands and surfacesDescribe the texture of foods and describe ingredients.	-Understand the properties of a range of materials and select them to add support and strength (e.g. paper, card, wood, lolly sticks, plastic, art straws) -Gluing with accuracy	Join Attach Axle Rotate Construct Strength Reinforce

-Measure or weigh using measuring	2D shape
spoons, cups and scales.	3D form
-Know how to cut, shape and bake	
food safely.	SKILL DEVELOPMENT FOCUS
iood salely.	
	-Selecting methods to join (e.g.
	Glue, masking tape, sellotape,
	staple) according to their qualities
	-Understand the properties of a
	range of materials and select them
	to add support and strength (e.g.
	paper, card, wood, lolly sticks,
	plastic, art straws)
	-Gluing with accuracy
	-Hole punching
	-Cutting dowel to length
	-Creating an axle and wheels which
	allow movement
	-Cutting with scissors

2025 AUTUMN Year B KS1	2026 SPRING Year B KS1	2026 SUMMER Year B KS1
Class topic: Infinity and beyond	Class topic: Hot and Cold	Class Topic: Queens of the UK
DT project: Build and Launch a	DT Project: Moving habitat	DT Project: 'Tea fit for a king'
Space Rocket	picture or shoe box design of	Create a cream tea making
FOCUS: STRUCTURE	either a hot or cold environment	scones with local cream and
TOCOS. STRUCTURE		
	FOCUS: MECHANISM	summer fruit
		FOCUS: COOKING AND
		NUTRITION
DT CURRICULUM	DT CURRICULUM	DT CURRICULUM
DESIGN purposeful, functional,	DESIGN purposeful, functional,	DESIGN purposeful, functional,
appealing products for themselves	appealing products for themselves	appealing products for themselves
and other users based on design	and other users based on design	and other users based on design
criteria.	criteria.	criteria.
DESIGN generate, develop, model	DESIGN - generate, develop, model	DESIGN generate, develop and
and communicate their ideas through	and communicate their ideas	communicate their ideas through
talking, drawing, templates, mock-ups	through talking, drawing, templates,	talking and drawing.
and, where appropriate, information	mock-ups	DESIGN -understand where food
and communication technology.	MAKE - select from and use a range	comes from.
MAKE - select from and use a range	of tools and equipment to perform	MAKE -use the basic principles of a
of tools and equipment to perform	practical tasks [cutting, shaping,	healthy and varied diet to prepare
practical tasks [for example, cutting,	joining and finishing]	dishes.
shaping, joining and finishing].	MAKE -select from and use a wide	MAKE - Select from and use a range
MAKE - select from and use a wide	range of materials and components,	of tools and equipment to perform
range of materials and components,	including construction materials,	practical tasks eg. Cutting and
including construction materials,	according to their characteristics	shaping.
according to their characteristics.	EVALUATE- explore and evaluate a	MAKE - Select from ingredients
EVALUATE their ideas and products	range of existing products eg. Sliders	according to their characteristics
against design criteria.	and levers in books/games	EVALUATE- Explore and evaluate a
TECHNICAL KNOWLEDGE build	EVALUATE their ideas and products	range of existing products.
structures, exploring how they can be	against design criteria	EVALUATE their ideas and products
made stronger, stiffer and more	TECHNICAL KNOWLEDGE - explore	against design criteria.
stable.	and use mechanisms eg. Sliders and	VEV. VO. 0.4 B. I.I. 4 B. V.
VEV VOCABLII ABV	levers in their products.	KEY VOCABULARY
KEY VOCABULARY	VEV VOCABLILA DV	Research
Research	KEY VOCABULARY	Design
Design	Research	Evaluate Predict
Evaluate	Design Evaluate	
Predict		Sequence
Sequence Measure	Predict	Safety Clean
Mark out	Sequence Measure	Hygienic
Cut	Mark out	Measure
Join	Cut	Cut
Construct	Join	Shape
Strength	Attach	Select
Reinforce	Lever	Scales
2D shape	Flap	Nutrition
3D form	Concertina spring	Local
Movement	Construct	20001
Turn	Strength	
Rotate	Reinforce	
notate	2D shape	
	3D form	
	35 101111	

