



Design & Technology – A Progression of Knowledge & Skills				
Year group	term	topic	skills	knowledge
EL2			Unit composite Expressive art & design <ul style="list-style-type: none"> • Use materials to create different models. Communication & language <ul style="list-style-type: none"> • Can focus on an activity of their own choice for a short amount of time. • Can understand and follow simple instructions such as 'give that to me' or 'sit down on the carpet' etc.. 	
	aut		<u>Being Expressive and Imaginative</u> <ul style="list-style-type: none"> • Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations 	
	spr		<u>Listening, Attention and Understanding</u> <ul style="list-style-type: none"> • Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus 	
	sum		<u>Creating with Materials</u> <ul style="list-style-type: none"> • Uses 3D and 2D structures to explore materials and/or to express ideas <u>Fine Motor Skills</u> <ul style="list-style-type: none"> • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools <u>Listening, Attention and Understanding</u> <ul style="list-style-type: none"> • Developing understanding of simple concepts (e.g. fast/slow, good/bad) <u>shape</u> <ul style="list-style-type: none"> • Makes simple constructions 	
YN	aut	Me & My Family	Unit Composite: Expressive art & design <ul style="list-style-type: none"> • Able to safely use tools like scissors and tweezers Communication & language <ul style="list-style-type: none"> • Able to sit for short, carpet time teaching (like listening to a story) 	
			<u>Listening, Attention and Understanding</u> <ul style="list-style-type: none"> • Understands use of objects (e.g. Which one do we cut with?) <u>Speaking</u> <ul style="list-style-type: none"> • To be able to express a point of view <u>Shape</u>	





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		<ul style="list-style-type: none"> Chooses items based on their shape which are appropriate for the child's purpose 	
		<p>Vocabulary Selotape, glue, join, materials, paper, card, tissue paper, thread, fabric, wool, cotton, junk modelling, recycling, window, door, roof, wall, strong, secure</p>	
spr	Me & My World	<p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> Uses tools for a purpose <p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> Focusing attention – can still listen or do, but can change their own focus of attention <p><u>Spatial Awareness</u></p> <ul style="list-style-type: none"> Predicts, moves and rotates objects to fit the space or create the shape they would like <p><u>Shape</u></p> <ul style="list-style-type: none"> Shows awareness of shape similarities and differences between objects 	
		<p>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</p> <p>Key questions: How will you join it? What will you use? Why have you....? What does it feel like?</p>	
sum	Me Growing Up	<p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces <p><u>Being Expressive and Imaginative</u></p> <ul style="list-style-type: none"> Uses available resources to create props or creates imaginary ones to support play <p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> Is able to follow directions (if not intently focused) Responds to instructions with more elements, e.g. <i>Give the big ball to me; collect up all the blocks and put them in the box</i> <p><u>Speaking</u></p> <ul style="list-style-type: none"> To use talk to organise themselves and their play <p><u>Shape</u></p> <ul style="list-style-type: none"> Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes 	s





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		<ul style="list-style-type: none"> Attempts to create arches and enclosures when building, using trial and improvement to select blocks 	
		<p>Vocabulary Revisit autumn & spring vocab 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> <ul style="list-style-type: none"> Uses a variety of tools and techniques in creative ways Creates own props to support role play <p>Physical development</p> <ul style="list-style-type: none"> Can use scissors competently to cut out shapes 	
			<p><u>Being Expressive and Imaginative</u></p> <ul style="list-style-type: none"> Creates representations of both imaginary and real-life ideas, events, people and objects <p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity <p><u>Speaking</u></p> <ul style="list-style-type: none"> to learn new vocab <p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> Uses simple tools to effect changes to materials Handles tools, objects, construction and malleable materials safely and with increasing control and intention <p><u>Health and Self-Care</u></p> <ul style="list-style-type: none"> Eats a healthy range of foodstuffs and understands need for variety in food Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures 	





		<p style="text-align: center;">Vocabulary</p> <p>Revisit vocab used in Nursery 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	<p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. <p><u>Being Expressive and Imaginative</u></p> <ul style="list-style-type: none"> • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping <p><u>Spatial Awareness</u></p> <ul style="list-style-type: none"> • Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) <p><u>Shape</u></p> <ul style="list-style-type: none"> • Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes <p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> • May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span <p>Speaking</p> <p>Use talk to help work out problems and organise thinking and activities that explain how things work and why they might happen.</p>	





