



### Subject Introduction:

At Wynndale Primary, we provide opportunities within our Design and Technology curriculum to prepare our children for life beyond primary education. We encourage our children to use their creativity and imagination to design, make and evaluate products that solve real and relevant problems within a variety of contexts. Design and Technology is a practical subject that supports children to consider their own and others' needs, wants and values to solve problems both as individuals and as members of a team. It is our aim to create strong cross curricular links with other subjects such as Mathematics, Science, Computing, and Art to strengthen the designing process. Children will be able to confidently discuss their design and the making process using technical vocabulary. Pupils will revisit components of learning and will build on previous skills to embed learning into the long-term memory.

### Intent: We aim to....

Promote high aspirations by sharing relevant designers and industries linking to components of learning.

Inspire and support pupils to become innovators and risk takers.

Strengthen pupils' long-term memory by building on prior learning and skills through a carefully planned, progressive curriculum.

Develop pupils' confidence using technical vocabulary while designing, making, and evaluating a product.

Instil resilience when facing problems and find solutions in a systematic way.

### Impact: How we know we will have achieved our aims:

Pupils have a range of transferable skills when they leave primary that will support them working in a an increasingly technological world.

Pupils have a range of substantive and disciplinary knowledge that they can apply independently to a problem.

Pupils have the creative, technical, and practical expertise needed to perform everyday tasks confidently.

Pupils articulate themselves clearly, using technical vocabulary, when explaining their learning.

Pupils work methodically to solve problems in everyday life.



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| Disciplinary Knowledge | Disciplinary Knowledge in Design and Technology will equip the children with the opportunity to explain how and why products have changed over time and how they might be further improved in the future. They will follow the unit structure of research, design, make and evaluate throughout each strand of DT. They will use their knowledge and understanding to suggest how existing products may be improved with the advances in modern technology. |
| Substantive Knowledge  | Substantive knowledge in Design and Technology will equip children with the specific skills needed for each strand of DT. These skills will be developed throughout their time at Wynndale.                                                                                                                                                                                                                                                                 |



| Disciplinary Knowledge |                               |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                         |                                                                                                                                         |                                                                                                               |
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| Early Learning Goals   |                               |      | KS1 Design and Technology National Curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                             | KS2 Design and Technology National Curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                         |                                                                                                                                         |                                                                                                               |
|                        |                               |      | Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making. Children select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. They select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. |                                                                                                                                                             | Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making. Children select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately. They 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. |                                                                                                                                                         |                                                                                                                                         |                                                                                                               |
| Design                 |                               | EYFS | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Year 2                                                                                                                                                      | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Year 4                                                                                                                                                  | Year 5                                                                                                                                  | Year 6                                                                                                        |
|                        | Generating Ideas and planning |      | <p>Know how to make simple plans before making objects e.g. drawings, arranging pieces of construction before building.</p> <p>Know to draw on their own experience to help generate ideas.</p> <p>Know that a design should have a target audience and a clear purpose.</p>                                                                                                                                                                                                                  | <p>Know how to generate their own ideas in response to a design brief.</p> <p>Know how to use a design brief to plan to respond to the design criteria.</p> | <p>Know how to create a plan that includes specific details about materials and tools that will be used.</p> <p>Know that a plan should reflect the design brief and target audience.</p>                                                                                                                                                                                                                                                                                                                                                     | <p>Know how to research, refine, and create detailed plans that reflect their design.</p> <p>Know how to include diagrams to enhance their designs.</p> | <p>Know how to conduct research from the target audience.</p> <p>Know that the target audience should be considered when designing.</p> | <p>Know how to use existing products and research to refine designs and adjust designs where appropriate.</p> |