SKILL DEVELOPMENT FOCUS	SKILL DEVELOPMENT FOCUS	
-Selecting methods to join (e.g. Glue,	-Selecting methods to join (e.g.	SKILL DEVELOPMENT FOCUS
masking tape, sellotape, staple) according to their qualities	Glue, masking tape, sellotape, staple) according to their qualities	-Understand safe practice such as washing hands and surfaces.
-Understand the properties of a range	-Understand the properties of a	-Describe the texture of foods and
of materials and select them to add	range of materials and select them	describe ingredients.
support and strength (e.g. paper, card, wood, lolly sticks, plastic, art	to add support and strength (e.g. paper, card, wood, lolly sticks,	-Measure or weigh using measuring spoons, cups and scales.
straws)	plastic, art straws)	-Know how to cut, shape and bake
	-Gluing with accuracy	food safely.

Willow (Years 3 and 4)			
2024 AUTUMN Year A Years 3&4	2025 SPRING Year A 3&4	2025 SUMMER Year A 3&4	
Class topic: Stone Age and Iron	Class topic: Ancient Egypt	Class Topic: Rainforests	
Age	DT project: Making a shaduf	DT project: Make a rainforest	
DT project: Grind flour and make	device	animal hand puppet	
bread	FOCUS: MECHANISM and	FOCUS: TEXTILE	
FOCUS: COOKING AND NUTRITION	STRUCTURE		
DESIGN- understand and apply the principles of a healthy and varied diet DESIGN understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.  MAKE -prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  MAKE -use the basic principles of a healthy and varied diet to prepare dishes  EVALUATE their ideas and products against their own design criteria and	DESIGN use research and develop design criteria to inform the design of innovative, functional products that are fit for purpose DESIGN generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams prototypes, pattern pieces and computer-aided design MAKE select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and	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.  DESIGN -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.  MAKE -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and	
consider the views of others to	finishing], accurately	finishing], accurately.	
improve their work.	MAKE select from and use a	MAKE -select from and use a wider	
KEY VOCABULARY Research	wider range of materials and components, including construction materials according	range of materials and components, including textiles according to their functional properties and aesthetic qualities	

Design

Evaluate

Predict

Sequence

Safety

Clean

Hygienic

Measure

Cut

Grind

Shape

Select

Scales

Nutrition

Local

#### SKILL DEVELOPMENT FOCUS

- -Understand safe practice such as washing hands and surfaces.
- -Be able to say where food comes from and what processes have been used
- -Describe the texture of foods and describe ingredients.

to their functional properties and

aesthetic qualities **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

EVALUATE understand how key events and individuals in design and technology have helped shape the world TECHNICAL KNOWLEDGE apply

their understanding of how to strengthen, stiffen and reinforce more complex structures TECHNICAL KNOWLEDGE understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages motors]

qualities.

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.

TECHNICAL KNOWLEDGE -apply their understanding of how to strengthen structures.

**KEY VOCABULARY** 

Research

Prototype

Design

Design Criteria

Sketch

**Exploded view** 

Evaluate

Predict

Sequence

Mark out

Cut Join

Cotton

- -Measure or weigh using measuring spoons, cups and scales.
- -Know how to cut, shape and bake food safely.

