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
SKILL DEVELOPMENT FOCUS -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 Hygienic Measure Cut Shape Select Scales Nutrition Local SKILL DEVELOPMENT FOCUS -Understand safe practice such as washing hands and surfaces. -Describe the texture of foods and describe ingredients.	**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 2D shape 3D form SKILL DEVELOPMENT FOCUS -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	- **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 Research Design Evaluate Predict Sequence Measure Mark out Cut Join Attach Axle Rotate Construct Strength Reinforce

-Measure or weigh using measuring spoons, cups and scales. -Know how to cut, shape and bake food safely.		2D shape 3D form SKILL DEVELOPMENT FOCUS -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 DT project: Build and Launch a Space Rocket FOCUS: STRUCTURE	Class topic: Hot and Cold DT Project: **Moving** habitat picture or shoe box design of either a hot or cold environment FOCUS: MECHANISM	Class Topic: Queens of the UK DT Project: 'Tea fit for a king' Create a cream tea making scones with local cream and summer fruit FOCUS: COOKING AND NUTRITION
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 their ideas and products against design criteria. TECHNICAL KNOWLEDGE build structures, exploring how they can be made stronger, stiffer and more stable. KEY VOCABULARY Research Design Evaluate Predict Sequence Measure Mark out Cut Join Construct Strength Reinforce 2D shape 3D form Movement Turn Rotate	**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 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 a wide range of materials and components, including construction materials, according to their characteristics EVALUATE- explore and evaluate a range of existing products eg. Sliders and levers in books/games EVALUATE their ideas and products against design criteria TECHNICAL KNOWLEDGE - explore and use mechanisms eg. Sliders and levers in their products. KEY VOCABULARY Research Design Evaluate Predict Sequence Measure Mark out Cut Join Attach Lever Flap Concertina spring Construct Strength Reinforce 2D shape 3D form	**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 Hygienic Measure Cut Shape Select Scales Nutrition Local

SKILL DEVELOPMENT FOCUS -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)	SKILL DEVELOPMENT FOCUS -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	SKILL DEVELOPMENT FOCUS -Understand safe practice such as washing hands and surfaces. -Describe the texture of foods and describe ingredients. -Measure or weigh using measuring spoons, cups and scales. -Know how to cut, shape and bake 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 Age DT project: Grind flour and make bread FOCUS: COOKING AND NUTRITION	Class topic: Ancient Egypt DT project: Making a shaduf device FOCUS: MECHANISM and STRUCTURE	Class Topic: Rainforests DT project: Make a rainforest animal hand puppet FOCUS: TEXTILE
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 consider the views of others to improve their work. KEY VOCABULARY Research 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.	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 finishing], accurately MAKE select from and use a wider range of materials and components, including construction materials according 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]	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 finishing], accurately. MAKE -select from and use a wider range of materials and components, including textiles according 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. 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 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 -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 Earthquakes DT project: Make a structurally sound volcano with the ability to erupt! FOCUS: STRUCTURE	Class Topic: RIVERS AND COASTS DT Project: Lighthouses FOCUS: STRUCTURE AND ELECTRICAL CONTROL	Class topic: Tudors DT project: Tudor tapestry FOCUS: TEXTILE
DESIGN -use research and develop design criteria to inform the design of innovative and 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 finishing], accurately. MAKE -select from and use a wider range of materials and components, including construction materials and textiles according to their functional properties and aesthetic qualities. 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, stiffen and reinforce more complex structures KEY VOCABULARY Research Prototype Design Exploded view Evaluate Predict Sequence Measure Mark out Cut Join Construct Structure Strength Weakness Reinforce 2D shape 3D form	DESIGN -use research and develop design criteria to inform the design of innovative and functional product. 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 finishing], accurately MAKE -select from and use a wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities. 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 electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] TECHNICAL KNOWLEDGE -apply their understanding of computing to program, monitor and control their products. Exploded view Evaluate Predict Sequence Measure	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, prototypes and pattern pieces. MAKE -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. MAKE -select from and use a wider range of materials and components, including textiles according 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. 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 Needle Thread 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 SKILL DEVELOPMENT FOCUS -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)

2024 AUTUMN Year A Years 5&6	2025 SPRING Year A 5&6	2025 SUMMER Year A 5&6
Class topic: Romans DT project: Roman Catapults FOCUS: MECHANISM AND STRUCTURE	Class topic: Victorian Herefordshire DT project: Victorian Food and its influences today FOCUS: COOKING AND NUTRITION	Class topic: Rivers DT project: Exploring the use of mechanics to lift bridges and lighting as a warning FOCUS: STRUCTURE AND ELECTRICAL CONTROL
DESIGN -use research and develop design criteria to inform the design of innovative and 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, cutting, shaping and joining accurately. MAKE- select from and use a wider range of materials and components, including construction materials, according to their functional properties. 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] KEY VOCABULARY Research Prototype Design Design Criteria Sketch Exploded view Evaluate	**DT CURRICULUM** 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 an appealing label incorporating nutritional information)** DESIGN (KS1) -understand where food comes from. DESIGN -understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. MAKE -use the basic principles of a healthy and varied diet to prepare dishes. -understand where food comes from, **visiting local industry.** MAKE -understand and apply the principles of a healthy and varied diet EVALUATE -understand how key events and individuals in design and technology have helped shape the world. KEY VOCABULARY Research Prototype Design Design Criteria Evaluate Predict Sequence Safety Manufacture Mass Produce Clean Sanitise Flavour Cross-contamination Hygienic Prepare	**DT CURRICULUM** DESIGN -use research and develop design criteria to inform the design of innovative and functional product. 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 finishing], accurately MAKE -select from and use a wider range of materials and components, including construction materials according 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 electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] TECHNICAL KNOWLEDGE -apply their understanding of computing to

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 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 -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 DT project: Felt broach poppy with a button centre FOCUS: TEXTILE	Class topic: Ancient Greece DT Project: Create 'Mezze' style food FOCUS: COOKING AND NUTRITION	Class Topic: Anglo Saxons/Vikings DT Project: Viking Long Ship FOCUS: STRUCTURE
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 finishing], accurately. MAKE -select from and use a wider range of materials and components, including textiles according 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. TECHNICAL KNOWLEDGE -apply their understanding of how to strengthen and stiffen structures. KEY VOCABULARY Research Prototype Design Design Criteria Sketch Exploded view Evaluate Predict Sequence Mark out Cut Join Cotton Needle Thread Textile Safety	DESIGN -use the basic principles of a healthy and varied diet to prepare dishes. DESIGN (KS1)-understand where food comes from. DESIGN(KS1) -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 EVALUATE their ideas and products against their own design criteria and consider the views of others to improve their work. KEY VOCABULARY Research Prototype Design Design Criteria Evaluate Predict Sequence Clean Sanitise Hygienic Cross-contamination Prepare Safety Healthy Nutrition Flavour Measure Ingredients Grate Cut Shape Select Scales Local Appealing Aesthetic	DESIGN -use research and develop design criteria to inform the design of innovative and 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 finishing], accurately. MAKE -select from and use a wider range of materials and components, including construction materials and textiles according to their functional properties and aesthetic qualities. 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 KEY VOCABULARY Research Prototype Design Design Criteria Exploded view Evaluate Predict Sequence Measure Mark out 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 -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	Join Construct Structure Strength Weakness Reinforce 2D shape 3D form Movement Turn Rotate Adapt Modify Dowel Lolly sticks 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 (floats) -Cutting and joining a range of materials with appropriate tools -Creating a finished product which is aesthetically pleasing and functional for use