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|  | Evaluation and Improvement     |  | Know how to identify strengths and weaknesses in designs and suggest ways to improve them. | Know how to deconstruct existing products: what they are for, how they work, materials used. | Know how to give constructive feedback to peers about their designs.<br><br>Know how to make improvements to designs based on peer feedback. | Know how evaluate designs based on their functionality, aesthetics, and user preference.<br><br>Know that to designs should be redrafted and refined. | Know how to evaluate designs for their suitability for the design brief and target audience.<br><br>Know how to make enhancements to address areas of weakness. | Know how to use the target audience to evaluate a products ability to meet the needs of the consumer.<br><br>Know how to refine designs to make them user friendly. |
|  | Communication and Presentation |  | Know how to share their ideas and design with others.                                      | Know how to describe their design and make links to the design brief.                        | Know how to describe their design by using words, pictures, diagrams, convey their ideas clearly.                                            | Know how to clearly describe their design and refer to the design brief to show suitability.                                                          | Know how to describe and present their designs using sketches, images, research, diagrams and clear explanations                                                | Know how to present their design confidently making links to the target audience, research and design brief.                                                        |



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|  | Food Technology | Know how to name some basic ingredients like fruits, vegetables, and bread. | Know how to design a simple dish by selecting ingredients with support. | Know how to design a healthy snack or meal by choosing from different food groups. | Know how to design a recipe that meets a specific purpose (e.g., a healthy lunch).<br><br>Know how to adapt recipes by changing ingredients for taste, texture, or dietary needs. | Know how to design a dish with a clear purpose, considering seasonality and food miles. | Know how to accurately measure, weigh, and combine ingredients to make a dish. | Know how to evaluate food products by considering taste, texture, nutrition, cost, and appearance. |
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| EYES |      | KS1 Design and Technology National Curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |        | KS2 Design and Technology National Curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |        |        |
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|      |      | <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry, and the wider environment]. Children design purposeful, functional, appealing products for themselves, and other users based on design criteria. They generate, develop, model, and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> |        | <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry, and the wider environment]. Children use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups. They generate, develop, model, and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> |        |        |        |
|      | EYFS | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Year 2 | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Year 4 | Year 5 | Year 6 |



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| <p>Make</p> | <p>Measure and Mark</p> |  | <p>Know how to make marks using simple tools and materials.</p> <p>Know how to measure and compare lengths, heights and quantities using standard and non-standard units.</p> | <p>Know how to measure and mark out to the nearest centimetre.</p> | <p>Know how to measure accurately using a ruler and measuring tapes.</p> | <p>Know how to measure and mark out materials accurately using rulers.</p> <p>Know that a seam allowance needs to be given when joining materials.</p> | <p>Know how to use measuring and marking to create precise design, thinking about size and shape.</p> | <p>Know how to show expertise by measuring and marking accurately using different tools and methods.</p> <p>Know that measuring to the nearest millimetre is the most accurate.</p> |
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|  | Cutting |  | <p>Know that scissors are sharp and should be always carried appropriately.</p> <p>Know how to cut safely using the tools provided.,</p> <p>Know how to cutting skills, such as tearing, cutting, and folding.</p> <p>Know how to cut out simple shapes like circles, squares and triangles.</p> | <p>Know how to cut out more detailed shapes like circles, squares and triangles.</p> | <p>Know how to cut along a curved line.</p> <p>Know that making smaller cuts would be more appropriate for more intricate shapes.</p> | <p>Know how to cut with precision and accuracy with a range of materials.</p> | <p>Know how to cut w accuracy with a range of materials and tools (including a saw)</p> <p>Know how to use a saw safely and accurately.</p> | <p>Know how to cut with precision and accuracy with a range of materials (including textiles) and tools.</p> |
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|  | Joining    |  | <p>Know how to join paper together using glue, tape and split pins.</p> <p>Know how to join textiles together using glue and tape.</p> | <p>Know how to join various materials together using glue, staples, paper clips and split pins to secure them safely.</p> <p>Know how to use a running stitch to join materials together.</p> | <p>Know that different joining strategies will be better suited for different outcomes.</p>                  | <p>Know how to join different materials together, considering strength and stability.</p> <p>Knows how to join material together using an appropriate stitch.</p> <p>Knows that thread needs to be fastened securely.</p> | <p>Know how to use a glue gun safely with increasing confidence.</p> <p>Know that a variety of stitches should be used to attach decorative features.</p> |                                                                                           |
|  | Assembling |  | <p>Know how to put materials together by connecting or stacking.</p>                                                                   | <p>Know how to use fasteners to assemble models.</p>                                                                                                                                          | <p>Know how to build more complex structures using different interlocking parts, clips, folds, and tabs.</p> | <p>Know how to choose the right methods and tools for assembling materials considering strength and stability.</p>                                                                                                        | <p>Know how to assemble using advanced techniques or combination techniques to create secure connections</p>                                              | <p>Know how to show expertise by selecting and using a variety of joining techniques.</p> |



