



Design & Technology – A Progression of Knowledge & Skills				
Year group	term	topic	skills	knowledge
YN	aut	Me & My Family	Unit Composite: To know the names of simple materials to know some simple joining techniques	
			Creating with Materials To develop their own ideas and then decide which materials to use to express them.	To know the names of some simple materials To know some simple joining techniques
			Communication and Language To be able to express a point of view Vocabulary Selotape, glue, join, materials, paper, card, tissue paper, thread, fabric, wool, cotton, junk modelling, recycling, window, door, roof, wall, strong, secure	
	spr	Me & My World	Unit Composite: To know what to use to join materials To name simple shapes To understand that materials have different textures	
			Creating with Materials To join different materials and explore different textures.	To know what to use to join materials together To know the names of simple shapes To understand that materials have different textures
			Communication and Language To understand a question or instruction that has two parts To use a wider range of vocabulary. Vocabulary Reinforce vocab from autumn term New Vocab: Join, stick, glue, tape, secure, strong, sellotape, masking tape, rough, smooth, bumpy, hard, soft, spiky, circle, oval, square, rectangle, triangle Key questions: How will you join it? What will you use? Why have you....? What does it feel like?	
sum	Me Growing Up	Unit Composite: To choose how to arrange, join and construct for effect To know the names of simple 3D shapes		
		Creating with Materials To make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a	To know what I need and where to find it To know the names of some simple 3D shapes	





		<p>park.</p> <p>To explore different materials freely, in order to develop their ideas about how to use them and what to make.</p>	
<p>Communication and Language</p> <p>To understand a question or instruction that has two parts</p> <p>To use a wider range of vocabulary</p> <p>To use talk to organise themselves and their play</p> <p>Vocabulary</p> <p>Revisit autumn & spring vocab</p> <p>New vocab: cube, cuboid, cone, sphere, pyramid, star, diamond</p> <p>Key questions: What will you make? What do you need to make it? What will you do first? How could you make it more secure?</p>			

Year group	term	topic	skills	knowledge
YR	aut	Me & My Family	<p>Unit Composite:</p> <p>To know the names of simple materials</p> <p>To know what to use to join materials</p> <p>To choose how to arrange, join and construct for effect</p>	
			<p>Creating with Materials</p> <p>To return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>To know the names of some simple materials</p> <p>To know what I need and where to find it</p> <p>To know the names of some simple 2D & 3D shapes</p> <p>To know what to use to join materials together</p> <p>To understand that materials have different textures</p>
			<p>Communication and Language</p> <p>Listening</p> <p>To understand how to listen carefully and why listening is important.</p> <p>To learn new vocabulary.</p> <p>Speaking</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>To use new vocabulary in different contexts.</p> <p>Vocabulary</p> <p>Revisit vocab used in Nursery</p> <p>Structure, strong, secure, tall, wide</p> <p>Key Questions: What would happen if...? How could you...? How will you join it? What will you use? Why have you....? What does it feel like? What will you make? What do you need to make it? What will you do first? How could you make it more secure? What would you change/add?</p>	





	spr	Me & My World	Unit Composite: To know how to work collaboratively To know how to use tools safely	
			Creating with Materials To create collaboratively by sharing ideas, resources and skills. To know how to use tools safely.	To know what they need & where to find it To know different ways to join materials To know what I will make & what materials I will use
			Communication and Language Listening Understand how to listen carefully and why listening is important. Learn new vocabulary. Speaking Use talk to help work out problems and organise thinking and activities that explain how things work and why they might happen. Articulate their ideas and thoughts in well-formed sentences. Vocabulary Model, prop, puppet, toy, role play, theatre, performing, audience, observation, see look, line, shape, texture, colour, outline, assemble, join, materials, tools, construct, build, structure, strong, tall, wide Key questions: What can you see? What will you make? What character? What do you need & where will you find it?	
	sum	Me Growing up	Unit Composite: To know the purpose/function of what I am making To know who I am making my product for	
			To create collaboratively by sharing ideas, resources and skills. To explore, use and refine a variety of artistic effects to express their ideas and feelings. To talk about what I have made & how I made it To use tools safely Fine motor skills (link to physical development) ELG: <ul style="list-style-type: none"> To hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases To use a range of small tools, including scissors, paintbrushes and cutlery. To begin to show accuracy and care when drawing. 	To know what I need & where to find it To know the purpose/function of what I am making To know who I am making my product for