**KEY VOCABULARY** 

Research Prototype Design

Design Criteria

Sketch

Exploded view

Evaluate Predict Measure Mark out Cut Join Attach Construct

Strengthen Reinforce 2D shape

3D form Aesthetic Function

Mechanism

Structure Rotate Spin

#### SKILL DEVELOPMENT FOCUS

- -Produce detailed design including exploded diagrams
- -Produce prototypes and adapt/modify

Select materials for use

-Select appropriate tools to cut and finish materials with accuracy -Understand how energy transfers can be incorporated with most effect

Needle

Thread Textile Safety Measure Sew

Stitch Decorate Material Glue Attach

Straight running stitch

Back stitch Adapt Modify

- -Creating a template to model the size and shape
- -Using a paper template to pin and cut with scissors accurately
- -Joining textiles using two types of stiches
- -Creating a finished product which is aesthetically pleasing and functional for use

2024 AUTUMN Year B 3&4	2025 SPRING Year B 3&4	2025 SUMMER Year B 3&4
Class topic: Volcanoes and	Class Topic: RIVERS AND COASTS	Class topic: Tudors
Earthquakes	DT Project: Lighthouses	DT project: Tudor tapestry
DT project: Make a structurally	FOCUS: STRUCTURE AND	FOCUS: TEXTILE
sound volcano with the ability to	ELECTRICAL CONTROL	
erupt!		
FOCUS: STRUCTURE		
DESIGN -use research and develop	DESIGN -use research and develop	DESIGN -use research and develop
design criteria to inform the design of	design criteria to inform the design	design criteria to inform the design
innovative and functional products	of innovative and functional	of innovative, functional, appealing
that are fit for purpose.	product.	products that are fit for purpose,
DESIGN generate, develop, model	DESIGN -generate, develop, model	aimed at particular individuals or
and communicate their ideas through	and communicate their ideas	groups.
discussion, annotated sketches, cross-	through discussion, annotated	DESIGN -generate, develop, model
sectional and exploded diagrams,	sketches, cross-sectional and	and communicate their ideas
prototypes, pattern pieces and	exploded diagrams, prototypes,	through discussion, annotated
computer-aided design.	pattern pieces and computer-aided	sketches, prototypes and pattern
MAKE -select from and use a wider	design.	pieces.
range of tools and equipment to	MAKE -select from and use a wider	MAKE -select from and use a wider
perform practical tasks [for example,	range of tools and equipment to	range of tools and equipment to
cutting, shaping, joining and	perform practical tasks [for example,	perform practical tasks [for example,
finishing], accurately.  MAKE -select from and use a wider	cutting, shaping, joining and finishing], accurately	cutting, shaping, joining and finishing], accurately.
range of materials and components,	MAKE -select from and use a wider	MAKE -select from and use a wider
including construction materials and	range of materials and components,	range of materials and components,
textiles according to their functional	including construction materials	including textiles according to their
properties and aesthetic qualities.	according to their functional	functional properties and aesthetic
EVALUATE their ideas and products	properties and aesthetic qualities.	qualities.
against their own design criteria and	EVALUATE their ideas and products	EVALUATE investigate and analyse a
consider the views of others to	against their own design criteria and	range of existing products.
improve their work.	consider the views of others to	EVALUATE their ideas and products
TECHNICAL KNOWLEDGE -apply their	improve their work	against their own design criteria and
understanding of how to strengthen,	EVALUATE understand how key	consider the views of others to
stiffen and reinforce more complex	events and individuals in design and	improve their work.
structures	technology have helped shape the	TECHNICAL KNOWLEDGE -apply
KENNOCABLILABY	world.	their understanding of how to
KEY VOCABULARY	TECHNICAL KNOWLEDGE -apply	strengthen structures.
Research Prototype	their understanding of how to strengthen, stiffen and reinforce	KEY VOCABULARY
Design	more complex structures	Research
Exploded view	TECHNICAL KNOWLEDGE	Prototype
Evaluate	understand and use electrical	Design
Predict	systems in their products [for	Design Criteria
Sequence	example, series circuits	Sketch
Measure	incorporating switches, bulbs,	Exploded view
Mark out	buzzers and motors]	Evaluate
Cut	TECHNICAL KNOWLEDGE -apply	Predict
Join	their understanding of computing to	Sequence
Construct	program, monitor and control their	Mark out
Structure	products.	Cut
Strength	Exploded view	Join
Weakness	Evaluate	Cotton
Reinforce	Predict	Needle
2D shape	Sequence	Thread
3D form	Measure	Textile

Movement Adapt Modify

SKILL DEVELOPMENT FOCUS

-Making a prototype to practise joining different areas effectively -Using knowledge of previous learning to strengthen, stiffen and reinforce structure, adapting and modifying to ensure that it fits the criteria (explodes!)

