

Class	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
<b>Pre-School</b>	<b>All About me</b>  Starting Pre- School Who is in my family? What makes me special?	<b>Celebrations</b>  Birthdays Christmas Bonfire Night The Nativity Story Halloween Celebrations What do others celebrate? (RE) Dinosaurs (linking to personal interests)	<b>Marvellous Minibeasts</b>  Minibeasts Who am I? describing minibeasts Comparing animals- jungle, arctic Cold and hot countries Planting flowers to attract minibeasts <u>Rising 3's</u> New topics based on children's interests	<b>People who help us Construction</b>  How does Fireman Sam help people? 999, what's your emergency? Cars and different modes of transport Trains Aero planes Baby clinic and nurses What does the Easter Bunny do? Dentist visit? Teeth brushing and oral health <u>Rising 3's</u> New topics based on children's interests.	<b>Let's grow!</b>  Growing sunflowers Nature walks and looking at the weather Making a rain catcher Rainbows Planting and growing own fruit and vegetables Fruit salads <u>Rising 3's</u> New topics based on children's interests	<b>FANTASY LAND</b>  Graduation ceremony Personal interests – Sooty, Elsa, Peppa, Toy story Castles, knights and Dragons Sleeping Beauty Frozen- Elsa Pirates <u>Rising 3's</u> New topics based on children's interests
<b>Personalisation and Subject Links</b>	<p align="center">Everything planned from children's interests from parent's questionnaires on children's likes.</p> <p align="center">DT in Pre- School won't follow a set DT week but children will explore the pre learning needed for DT using the statements from Development Matters as a guide for leaning. All learning will be based upon children's interests.</p> <p align="center">I can make a simple collage            I can develop simple joining techniques – glue sticks/ PVA/ sellotape            I can use various construction materials – joining pieces/ stacking / balancing            I can use resources available to create props / support my play</p> <p align="center"><b>Key learning in D&amp;T in Pre-School will come up as the year progresses on children's interests (See EX A &amp; D floor book)</b></p>					
<b>Reception</b>	Use different textures and materials to make houses for the three little pigs		Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.		Design and make rockets. Design and make objects they may need in space, thinking about form and function.	
<b>Personalisation and Subject Links</b>	<p align="center">Everything planned from children's interests from parent's questionnaires on children's likes.</p> <p align="center"><u>Key Skills from New Early Adopter</u></p> <p align="center">• Explore – experiment and build with a range of construction resources, find out about the properties and functions of different construction materials. • Design – talk about their ideas, choose resources, tools and techniques with a purpose in mind. • Make – make models and props using different construction materials, e.g. construction kits, reclaimed materials. Experiment with different ways to build, construct and join resources. Make props to use in their play /role play/ when acting out stories/taking on story characters. • Evaluate – talk about what they like/dislike about their models/constructions/props say why, and how they would change them. • Tools and equipment – use equipment and tools to build, construct and make simple models and props; use tools and equipment linked to food preparation. • Safety – handle and use equipment appropriately and safely.</p> <p align="center"><u>Ongoing: Creating with Materials ELGs</u></p>					