		<p>Creating with materials ELG:</p> <ul style="list-style-type: none"> To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. To share their creations, explaining the process they have used. To make use of props and materials when role playing characters in narratives and stories. 	
		<p>Communication and Language Listening Understand how to listen carefully and why listening is important. Learn new vocabulary. Speaking Use talk to help work out problems and organise thinking and activities that explain how things work and why they might happen. Articulate their ideas and thoughts in well-formed sentences. Vocabulary Design, texture, form, function, product, design, technology Key questions: What do you want to play? What props could you make to use? How will you make it? What does it need to do? Who are you making it for? How could they use it?</p>	

Year group	term	topic	skills	knowledge
Y1	aut	On ce Up on a Tim e	<p>Unit Composite: Cooking & Nutrition To know that there are different food groups To know that hygiene is important when preparing food</p> <p>Structures To use different joining techniques to create a 3D structure</p>	
			<p>Cooking & Nutrition To group familiar food products eg. fats/sugars and vegetables/fruit To cut ingredients safely To prepare simple dishes - safely and hygienically - without using a heat source To measure using non-standard measures - eg. lever balance/cups etc. (heavier, lighter, equal)</p>	<p>Cooking & Nutrition To know that there are different food groups To know that hygiene is important when preparing food</p>





		<p>Structures (castles)</p> <p>To explore how to make structures stronger and more stable eg. tabs, slots</p> <p>To describe what I am going to make/how it works</p> <p>To fold, tear and cut materials into shapes</p> <p>To join materials using glue and/or tape</p> <p>To use collage and paint to finish my design</p> <p>To say what I like and don't like about my work and explain why</p>	<p>Structures (castles)</p> <p>To know that the job of a designer is to design a well-made product</p>
<p>Vocabulary</p> <p>Cooking & Nutrition: fats/sugars and vegetables/fruit ingredients, cleanly, heavier, lighter, equal</p> <p>Structures: designer, structure, stronger, stable, tabs, slots, fold, tear, shape, collage, 3D</p>		<p>Unit Composite:</p> <p>Cooking & Nutrition To know that there are different food groups To know that hygiene is important when preparing food</p>	
spr	Animal Kingdom	<p>Cooking & Nutrition</p> <p>To group familiar food products eg. fruit and vegetables</p> <p>To cut ingredients safely</p> <p>To prepare simple dishes - safely and hygienically - without using a heat source</p> <p>To measure using non-standard measures- eg. lever balance/cups etc. (heavier, lighter, equal)</p>	<p>Cooking & Nutrition</p> <p>To know that there are different food groups</p> <p>To know that hygiene is important when preparing food</p>
		<p>Vocabulary</p> <p>Cooking & Nutrition: fats/sugars and vegetables/fruit ingredients, cleanly, heavier, lighter, equal</p>	





			<p>Unit Composite:</p> <p>Cooking & Nutrition To know that there are different food groups To know that hygiene is important when preparing food</p> <p>Mechanisms To use wheels & axle mechanisms to construct a wheeled chassis</p>	
			<p>Cooking & Nutrition</p> <p>To group familiar food products eg. carbohydrates and dairy</p> <p>To cut ingredients safely</p> <p>To prepare simple dishes - safely and hygienically - without using a heat source</p> <p>To measure using non-standard measures, eg. lever balance/cups etc. (heavier, lighter, equal)</p> <p>Mechanisms (wheels & axles)</p> <p>To investigate how wheels move</p> <p>To name and label the parts of a vehicle (by disassembling a toy vehicle & drawing their wheeled chassis)</p> <p>To identify the user & purpose of a vehicle</p> <p>To construct a wheeled chassis</p> <p>To test my design & say what works & what doesn't</p> <p>To explore fixed axles and free wheels</p> <p>To design my product (sketch & choice of materials)</p> <p>To generate design criteria</p> <p>To cut, shape and join to make my product</p> <p>To evaluate my design (against design criteria)</p>	<p>Cooking & Nutrition</p> <p>To know that there are different food groups</p> <p>To know that hygiene is important when preparing food</p> <p>Mechanisms (wheels & axles)</p> <p>To know the technical vocabulary relevant to the project (wheel, axle, axle holder, chassis, body)</p> <p>To know that the job of a designer is to design useful products</p>
	sum	We Love London		