-Cutting and joining a range of materials with appropriate tools -Creating a finished product which is aesthetically pleasing and functional for use Mark out Cut

Join

Construct Strength Weakness Reinforce

2D shape 3D form

Movement

Turn
Rotate
Accurate
Arch
Cube

Cross brace Compression Right-angle Set square

Battery Buzzer

Circuit

Component

Conductor

Function

Innovative

LED

Modify

Parallel circuit

Series circuit

Switch

Target audience

Test Wire

#### SKILL DEVELOPMENT FOCUS

-Making a prototype to practise making a lightbulb/buzzer activate using a switch.

-Using knowledge of previous learning to strengthen, stiffen and reinforce structure, adapting and modifying to ensure that a lighthouse tower can be created

-Select and us tools to cut and joining a range of materials w

-Creating a finished product which is aesthetically pleasing and functional for use

Safety Measure

Sew Decorate Material Glue Attach

Straight running stitch

Back stitch Adapt Modify

Aesthetically pleasing

- -Creating a template to model the size and shape
- -Confidence in different stitches
- -Creating a finished product which is aesthetically pleasing and has an appealing nature

## Rowan (Years 5 and 6)

2025 SPRING Year A 5&6 2025 SUMMER Year A 5&6 2024 AUTUMN Year A Years 5&6 Class topic: Romans Class topic: Victorian Class topic: Rivers DT project: Roman Catapults Herefordshire **DT project:** Exploring the use of FOCUS: MECHANISM AND DT project: Victorian Food and its mechanics to lift bridges and **STRUCTURE** influences today lighting as a warning **FOCUS: COOKING AND FOCUS: STRUCTURE AND NUTRITION ELECTRICAL CONTROL DESIGN** -use research and develop **DT CURRICULUM DT CURRICULUM** design criteria to inform the design of DESIGN use research and develop DESIGN -use research and develop innovative and functional products design criteria to inform the design design criteria to inform the design that are fit for purpose. DESIGN of innovative, functional, appealing of innovative and functional generate, develop, model and products that are fit for purpose, product. communicate their ideas through aimed at particular individuals or DESIGN -generate, develop, model discussion, annotated sketches, crossgroups (Design an appealing label and communicate their ideas incorporating nutritional through discussion, annotated sectional and exploded diagrams, prototypes, pattern pieces and information) sketches, cross-sectional and computer-aided design. DESIGN (KS1) -understand where exploded diagrams, prototypes, MAKE -select from and use a wider food comes from. pattern pieces and computer-aided range of tools and equipment to DESIGN -understand seasonality, MAKE -select from and use a wider perform practical tasks, cutting, and know where and how a variety shaping and joining accurately. of ingredients are grown, reared, range of tools and equipment to MAKE- select from and use a wider caught and processed. perform practical tasks [for example, range of materials and components, MAKE -use the basic principles of a cutting, shaping, joining and including construction materials, healthy and varied diet to prepare finishing], accurately according to their functional dishes. MAKE -select from and use a wider properties. -understand where food comes range of materials and components, **EVALUATE** their ideas and products from, visiting local industry. including construction materials against their own design criteria and MAKE -understand and apply the according to their functional consider the views of others to principles of a healthy and varied properties and aesthetic qualities. improve their work. diet EVALUATE investigate and analyse a **EVALUATE** understand how key **EVALUATE** -understand how key range of existing products events and individuals in design and events and individuals in design and EVALUATE their ideas and products technology have helped shape the technology have helped shape the against their own design criteria and consider the views of others to world. world. TECHNICAL KNOWLEDGE apply their **KEY VOCABULARY** improve their work **EVALUATE** understand how key understanding of how to strengthen, Research stiffen and reinforce more complex events and individuals in design and Prototype technology have helped shape the structures. Design **TECHNICAL KNOWLEDGE understand Design Criteria** world. and use mechanical systems in their Evaluate TECHNICAL KNOWLEDGE -apply products [for example, gears, pulleys, their understanding of how to **Predict** cams, levers and linkages] Sequence strengthen, stiffen and reinforce Safety more complex structures **KEY VOCABULARY TECHNICAL KNOWLEDGE** Manufacture understand and use electrical Research Mass Produce systems in their products [for Prototype Clean Design example, series circuits Sanitise Design Criteria incorporating switches, bulbs,