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			<p>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?</p>	
sum	Me Growing up		<p><u>Being Expressive and Imaginative</u></p> <ul style="list-style-type: none"> • Responds imaginatively to art works and objects, e.g. <i>this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</i> <p><u>Shape</u></p> <ul style="list-style-type: none"> • Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build 	
		<p><u>ELG: Creating with Materials</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. 		
		<p>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	Once Upon a Time	<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</p>	<p>Cooking & Nutrition To know that there are different food groups To know that hygiene is important when preparing food</p>





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		<p>To measure using non-standard measures - eg. lever balance/cups etc. (heavier, lighter, equal)</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>	
spr	Animal Kingdom	<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 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>





		Vocabulary	
		<p>Cooking & Nutrition: fats/sugars and vegetables/fruit ingredients, cleanly, heavier, lighter, equal</p>	
		<p>Unit Composite: 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 style="text-align: center;">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 know that there are different food groups</p> <p>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>Vocabulary</p> <p>Cooking & Nutrition: cut, grate, peel, hygiene</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>Textiles To form a product using textile materials and different joining techniques</p>	





		<p style="text-align: center;">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 investigate puppets</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 generate design criteria</p> <p>To design and make my product</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 style="text-align: center;">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 style="text-align: center;">Vocabulary</p> <p>Cooking & Nutrition: cut, grate, peel, hygiene</p> <p>Textiles template, running stitch, fabric, wool, button, ribbon, character, design criteria, user, purpose, evaluate</p>	
sum	Globe trotters	<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 (levers & sliders) 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</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, arc, side to side, 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>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 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 evaluate my product</p> <p>To identify a user for my product</p> <p>To say how my product could be used</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>
		<p>Vocabulary</p> <p>Cooking & Nutrition: cut, chop, grate, accurate, measure, weigh, healthy diet</p> <p>Textiles weaving, bauhaus, yarn, weft, warp, loom, fabric, textile, pattern, texture, user, product, purpose</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>	
	Superhumans	<p>Cooking & Nutrition</p> <p>To cut, chop and grate food accurately and safely</p> <p>To measure and weigh ingredients appropriately</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>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 design a product that moves (a greetings card)</p> <p>To evaluate my work</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, guide, backwards/forwards, side to side, linear, arc, mechanism</p>	
	sum	Rainforest Explorers	<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>
			<p>Vocabulary</p> <p>Cooking & Nutrition: cut, chop, grate, accurate, measure, weigh, healthy diet</p>	

Year group	term	topic	skills	knowledge
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			<p>Unit Composite:</p> <p>Cooking & Nutrition To prepare ingredients hygienically using the appropriate utensils To know how to use equipment safely</p> <p>Mechanisms (cams) To construct a product that uses a cam mechanism</p> <p>Electrical Systems To create a product that uses an electrical system</p>
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<p>Y4</p>	<p>aut</p>	<p>All the World's a Stage</p>	<p style="text-align: center;">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 generate 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 - (Crumble) TBC</p> <p>TBC</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 style="text-align: center;">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 (Crumble) TBC</p> <p>TBC</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: TBC 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>		
	sum	Extreme Earth	<p>Unit Composite:</p> <p>Cooking & Nutrition To prepare ingredients hygienically using the appropriate utensils To know how to use equipment safely</p> <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 style="text-align: center;">Cooking & Nutrition</p>	<p style="text-align: center;">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 (Crumble)</p> <p>TBC</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 a ribbon loop</p> <p>To sew on a bead/button</p> <p>To say what I would improve on next time</p> <p>To say how my product could be used</p>	<p>To know that a healthy diet is made up from a variety of different food and drink</p> <p>Programming, monitoring & control (Crumble)</p> <p>TBC</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 style="text-align: center;">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>To know how to correctly store and handle ingredients</p>	<p>Cooking & Nutrition</p> <p>To know the origins of a variety of different foods (grown, reared, caught, processed)</p>





		<p>To create and write down recipes, incl. ingredients, methods, cooking times etc.</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>	
		<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>	
sum	Eco-Warriors	<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>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>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 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>





			To consider the views of others to help improve my design
			<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>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>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>Vocabulary</p> <p>Cooking & Nutrition: accurate, store, handle, recipe, equipment, ingredients, origin, grown, reared, caught, processed, seasonality</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 style="text-align: center;">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>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 style="text-align: center;">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>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	Who am I?	<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>	





		<p style="text-align: center;">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 (Crumble) TBC</p> <p>To generate, develop, model & communicate ideas through discussion</p> <p>To create annotated, labelled sketches & exploded diagrams</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</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 style="text-align: center;">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 (Crumble) TBC</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 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>
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			<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>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>	