			<p>Vocabulary</p> <p>Cooking & Nutrition: fats/sugars and vegetables/fruit ingredients, cleanly, heavier, lighter, equal</p> <p>Mechanisms product, user, purpose, designer, vehicle, chassis, axle, axle holder, body, wheel, fixed, free, evaluate, design criteria</p>
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Year group	term	topic	skills	knowledge
Y2	aut	Fire ! Fire !	<p>Unit Composite:</p> <p>Cooking & Nutrition To know that there are different food groups To know that hygiene is important when preparing food</p>	
			<p>Cooking & Nutrition</p> <p>To group foods into the five groups in the Eatwell Plate</p> <p>To cut, grate, peel ingredients safely with help</p> <p>To prepare healthy dishes - safely and hygienically - without using a heat source</p> <p>To measure or weigh using cups or electronic scales</p>	<p>Cooking & Nutrition</p> <p>To know that there are different food groups</p> <p>To know that hygiene is important when preparing food</p>
			<p>Vocabulary</p> <p>Cooking & Nutrition: cut, grate, peel, hygiene</p>	
	spr	The secret garden	<p>Unit Composite:</p> <p>Cooking & Nutrition To know that there are different food groups To know that hygiene is important when preparing food</p> <p>Textiles To form a product using textile materials and different joining techniques</p>	





		<p>Cooking & Nutrition</p> <p>To group foods into the five groups on the Eatwell Plate</p> <p>To cut, grate, peel ingredients safely with help</p> <p>To prepare healthy dishes - safely and hygienically - without using a heat source</p> <p>To measure or weigh using cups or electronic scales</p> <p>Textiles (puppets)</p> <p>To explore how existing puppets have been made</p> <p>To use a template to draw around and cut out shapes</p> <p>To join fabrics using pins & running stitch</p> <p>To cut and join materials to finish my design (ribbons, buttons, wool etc using glue)</p> <p>To evaluate my design against the design criteria</p>	<p>Cooking & Nutrition</p> <p>To know that there are different food groups</p> <p>To know that hygiene is important when preparing food</p> <p>Textiles (puppets)</p> <p>To understand why templates are useful</p>
		<p>Vocabulary</p> <p>Cooking & Nutrition: cut, grate, peel, hygiene</p> <p>Textiles template, running stitch, fabric, felt, wool, button, ribbon, character, design criteria, user, purpose, evaluate</p>	
sum	Glo bet rott ers	<p>Unit Composite:</p> <p>Cooking & Nutrition</p> <p>To know that there are different food groups</p> <p>To know that hygiene is important when preparing food</p> <p>Mechanisms (levers & sliders)</p> <p>To create a product using a lever/slider mechanism</p>	