Flavour

Hygienic

Prepare

**Cross-contamination** 

buzzers and motors]

TECHNICAL KNOWLEDGE -apply

their understanding of computing to

Sketch

**Evaluate** 

**Exploded view** 

**Predict** Measure Mark out Cut Join Attach Construct Strength Reinforce 2D shape 3D form **Aesthetic** Air resistance Function Kinetic energy Mechanism Structure Rotate Spin

#### SKILL DEVELOPMENT FOCUS

- -Produce detailed design including exploded diagrams
- -Produce prototypes and adapt/modify

Select materials for use

- -Select appropriate tools to cut and finish materials
- -Understand how energy transfers can be incorporated with most effect

Safety
Healthy
Nutrition
Flavour
Measure
Local
Seasonality
Ingredients
Grate
Cut
Squeeze
Squash

**Appealing** 

#### SKILL DEVELOPMENT FOCUS

-Understand safe practice such as washing hands and surfaces and how cross contamination can occur. -Independently prepare food safely using a range of tools and methods

-Be able to explain where food comes from and how the product is processed for use

-Have an understanding of the nutritional properties of the finished products

program, monitor and control their products.

KEY VOCABULARY

Research Prototype Design

Design Criteria

Sketch

**Exploded view** 

Evaluate
Predict
Sequence
Measure
Mark out

Cut Join

Construct Strength Weakness Reinforce 2D shape 3D form

Movement

Turn Rotate Accurate Arch

Cube Cross brace

Compression Right-angle

Set square Battery

Buzzer

Circuit Component

Conductor Function

Innovative

LED

Modify
Parallel circuit

Series circuit

Switch

Target audience

Test Wire

- -Making a prototype to practise making a lightbulb/buzzer activate using a switch.
- -Using knowledge of previous learning to strengthen, stiffen and reinforce structure, adapting and

	modifying to ensure that a lighthouse tower can be created -Select and us tools to cut and joining a range of materials w -Creating a finished product which is aesthetically pleasing and functional for use -Making a switch controlled circuit to make a light, buzzer or both activate.