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|  | Finish |  | <p>Know how to add simple patterns and colour, using crayons, markers and paint.</p> | <p>Know that a product should be appropriate for the target audience.</p> <p>Know how to make a product more aesthetically pleasing for the user.</p> | <p>Know how to add finishing techniques to make a product look like their original plan.</p> | <p>Know how to make a product more appealing for the user.</p> <p>Know that a finished product should be high quality and not have rough edges or imperfections.</p> | <p>Know how to use a range of techniques to make a product more eye catching for the user.</p> | <p>Know how to advertise a product using a range of techniques.</p> |
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|  | Food technology | <p>Know how to safely wash hands before handling food and after touching different ingredients.</p> <p>Know how to use their senses to explore food (e.g., touching, smelling, tasting) and describe what it feels like, tastes like, and smells like.</p> <p>Know how to participate in group discussions about healthy foods and why some foods are good for you.</p> | <p>Know how to follow basic hygiene rules when handling food (e.g., washing hands).</p> <p>Know how to taste and describe different foods using sensory vocabulary.</p> <p>Know how to safely chop soft ingredients, such as bananas or cooked vegetables, with a plastic or child-safe knife.</p> | <p>Know how to use tools such as peelers, graters, and scissors safely and correctly.</p> <p>Know that some foods are grown (fruits, vegetables), some are reared (meat, dairy), and some are processed.</p> | <p>Know the principles of a healthy diet and how to include a balance of food groups.</p> <p>Know how to use tools including knives and graters, and with increasing confidence.</p> | <p>Know how to chop a range of ingredients (e.g., root vegetables, fruits) with more advanced knife skills, safely and with control.</p> <p>Know how to follow a recipe using accurate measuring skills for liquids and solids.</p> | <p>Know how to identify improvements in recipes by adjusting quantities or cooking methods.</p> <p>Know how to chop a variety of ingredients, such as meat, hard vegetables, and herbs, safely using a sharp knife.</p> | <p>Know how to work systematically to produce a finished dish within a given time.</p> <p>Know how to adapt recipes creatively while maintaining nutritional value.</p> <p>Know how to safely and independently use a range of kitchen tools, including knives and ovens.</p> |
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| EYFS     |                             | KS1 Design and Technology National Curriculum                                                                                                                                                                                                                                                                         |                                                                    | KS2 Design and Technology National Curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                               |                                                                                                                                                              |                                                                                                          |                                                                                                                                  |
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|          |                             | Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. Children explore and evaluate a range of existing products. They evaluate their ideas and products against design criteria. |                                                                    | Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. Children investigate and analyse a range of existing products. They evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. They understand how key events and individuals in design and technology have helped shape the world. |                                                                                                               |                                                                                                                                                              |                                                                                                          |                                                                                                                                  |
| Evaluate |                             | EYFS                                                                                                                                                                                                                                                                                                                  | Year 1                                                             | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Year 3                                                                                                        | Year 4                                                                                                                                                       | Year 5                                                                                                   | Year 6                                                                                                                           |
|          | Observation and Description |                                                                                                                                                                                                                                                                                                                       | Know how to compare what is similar and different from each other. | Know how to look at existing designs and describe specific features of the design and product.                                                                                                                                                                                                                                                                                                                                                                                                 | Know how to discuss what is good about a design and what could be improved, making links to the design brief. | Know how to carefully explain what works well with existing designs. Knows how to evaluate the aesthetics of a product, making links to the target audience. | Know how to discuss what features make a product more suitable for the design brief and target audience. | Know how to carefully analyse and explain the importance part of the design in relation to the design brief and target audience. |