			<p>Cooking & Nutrition</p> <p>To group foods into the five groups in the Eatwell Plate</p> <p>To cut, grate, peel ingredients safely with help</p> <p>To prepare healthy dishes - safely and hygienically - without using a heat source</p> <p>To measure or weigh using cups or electronic scales</p> <p>Mechanisms (levers & sliders)</p> <p>To explore how a simple moving picture has been made</p> <p>To disassemble a moving picture</p> <p>To cut around drawn shapes</p> <p>To join using a split pin</p> <p>To use drawings and labels to explain my design</p> <p>To use a lever or a slider to make a moving picture</p> <p>To test my product and say what works and doesn't work</p> <p>To evaluate my design against the design criteria</p> <p>To design on a computer</p>	<p>Cooking & Nutrition</p> <p>To know that there are different food groups</p> <p>To know that hygiene is important when preparing food</p> <p>Mechanisms (levers & sliders)</p> <p>To know which order I need to work in</p> <p>To understand that different mechanisms produce different types of movement</p>
			<p>Vocabulary</p> <p>Cooking & Nutrition: cut, grate, peel, hygiene</p> <p>Mechanisms moving picture, mechanism, lever, slider, pivot, split pin, movement, backwards/forwards, design criteria, evaluate</p>	





Year group	term	topic	skills	knowledge
Y3	aut	Invaders & Settlers	<p>Unit Composite:</p> <p>Cooking & Nutrition To know that a healthy diet is made up from a variety of different food and drink</p> <p>Textiles (weaving) To create a woven textile</p> <p>Cooking & Nutrition</p> <p>To cut, chop and grate food accurately and safely</p> <p>To measure and weigh ingredients appropriately</p> <p>To follow a recipe</p> <p>Textiles (weaving)</p> <p>To explore the process of weaving (using paper strips)</p> <p>To weave on a simple loom</p> <p>To choose materials for effect (colour, pattern, texture)</p> <p>To consider the views of others to improve my work</p> <p>To refine my technique as I progress</p> <p>To identify a user for my product</p> <p>To say how my product could be used</p>	<p>Cooking & Nutrition</p> <p>To know that a healthy diet is made up from a variety of different food and drink</p> <p>Textiles (weaving)</p> <p>To know that weaving is used to create structurally strong products (in natural and man-made world)</p> <p>To know the technical vocabulary relevant to the project (yarn, weft, warp, loom, fabric, textile)</p> <p>To know about the work of a textile designer (Anni Albers)</p>
	spr		<p>Unit Composite:</p> <p>Cooking & Nutrition To know that a healthy diet is made up from a variety of different food and drink</p> <p>Mechanisms (Levers and Linkages) To construct lever & linkage mechanisms</p>	





	Su per hu ma ns	<p>Cooking & Nutrition</p> <p>To cut, chop and grate food accurately and safely</p> <p>To measure and weigh ingredients appropriately</p> <p>To follow a recipe</p> <p>Mechanisms (Levers and Linkages)</p> <p>To investigate how lever and linkage mechanisms work</p> <p>To cut & assemble simple linkages</p> <p>To identify parts of a mechanism</p> <p>To label & annotate my work</p> <p>To develop my skills and understanding through prototypes</p> <p>To evaluate my work</p>	<p>Cooking & Nutrition</p> <p>To know that a healthy diet is made up from a variety of different food and drink</p> <p>Mechanisms (Levers and Linkages)</p> <p>To know the technical vocabulary relevant to the project (fixed/loose pivot, lever/linkage, input/output, linear, arc, motion, mechanism)</p> <p>To know what a prototype is</p> <p>To understand the difference between fixed and loose pivots</p> <p>To know that mechanisms change movement</p>
		<p>Vocabulary</p> <p>Cooking & Nutrition: cut, chop, grate, accurate, measure, weigh, healthy diet</p> <p>Mechanisms prototype, fixed/loose pivot, lever/linkage, input/output, movement, motion, guide, backwards/forwards, side to side, linear, arc, mechanism</p>	
	sum	<p>Unit Composite:</p> <p>Cooking & Nutrition To know that a healthy diet is made up from a variety of different food and drink</p> <p>Cooking & Nutrition</p> <p>To cut, chop and grate food accurately and safely</p> <p>To measure and weigh ingredients appropriately</p> <p>To follow a recipe</p>	<p>Cooking & Nutrition</p> <p>To know that a healthy diet is made up from a variety of different food and drink</p>