2024 AUTUMN Year B 5&6	2025 SPRING Year B 5&6	2025 SUMMER Year B 5&6
Class topic: World War Two	Class topic: Ancient Greece	Class Topic: Anglo Saxons/Vikings
DT project: Felt broach poppy with	DT Project: Create 'Mezze' style	DT Project: Viking Long Ship
a button centre	food	Di Project. Viking Long Sinp
FOCUS: TEXTILE	FOCUS: COOKING AND	FOCUS: STRUCTURE
TOCOS. TEXTILE	NUTRITION	TOCOS. STROCTORE
	NOTRITION	
DESIGN -use research and develop	DESIGN -use the basic principles of a	DESIGN -use research and develop
design criteria to inform the design of	healthy and varied diet to prepare	design criteria to inform the design
innovative, functional, appealing	dishes.	of innovative and functional
products that are fit for purpose,	DESIGN (KS1)-understand where	products that are fit for purpose.
aimed at particular individuals or	food comes from.	DESIGN generate, develop, model
groups .  DESIGN -generate, develop, model	DESIGN(KS1) -understand and apply	and communicate their ideas
and communicate their ideas through	the principles of a healthy and varied diet.	through discussion, annotated sketches, cross-sectional and
discussion, annotated sketches, cross-	DESIGN understand seasonality, and	exploded diagrams, prototypes,
sectional and exploded diagrams,	know where and how a variety of	pattern pieces and computer-aided
prototypes, pattern pieces.	ingredients are grown, reared,	design.
MAKE -select from and use a wider	caught and processed.	MAKE -select from and use a wider
range of tools and equipment to	MAKE prepare and cook a variety of	range of tools and equipment to
perform practical tasks [for example,	predominantly savoury dishes using	perform practical tasks [for example,
cutting, shaping, joining and	a range of cooking techniques	cutting, shaping, joining and
finishing], accurately.	EVALUATE their ideas and products	finishing], accurately.
MAKE -select from and use a wider	against their own design criteria and	MAKE -select from and use a wider
range of materials and components,	consider the views of others to	range of materials and components,
including textiles according to their	improve their work.	including construction materials and
functional properties and aesthetic		textiles according to their functional
qualities.	KEY VOCABULARY	properties and aesthetic qualities.
EVALUATE investigate and analyse a	Research	EVALUATE their ideas and products
range of existing products.  EVALUATE their ideas and products	Prototype Design	against their own design criteria and consider the views of others to
against their own design criteria and	Design Criteria	improve their work.
consider the views of others to	Evaluate	EVALUATE understand how key
improve their work.	Predict	events and individuals in design and
TECHNICAL KNOWLEDGE -apply their	Sequence	technology have helped shape the
understanding of how to strengthen	Clean	world.
and stiffen structures.	Sanitise	TECHNICAL KNOWLEDGE -apply
	Hygienic	their understanding of how to
KEY VOCABULARY	Cross-contamination	strengthen, stiffen and reinforce
Research	Prepare	more complex structures
Prototype	Safety	
Design	Healthy	
Design Criteria	Nutrition	
Sketch Evaleded view	Flavour	VEV VOCABLILABY
Exploded view Evaluate	Measure	KEY VOCABULARY
Predict	Ingredients Grate	Research Prototype
Sequence	Cut	Design
Mark out	Shape	Design Criteria
Cut	Select	Exploded view
Join	Scales	Evaluate
Cotton	Local	Predict
Needle	Appealing	Sequence
Thread	Aesthetic	Measure
Textile		Mark out
Safety		Cut

Measure
Sew
Stitch
Decorate
Material
Glue
Attach
Straight running stitch
Back stitch
Adapt
Modify

#### SKILL DEVELOPMENT FOCUS

- -Creating a template to model the size and shape
- -Using a paper template to pin and cut with scissors accurately
- -Joining textiles using two types of stiches
- -Sewing on a button using a needle and thread
- -Creating a finished product which is aesthetically pleasing and functional for use

#### SKILL DEVELOPMENT FOCUS

products

-Understand safe practice such as washing hands and surfaces and how cross contamination can occur.
-Independently prepare food safely using a range of tools and methods -Be able to explain where food comes from and how the product is processed for use
-Have an understanding of the nutritional properties of the finished

Join
Construct
Structure
Strength
Weakness
Reinforce
2D shape
3D form
Movement
Turn
Rotate
Adapt
Modify

Dowel Lolly sticks

- -Making a prototype to practise joining different areas effectively -Using knowledge of previous learning to strengthen, stiffen and reinforce structure, adapting and modifying to ensure that it fits the criteria (floats)
- -Cutting and joining a range of materials with appropriate tools -Creating a finished product which is aesthetically pleasing and functional for use