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|  | Reflection and Improvement |  | Know how to listen to constructive feedback about their own design. | Know how to improve their designs with a focus on a certain area of the design brief. | Know how to improve a design plan based on peer evaluation.<br><br>To know how to evaluating the product and the work of others. | To know how to identify what went well and making suggestions for improvement. | Know how suggest improvements for their own design and give reasons why, making links to the design brief. | Know how to check if their product matches the response from the original market research.<br><br>To know how to test and evaluate the success of their product, compare to design criteria, and suggest improvements. |
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| Substantive Knowledge |      |                                                                       |                                                                                                                                         |        |        |                                                                                                                                                                                                          |        |
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|                       | EYFS | Year 1                                                                | Year 2                                                                                                                                  | Year 3 | Year 4 | Year 5                                                                                                                                                                                                   | Year 6 |
| Mechanisms            |      | *Know that levers and sliders are mechanisms and can make things move | *Know that levers, sliders wheels and axels are mechanisms and can make things move<br>*Know that mechanisms are a collection of moving |        |        | *Know that designers often want to hide mechanisms to make a product more aesthetically pleasing.<br><br>* Know how to use mechanical systems in products including: gears, pulleys, levers and linkages |        |



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|  |  |  | parts that work together. |  |  | *Know that using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result. |  |
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| Cooking and Nutrition |  | <ul style="list-style-type: none"> <li>* Know the difference between fruits and vegetables.</li> <li>* Know that a fruit has seeds and a vegetable does not.</li> <li>* Know that fruits grow on trees or vines.</li> <li>* Know that vegetables can grow either above or below ground.</li> <li>* Know that vegetables can come from different parts of the plant</li> </ul> | <ul style="list-style-type: none"> <li>* Know that 'diet' means the food and drink that a person or animal usually eats.</li> <li>* Know what makes a balanced diet.</li> <li>* Know where to find the nutritional information on packaging.</li> <li>* Know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar.</li> <li>Know that I should eat a range of different foods from each food group, and roughly</li> </ul> | <ul style="list-style-type: none"> <li>* Know that not all fruits and vegetables can be grown in the UK.</li> <li>* Know that climate affects food growth.</li> <li>* Know that vegetables and fruit grow in certain seasons.</li> <li>* Know that imported food is food which has been brought into the country.</li> <li>* Know that exported food is food which has been sent to another country.</li> <li>* Know that imported foods travel from far away and this can negatively impact the environment.</li> </ul> | <ul style="list-style-type: none"> <li>* Know that cooking instructions are known as a 'recipe'.</li> <li>* Know that the amount of an ingredient in a recipe is known as the 'quantity.'</li> <li>* Know that it is important to use oven gloves when removing hot food from a hot oven.</li> <li>* To know the following cooking techniques: sieving, creaming, rubbing method, cooling.</li> <li>* Know the importance of budgeting while planning ingredients for biscuits.</li> </ul> | <ul style="list-style-type: none"> <li>* Know that I can adapt a recipe to make it healthier by substituting ingredients.</li> <li>* Know that 'cross-contamination' means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects.</li> <li>* Know where meat comes from - learning that beef is from cattle and how beef is reared and processed, including key welfare issues.</li> </ul> | <ul style="list-style-type: none"> <li>* Know that 'flavour' is how a food or drink tastes.</li> <li>* Know that many countries have 'national dishes' which are recipes associated with that country.</li> <li>* Know that 'processed food' means food that has been put through multiple changes in a factory.</li> <li>* Know that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides.</li> <li>* Know what happens to a certain food before it appears on the</li> </ul> |
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|  |  |  | <p>how much of each food group.</p> <p>*Know that nutrients are substances in food that all living things need to make energy, grow and develop.</p> <p>*Know that many food and drinks we do not expect to contain sugar do; we call these 'hidden sugars'.</p> <p>*Know that 'ingredients' means the items in a mixture or recipe.</p> <p>*Know that I should only have a maximum of five</p> | <ul style="list-style-type: none"> <li>• Know that each fruit and vegetable give us nutritional benefits because they contain vitamins, minerals and fibre.</li> <li>* Know that vitamins, minerals and fibre are important for energy, growth and maintaining health.</li> <li>• Know safety rules for using, storing and cleaning a knife safely.</li> </ul> |  |  | <p>supermarket shelf (Farm to Fork).</p> <p>* Know the difference between allergies and intolerance and why it is important when planning meals.</p> |
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## DT Progression Document 2025-2026