			Vocabulary Cooking & Nutrition: cut, chop, grate, accurate, measure, weigh, healthy diet
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Year group	term	topic	skills	knowledge
			Unit Composite: Cooking & Nutrition To prepare ingredients hygienically using the appropriate utensils To know how to use equipment safely Mechanisms (cams) To construct a product that uses a cam mechanism Electrical Systems To create a product that uses an electrical system	





<p>Y4</p>	<p>aut</p>	<p>All the World's a Stage</p> <p>Cooking & Nutrition</p> <p>To prepare ingredients hygienically using the appropriate utensils</p> <p>To use scales to measure weight in grams and kilograms</p> <p>To know how to use equipment safely</p> <p>To give an opinion on different foods and meals after tasting</p> <p>Mechanisms (cams)</p> <p>To investigate and analyse how cam mechanisms work</p> <p>To construct a cam mechanism (camshaft and followers)</p> <p>To make labelled design drawings with annotations</p> <p>To develop a design criteria (for a moving toy)</p> <p>To choose the best way to join materials to maximise the effect of movement</p> <p>To test and adapt my design</p> <p>To identify the strengths & weaknesses of my design</p> <p>Electrical systems - (Roaming Robots)</p> <p>To connect simple electrical components & a battery in a series circuit to achieve a functional outcome</p> <p>To develop design criteria to inform the design of products that are fit for purpose</p> <p>To generate, develop, model & communicate ideas through discussion & annotated sketches (circuit diagrams)</p> <p>To use simple electrical components in my product</p>	<p>Cooking & Nutrition</p> <p>To know about what the Tudors ate</p> <p>To know that a healthy diet is made up from a variety of different food and drink</p> <p>Mechanisms (cams)</p> <p>To understand that cam mechanisms can be used to make things move in different ways</p> <p>To know the technical vocabulary relevant to the project (cam, follower, camshaft, crank, input/output)</p> <p>Electrical systems (Roaming Robots)</p> <p>To know the technical vocabulary relevant to the project (series circuit, input/output, connection, battery, motor, switch, bulb, insulator, control, system)</p> <p>To know how key events/individuals in D&T have helped shape the world (eg - Faraday - electric motor))</p>
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		<p>To select from and use tools & equipment safely to cut, shape, join & finish with some accuracy</p> <p>To control my product (remote control)</p> <p>To discuss how closely my finished product meets my design criteria</p>	
		<p>Vocabulary</p> <p>Cooking & Nutrition: hygienic, gram, kilogram, scales, weight, healthy diet</p> <p>Mechanisms (cams): mechanism, mechanical system, cam, cam shaft, follower, crank handle, rotational/reciprocating motion, automaton, annotate, exploded diagram, adapt</p> <p>Electrical Systems: series circuit, input/output, connection, battery, motor, switch, bulb, insulator, control, system</p>	
	spr	<p>Unit Composite:</p> <p>Cooking & Nutrition To prepare ingredients hygienically using the appropriate utensils To know how to use equipment safely</p>	
		<p>Cooking & Nutrition</p> <p>To prepare ingredients hygienically using the appropriate utensils</p> <p>To use scales to measure weight in grams and kilograms</p> <p>To know how to use equipment safely</p> <p>To give an opinion on different foods and meals after tasting</p>	<p>Cooking & Nutrition</p> <p>To know that a healthy diet is made up from a variety of different food and drink</p>
		<p>Vocabulary</p> <p>Cooking & Nutrition: hygienic, gram, kilogram, scales, weight, healthy diet</p>	
		<p>Unit Composite:</p> <p>Cooking & Nutrition To prepare ingredients hygienically using the appropriate utensils To know how to use equipment safely</p>	