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|  |  |  | teaspoons of sugar a<br>day to stay healthy |  |  |  |  |
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| Textiles | <ul style="list-style-type: none"> <li>• Know that 'joining technique' means connecting two pieces of material together.</li> <li>• Know that there are various temporary methods of joining fabric by using staples, glue or pins.</li> <li>• Know that different techniques for joining materials can be used for different purposes.</li> <li>• Know that a template is used to cut out the same shape multiple times.</li> <li>• Know that drawing a design idea is useful to see how an idea will look.</li> </ul> |  | <ul style="list-style-type: none"> <li>* Know that when two edges of fabric have been joined together it is called a seam.</li> <li>• Know that it is important to leave space on the fabric for the seam.</li> <li>• Know that some products are turned inside out after sewing so the stitching is hidden.</li> <li>* Know that tying a knot helps secure the thread.</li> </ul> |  |  | <ul style="list-style-type: none"> <li>* Know why it is important to design textiles with the client/target customer in mind.</li> <li>* Know that using a template helps to accurately mark out a design on fabric.</li> <li>* Know the importance of consistently sized stitches.</li> <li>* Know that blanket stitch is useful to reinforce the edges of a fabric material or join two pieces of fabric.</li> </ul> |
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| Structures |  |  | <ul style="list-style-type: none"> <li>* Know that shapes and structures with wide, flat bases or legs are the most stable.</li> <li>* Know that the shape of a structure affects its strength.</li> <li>* Know that materials can be manipulated to improve strength and stiffness.</li> <li>* Know that a structure is something which has been formed or made from parts.</li> <li>* Know that a 'stable' structure is one which is firmly fixed and unlikely to change or move.</li> <li>* Know that a 'strong' structure is</li> </ul> |  |  | <ul style="list-style-type: none"> <li>* Know different ways to reinforce structures.</li> <li>* Know that triangles can be used to reinforce bridges.</li> <li>* Know that properties are words that describe the form and function of materials.</li> <li>* Know material selection is important based on properties.</li> </ul> |  |
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|               |  |  | <p>one which does not break easily.</p> <ul style="list-style-type: none"> <li>* Know that a 'stiff' structure or material is one which does not bend easily.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |
| Digital Words |  |  |                                                                                                                                                                          | <ul style="list-style-type: none"> <li>* Know that, in programming, a 'loop' is code that repeats something gain and again until stopped.</li> <li>* Know that a Micro:bit is a pocket-sized, codeable computer.</li> <li>* Know that a simulator is able to replicate the functions of an existing piece of technology.</li> <li>* Know that CAD stands for 'Computer-aided design'.</li> </ul> | <ul style="list-style-type: none"> <li>* Know what variables are in programming.</li> <li>• Know some of the features of a Micro:bit.</li> <li>• Know that an algorithm is a set of instructions to be followed by the computer.</li> <li>• Know that it is important to check my code for errors (bugs).</li> <li>• Know that a simulator can be used as a way of checking your code works before installing it onto an electronic device.</li> </ul> |  |  |