	sum	Extr em e Ear th	<p>Programming, monitoring & control To create & modify a computer control program to monitor & control a product</p> <p>Textiles To join materials effectively to create a textile product</p>	
			<p>Cooking & Nutrition</p> <p>To prepare ingredients hygienically using the appropriate utensils</p> <p>To know how to use equipment safely</p> <p>To use scales to measure weight in grams and kilograms</p> <p>To give an opinion on different foods and meals after tasting</p> <p>Programming, monitoring & control (Lego WeDo)</p> <p>To communicate, develop & model ideas through discussion & labelled, annotated sketches</p> <p>To select, assemble & connect components to produce a functional product</p> <p>To create & modify a computer control program to monitor & control a product</p> <p>To test the product to establish its effectiveness</p> <p>Textiles (lavender bags)</p> <p>To pin fabric pieces together before sewing</p> <p>To thread a needle and make a knot</p> <p>To join fabrics using over stitch</p> <p>To refine my techniques as I progress</p> <p>To make and join ribbon loops</p> <p>To sew on a button/sequin/bead</p> <p>To say what I would improve on next time</p> <p>To say how my product could be used</p>	<p>Cooking & Nutrition</p> <p>To know that a healthy diet is made up from a variety of different food and drink</p> <p>Programming, monitoring & control (Lego WeDo)</p> <p>To know the technical vocabulary relevant to the project (control, program, monitor, system, microprocessor, microchip, Smart Hub, algorithm, bluetooth)</p> <p>To know how key events/individuals in D&T have helped shape the world (eg - creation of the microchip; Bill Gates)</p> <p>Textiles (lavender bags)</p> <p>To know about the provenance and uses of lavender (incl. harvesting & preparing their own lavender)</p>





		<p>Vocabulary</p> <p>Cooking & Nutrition: hygienic, gram, kilogram, scales, weight, healthy diet</p> <p>Programming, monitoring & control (using computing) control, program, system, microprocessor, microchip, Smart Hub, algorithm, Bluetooth, motion, movement</p> <p>Textiles: lavender, fabric, over stitch, thread, knot, loop, button, sequin</p>
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Year group	term	topic	skills	knowledge
Y5	aut	Meet the Greeks!	<p>Unit Composite:</p> <p>Cooking & Nutrition To know the origins of a variety of different foods (grown, reared, caught, processed)</p>	
			<p>Cooking & Nutrition</p> <p>To measure accurately using different equipment</p> <p>To know how to correctly store and handle ingredients</p> <p>To create and write down recipes, incl. ingredients, methods, cooking times etc</p>	<p>Cooking & Nutrition</p> <p>To know about what the Greeks ate</p> <p>To know the origins of a variety of different foods (grown, reared, caught, processed)</p>
			<p>Vocabulary</p> <p>Cooking & Nutrition: accurate, store, handle, recipe, equipment, ingredients, origin, grown, reared, caught, processed</p>	
	spr	Space Race	<p>Unit Composite:</p> <p>Cooking & Nutrition To know the origins of a variety of different foods (grown, reared, caught, processed)</p> <p>Mechanisms To develop ideas for a wheeled vehicle against a given design criteria</p>	
			<p>Cooking & Nutrition</p> <p>To measure accurately using different equipment</p>	<p>Cooking & Nutrition</p> <p>To know the origins of a variety of different foods (grown, reared, caught, processed)</p>





		<p>To know how to correctly store and handle ingredients</p> <p>To create and write down recipes, incl. ingredients, methods, cooking times etc.</p> <p>Mechanisms</p> <p>To research the design and key features of space rovers</p> <p>To sketch my design ideas</p> <p>To create a wheeled chassis through experimenting and testing</p> <p>To form the body and key features of my design</p> <p>To assess the strengths & weaknesses of my design against the design criteria</p> <p>To test my design</p>	<p>To know that fixed/free wheels/axles work in different ways</p>
		<p>Vocabulary</p> <p>Cooking & Nutrition: accurate, store, handle, recipe, equipment, ingredients, origin, grown, reared, caught, processed</p> <p>Mechanisms Space Rovers, chassis, axle, fixed/free axles/wheels, body, features, solar panel, robotic arm, terrain</p>	
sum	Ec o- Wa rrio rs	<p>Unit Composite:</p> <p>Cooking & Nutrition To know the origins of a variety of different foods (grown, reared, caught, processed)</p> <p>Textiles To develop & evaluate a textile product</p>	
		<p>Cooking & Nutrition</p> <p>To measure accurately using different equipment</p> <p>To know how to correctly store and handle ingredients</p> <p>To create and write down recipes, incl. ingredients, methods, cooking times etc.</p> <p>Textiles (prototype lunch bags)</p> <p>To evaluate related products and identify key features</p> <p>To follow a design brief for a specific product/user</p>	<p>Cooking & Nutrition</p> <p>To know the origins of a variety of different foods (grown, reared, caught, processed)</p> <p>Textiles (prototype lunch bags)</p> <p>To know some key inventions and how they changed our lives (eg. Velcro, zip, snap fastener)</p>