|                    |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------|--|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Electrical Systems |  |  |  |  | <ul style="list-style-type: none"> <li>* Know that electrical conductors are materials which electricity can pass through.</li> <li>* Know that electrical insulators are materials which electricity cannot pass through.</li> <li>* Know that a battery contains stored electricity that can be used to power products.</li> <li>* Know that an electrical circuit must be complete for electricity to flow.</li> <li>* Know that a switch can be used to complete and break an electrical circuit.</li> </ul> |  | <ul style="list-style-type: none"> <li>* Know that batteries contain acid, which can be dangerous if they leak.</li> <li>* Know the names of the components in a basic series circuit, including a buzzer.</li> <li>* Know that series circuits only have one direction for the electricity to flow.</li> <li>* Know when there is a break in a series circuit, all components turn off.</li> <li>* Know that an electric motor converts electrical energy into rotational movement, causing the motor's axle to spin.</li> <li>* Know a motorised product is one which</li> </ul> |
|--------------------|--|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



|  |  |  |  |  |  |  |                           |
|--|--|--|--|--|--|--|---------------------------|
|  |  |  |  |  |  |  | uses a motor to function. |
|--|--|--|--|--|--|--|---------------------------|

| Overview              |        | EYFS                                 | Year 1                                         | Year 2                                        | Year 3                                                                     | Year 4                                   | Year 5                                   | Year 6                                           |
|-----------------------|--------|--------------------------------------|------------------------------------------------|-----------------------------------------------|----------------------------------------------------------------------------|------------------------------------------|------------------------------------------|--------------------------------------------------|
| Component of learning | A      | Structures<br>Junk modelling         | Cooking and Nutrition<br>Making a fruit kebab. | Cooking and Nutrition<br>Making healthy bread | Textiles<br>Making a pin cushion.                                          | Cooking and Nutrition<br>Salsa           | Mechanisms<br>3D interactive book        | Textiles<br>Making a Christmas decoration.       |
|                       | S<br>P | Cooking and Nutrition<br>Fruit salad | Mechanisms<br>Pop-up book                      | Structures<br>Making African huts.            | Structures                                                                 | Electrical Systems<br>Designing a torch  | Structures<br>Making a Bridges           | Cooking and Nutrition<br>Making a healthy pizza. |
|                       | S      | Textiles<br>Threading beads          | Textiles<br>Making puppets.                    | Mechanisms<br>Making an arctic buggy          | Cooking and Nutrition<br>Making a healthy sandwich, with home grown cress. | Textiles<br>Victorians' patchwork square | Cooking and Nutrition<br>Healthy Cookies | Electrical Systems<br>Making a steady hand game. |

| Disciplinary Knowledge - Vocabulary |                               |                                                                        |                                                                           |                                                                                                                                  |                                                                                                                            |                                                                                                                                            |                                                                                                                                                     |                                                                                                                                                                                                     |
|-------------------------------------|-------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Design                              |                               | EYFS                                                                   | Year 1                                                                    | Year 2                                                                                                                           | Year 3                                                                                                                     | Year 4                                                                                                                                     | Year 5                                                                                                                                              | Year 6                                                                                                                                                                                              |
|                                     | Generating Ideas and planning | <ul style="list-style-type: none"> <li>choose</li> <li>idea</li> </ul> | <ul style="list-style-type: none"> <li>idea</li> <li>materials</li> </ul> | <ul style="list-style-type: none"> <li>design</li> <li>purpose</li> <li>simple plan</li> <li>tools</li> <li>materials</li> </ul> | <ul style="list-style-type: none"> <li>design brief</li> <li>user</li> <li>product</li> <li>plan</li> <li>steps</li> </ul> | <ul style="list-style-type: none"> <li>criteria</li> <li>design specification</li> <li>research</li> <li>plan</li> <li>sequence</li> </ul> | <ul style="list-style-type: none"> <li>innovation</li> <li>constraints</li> <li>prototype</li> <li>detailed plan</li> <li>materials list</li> </ul> | <ul style="list-style-type: none"> <li>design process</li> <li>design specification</li> <li>functionality</li> <li>constraints</li> <li>iterative design</li> <li>prototype development</li> </ul> |