		<p>To develop prototypes to help develop ideas</p> <p>To use labelled diagrams to show my ideas</p> <p>To use pattern pieces</p> <p>To pin pattern pieces together to create a 3D textile</p> <p>To tack along a seam line</p> <p>To test and adapt my design</p> <p>To consider the views of others to help improve my design</p>	<p>To understand the use of pattern pieces and seams</p> <p>To understand prototyping as part of the design process</p> <p>To know some key events/individuals in DT that have helped shape the world (Anya Hindmarch, This is Not a Bag campaign)</p>
<p>Vocabulary</p> <p>Cooking & Nutrition: accurate, store, handle, recipe, equipment, ingredients, origin, grown, reared, caught, processed</p> <p>Textiles: product, prototype, feature, pattern pieces, 3D, textile, seam, tack, fastening, button, flap, toggle, loop, adapt, design criteria, user, purpose, function, Velcro, zip, snap fastener</p>			





Year group	term	topic	skills	knowledge
Y6	aut	The World at War	<p>Unit Composite:</p> <p>Cooking & Nutrition To understand the impact of seasonality (link to vegetable patches and rationing)</p> <p>Structures To plan, design and make a 3D product using a range of media & techniques</p>	
			<p>Cooking & Nutrition</p> <p>To know how to correctly store and handle ingredients</p> <p>To combine ingredients appropriately eg. beating</p> <p>To measure ingredients to the nearest gram and millilitre</p> <p>To control the temperature of an oven</p> <p>Structures (Anderson shelters)</p> <p>To undertake research to inform the design process</p> <p>To plan a product as part of a team</p> <p>To use a plan diagram with labels to show design ideas</p> <p>To use prepared kits to make card models</p> <p>To cut, fold & join accurately to form 3D shapes</p> <p>To strengthen structures using braces</p> <p>To use tools safely (glue guns, bradawls, saws)</p> <p>To build structures using a range of materials (mod rock, wood, corrugated card)</p> <p>To choose materials for purpose (function and aesthetic)</p> <p>To join using a range of appropriate methods (incl. sewing)</p>	<p>Cooking & Nutrition</p> <p>To know the origins of a variety of different foods (grown, reared, caught, processed)</p> <p>To understand the impact of seasonality (link to vegetable patches and rationing)</p> <p>Structures (Anderson shelters)</p> <p>To know about key events/individuals that have helped shape the world (Sir John Anderson, William Paterson)</p>





		<p>To make suggestions on how the product could be improved</p> <p>To create a high quality finish using art skills (colour mixing, paint effects)</p> <p>To use electrical systems in my product</p>	
		<p>Vocabulary</p> <p>Cooking & Nutrition: accurate, store, handle, recipe, equipment, ingredients, origin, grown, reared, caught, processed, seasonality</p> <p>Structures: Anderson shelter, structure, product, user purpose, plan diagram, brace, strengthen, bradawl, corrugated</p>	
spr	Rivers of Time	<p>Unit Composite:</p> <p>Cooking & Nutrition To understand the impact of seasonality</p> <p>Structures To work to a design brief to plan & construct a structure</p>	
		<p>Cooking & Nutrition</p> <p>To know how to correctly store and handle ingredients</p> <p>To combine ingredients appropriately eg. beating</p> <p>To measure ingredients to the nearest gram and millilitre</p> <p>To control the temperature of an oven</p> <p>Structures (bridges)</p> <p>To explore related products and identify key features</p> <p>To work to a design brief</p> <p>To plan and make a product as part of a team</p> <p>To use diagrams to show my design ideas</p>	<p>Cooking & Nutrition</p> <p>To know the origins of a variety of different foods (grown, reared, caught, processed)</p> <p>To understand the impact of seasonality</p> <p>Structures (bridges)</p> <p>To know about a notable engineer (Brunel)</p> <p>To understand the forces of compression and tension</p> <p>To know about the job of an engineer</p> <p>To know about strong shapes in structures</p> <p>To know that there are different types of bridges eg. beam, arch, truss, suspension</p>





		<p>To strengthen structures and frames using triangulations</p> <p>To test my design against the brief</p> <p>To evaluate construction methods</p> <p>To use CAD to develop my ideas</p>	
		<p>Vocabulary</p> <p>Cooking & Nutrition: accurate, store, handle, combine, gram, millilitre, recipe, equipment, ingredients, origin, grown, reared, caught, processed, seasonality</p> <p>Structures: structure, beam/arch/truss/suspension bridge, compression, tension, triangulate, frame, load, engineer/engineering, design brief</p>	
	sum	<p>Unit Composite:</p> <p>Cooking & Nutrition To understand the impact of seasonality</p> <p>Textiles To use a range of materials and joining techniques to create a 3D textile</p> <p>Programming, monitoring & control To programme, monitor and control a product using technology</p>	
	Wh o am I?	<p>Cooking & Nutrition</p> <p>To know how to correctly store and handle ingredients</p> <p>To combine ingredients appropriately eg. beating</p> <p>To measure ingredients to the nearest gram and millilitre</p> <p>To control the temperature of an oven</p> <p>Programming, monitoring & control (Lego WeDo)</p> <p>To generate, develop, model & communicate ideas through discussion</p> <p>To create annotated, labelled sketches & exploded diagrams</p>	<p>Cooking & Nutrition</p> <p>To know the origins of a variety of different foods (grown, reared, caught, processed)</p> <p>To understand the impact of seasonality</p> <p>Programming, monitoring & control (Lego WeDo)</p> <p>To know the technical vocabulary relevant to the project (control, program, system, microprocessor, microchip, Smart Hub, algorithm, Bluetooth, motion, movement, sensor, motor, axle, chassis, signal, trigger, pulley, drive belt)</p>





		<p>To incorporate a pulley system in my product (mechanical systems)</p> <p>To incorporate a motor in my product (Electrical systems)</p> <p>To competently select & accurately assemble & securely connect components to produce a functional model</p> <p>To create & modify a computer program to enable my product to respond to changes in the environment (sensors)</p> <p>To regularly evaluate & modify my work</p> <p>To test the system to demonstrate its effectiveness</p> <p>Textiles (cushions)</p> <p>To create and use templates</p> <p>To cut accurately</p> <p>To choose suitable textiles for my product</p> <p>To pin fabric pieces together before sewing</p> <p>To apply art skills for visual effect (use of complementary colour)</p> <p>To regularly reflect on progress & say how I could improve my work</p> <p>To refine my techniques as I progress</p> <p>To independently select and effectively use relevant processes to finish my work (stitches, colour work, adding sequins/buttons/beads)</p>	<p>To know how key individuals in D&T have helped shape the world (eg Alan Turing)</p> <p>Textiles</p> <p>To know about the work of an artist using textiles (eg. Tracy Emin)</p>
<p>Vocabulary</p> <p>Cooking & Nutrition: accurate, store, handle, recipe, equipment, ingredients, origin, grown, reared, caught, processed, seasonality</p> <p>Programming, monitoring & control (Lego WeDo) control, program, system, microprocessor, microchip, Smart Hub, algorithm, bluetooth, motion, movement, sensor, motor, pulley, drive belt, axle, chassis, signal, trigger</p>			





			<p>Textiles: template, textile, fabric, applique, back/overcast/blanket stitch, complementary colour, sequin, bead, button</p>
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