|  |                                |                                                                        |                                                                           |                                                                                                |                                                                                                                                     |                                                                                                                            |                                                                                                                                           |                                                                                                                                                                                                   |
|--|--------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Evaluation and Improvement     | <ul style="list-style-type: none"> <li>like</li> <li>change</li> </ul> | <ul style="list-style-type: none"> <li>dislike</li> <li>better</li> </ul> | <ul style="list-style-type: none"> <li>works</li> <li>doesn't work</li> <li>improve</li> </ul> | <ul style="list-style-type: none"> <li>evaluate</li> <li>strengths</li> <li>weaknesses</li> <li>improve</li> <li>suggest</li> </ul> | <ul style="list-style-type: none"> <li>test</li> <li>feedback</li> <li>improve</li> <li>modify</li> <li>compare</li> </ul> | <ul style="list-style-type: none"> <li>justify</li> <li>analyse</li> <li>refine</li> <li>improve design</li> <li>user feedback</li> </ul> | <ul style="list-style-type: none"> <li>evaluate against specification</li> <li>justify design decisions</li> <li>test for performance</li> <li>refine and adapt</li> <li>final outcome</li> </ul> |
|  | Communication and Presentation | <ul style="list-style-type: none"> <li>talk</li> <li>show</li> </ul>   | <ul style="list-style-type: none"> <li>show</li> <li>label</li> </ul>     | <ul style="list-style-type: none"> <li>explain</li> <li>label</li> <li>pictures</li> </ul>     | <ul style="list-style-type: none"> <li>annotated sketch</li> <li>notes</li> <li>explain ideas</li> </ul>                            | <ul style="list-style-type: none"> <li>labelled diagram</li> <li>instructions</li> <li>present ideas</li> </ul>            | <ul style="list-style-type: none"> <li>technical drawing</li> <li>written explanation</li> <li>presentation</li> </ul>                    | <ul style="list-style-type: none"> <li>formal design drawings</li> <li>technical vocabulary</li> <li>labelled diagrams with measurements</li> <li>written evaluation</li> </ul>                   |



|  |                 |                                                                         |                                                                                                                                  |                                                                                                                                      |                                                                                                                                               |                                                                                                                                          |                                                                                                                                                            |                                                                                                                                                                                                                             |
|--|-----------------|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Food Technology | <ul style="list-style-type: none"> <li>• food</li> <li>• mix</li> </ul> | <ul style="list-style-type: none"> <li>• food</li> <li>• ingredients</li> <li>• healthy</li> <li>• cut</li> <li>• mix</li> </ul> | <ul style="list-style-type: none"> <li>• recipe</li> <li>• ingredients</li> <li>• prepare</li> <li>• chop</li> <li>• peel</li> </ul> | <ul style="list-style-type: none"> <li>• nutrition</li> <li>• balanced diet</li> <li>• measure</li> <li>• weigh</li> <li>• hygiene</li> </ul> | <ul style="list-style-type: none"> <li>• ingredients</li> <li>• season</li> <li>• combine</li> <li>• method</li> <li>• safety</li> </ul> | <ul style="list-style-type: none"> <li>• savoury</li> <li>• sweet</li> <li>• cooking techniques</li> <li>• temperature</li> <li>• hygiene rules</li> </ul> | <ul style="list-style-type: none"> <li>• nutrients and nutritional value</li> <li>• dietary needs</li> <li>• sustainability</li> <li>• seasonality</li> <li>• food provenance</li> <li>• quality and consistency</li> </ul> |
|--|-----------------|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|      |                  |                                                                          |                                                                             |                                                                                |                                                                                  |                                                                                   |                                                                                      |                                                                                             |
|------|------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Make | Measure and Mark | <ul style="list-style-type: none"> <li>• big</li> <li>• small</li> </ul> | <ul style="list-style-type: none"> <li>• length</li> <li>• mark</li> </ul>  | <ul style="list-style-type: none"> <li>• measure</li> <li>• line</li> </ul>    | <ul style="list-style-type: none"> <li>• ruler</li> <li>• centimetres</li> </ul> | <ul style="list-style-type: none"> <li>• accurate</li> <li>• scale</li> </ul>     | <ul style="list-style-type: none"> <li>• dimensions</li> <li>• tolerance</li> </ul>  | <ul style="list-style-type: none"> <li>• specification</li> <li>• accuracy</li> </ul>       |
|      | Cutting          | <ul style="list-style-type: none"> <li>• snip</li> <li>• cut</li> </ul>  | <ul style="list-style-type: none"> <li>• scissors</li> <li>• cut</li> </ul> | <ul style="list-style-type: none"> <li>• straight</li> <li>• curved</li> </ul> | <ul style="list-style-type: none"> <li>• accuracy</li> <li>• shape</li> </ul>    | <ul style="list-style-type: none"> <li>• precision</li> <li>• template</li> </ul> | <ul style="list-style-type: none"> <li>• controlled</li> <li>• consistent</li> </ul> | <ul style="list-style-type: none"> <li>• precision cutting</li> <li>• efficiency</li> </ul> |

|  |                 |                                                                               |                                                                          |                                                                             |                                                                              |                                                                                |                                                                                   |                                                                                             |
|--|-----------------|-------------------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
|  | Joining         | <ul style="list-style-type: none"> <li>stick</li> <li>join</li> </ul>         | <ul style="list-style-type: none"> <li>glue</li> <li>tape</li> </ul>     | <ul style="list-style-type: none"> <li>split pin</li> <li>staple</li> </ul> | <ul style="list-style-type: none"> <li>stitch</li> <li>tabs</li> </ul>       | <ul style="list-style-type: none"> <li>sew</li> <li>glue gun</li> </ul>        | <ul style="list-style-type: none"> <li>fastening</li> <li>reinforce</li> </ul>    | <ul style="list-style-type: none"> <li>permanent</li> <li>temporary</li> </ul>              |
|  | Assembling      | <ul style="list-style-type: none"> <li>put together</li> <li>build</li> </ul> | <ul style="list-style-type: none"> <li>join</li> <li>build</li> </ul>    | <ul style="list-style-type: none"> <li>split pin</li> <li>staple</li> </ul> | <ul style="list-style-type: none"> <li>structure</li> <li>support</li> </ul> | <ul style="list-style-type: none"> <li>framework</li> <li>stability</li> </ul> | <ul style="list-style-type: none"> <li>sub-assembly</li> <li>alignment</li> </ul> | <ul style="list-style-type: none"> <li>final assembly</li> <li>functionality</li> </ul>     |
|  | Finish          | <ul style="list-style-type: none"> <li>decorate</li> <li>colour</li> </ul>    | <ul style="list-style-type: none"> <li>decorate</li> <li>neat</li> </ul> | <ul style="list-style-type: none"> <li>tidy</li> <li>improve</li> </ul>     | <ul style="list-style-type: none"> <li>quality</li> <li>detail</li> </ul>    | <ul style="list-style-type: none"> <li>refine</li> <li>function</li> </ul>     | <ul style="list-style-type: none"> <li>aesthetic</li> <li>durability</li> </ul>   | <ul style="list-style-type: none"> <li>professional</li> <li>evaluate</li> </ul>            |
|  | Food technology | <ul style="list-style-type: none"> <li>wash</li> <li>mix</li> </ul>           | <ul style="list-style-type: none"> <li>peel</li> <li>chop</li> </ul>     | <ul style="list-style-type: none"> <li>grate</li> <li>spread</li> </ul>     | <ul style="list-style-type: none"> <li>measure</li> <li>hygiene</li> </ul>   | <ul style="list-style-type: none"> <li>season</li> <li>texture</li> </ul>      | <ul style="list-style-type: none"> <li>temperature</li> <li>nutrients</li> </ul>  | <ul style="list-style-type: none"> <li>nutritional value</li> <li>sustainability</li> </ul> |