	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul> <p>Make use of props and materials when role playing characters in narratives and stories.</p>		
vocab	Build, Plan, Design, Make, Test, Structure, pigs, wolf, strong, bricks, wood, sticks, paper	Glue, tape, shadow, lollypop stick, puppet, show, sun, light, dark	Design, make, plan, evaluate, rockets, space
Y1	<p><b>Mechanisms:</b>  <b>Moving pictures incorporating sliding mechanisms</b>  <b>Design a moving Christmas card for your parents</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks.</li> <li>• Select from and use a wide range of materials and components, including materials and construction according to their characteristics.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Explore and evaluate a range of existing products.</li> <li>• Evaluate their ideas and products against design criteria.</li> </ul> <p><b>Technical Knowledge</b>  Know how a sliding and pivoted lever work</p>	<p><b>Textiles:</b>  <b>Design an item of clothing to keep a character warm/ dry</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform practical tasks</li> <li>• Select from and use a wide range of materials and components, including materials and textiles according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• evaluate their ideas and products against design criteria</li> <li>• Explore and evaluate a range of existing products.</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know how to create a template for the umbrella.</li> <li>• Know how to do a running stitch to join</li> </ul>	<p><b>Food Tech:</b>  <b>Design a fruit salad as a healthy snack for a reception child</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a range of ingredients, according to their characteristics.</li> <li>• select from and use a wider range of tools and equipment to perform practical tasks e.g. cutting, grating, slicing, peeling.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Explore and evaluate a range of existing products.</li> <li>• Evaluate their ideas and products against design criteria.</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>• Understand where food comes from</li> <li>• Know how to slice, peel, cut different fruits - safely with the correct equipment.</li> </ul>
Personalisation and Subject Links	R.E. Christmas	Science (testing materials and ways of joining together)  English: classic stories	Science- The Human Body Fitness Week- Keeping Healthy
vocab	evaluate, investigate, design, plan, make, user, purpose, product, tools, materials		
	Moving picture, mechanism, test, move,, materials, tools, Sellotape, masking tape, PVA glue, glue, scissors, split pin, create, test, slider, lever, pivot, slot, bridge/guide, upwards, downwards, forwards, backwards	Material, test, join, decorate, smooth, soft, rough, bumpy, cut, scissors, template, pattern pieces, mark out, finish, fabric, names of fabrics & components needle, pin (cushion), thread, stitch, knot	Food, fruit, fruit salad, healthy eating, farm, plant, grown, colours, supermarket, tinned, fresh, frozen. chop, knife, grate, juice, create, taste, hygienic, sensory vocab., names of ingredients

Y2	<p><b>Construction: Bridges</b>  <b>Design and build a bridge for a toy vehicle so it can bridge a gap</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products.</li> <li>Evaluate their ideas and products against design criteria.</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>Know how to strengthen structures</li> </ul>	<p><b>Mechanisms: wheels &amp; axles</b>  <b>Design and build a lunar buggy</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>Generate, develop, model and communicate their ideas through talking, drawing templates, mock-ups, and where appropriate, ICT.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks.</li> <li>Select from and use a wide range of materials and components.</li> <li>Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>Explore and use mechanisms (wheels &amp; axles) in their products</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products.</li> <li>Evaluate their ideas and products against design criteria.</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>Know how wheels and axles work together to allow movement</li> </ul>	<p><b>Cooking and nutrition:</b>  <b>Make a healthy fruit and vegetable salad</b></p> <ul style="list-style-type: none"> <li>Use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>Understand where food comes from</li> </ul> <p><b>Technical Knowledge</b>  Know how to grate, slice, peel, cut different fruits and vegetables- safely and with the correct equipment.</p>
Personalisation and Subject Links	Science: link to materials	Science: link to materials History: UK Space History	Science: link to animals including humans
vocab	purpose, product, user, design criteria, evaluate, tools, plan, diagram, label, investigate, adapt, function names of materials, components and tools used		
	cut, fold, join, fix, weak/strong, stable thinner/thicker, fixed joint, moving joint reduce/reuse/recycle, material, paper, card, glue, tape, names of shapes & properties structure, framework, base, top/side/edge, surface, corner, straight, load, span	wheel, axle, axle holder, chassis, fixed, free, moving, mechanism, vehicle, assembling, cutting, joining, shaping, finishing	sensory vocab, shop, supermarket, factory farm, names of equipment and utensils used, slice, peel, cut, chop, squeeze, juice, fruit and vegetable names, skin/peel, seed/pip/stone core, salad, clean, hygienic, healthy diet, balance, ingredients, carbohydrate, fruit, vegetables, protein, dairy, fat, sugar, tinned, dried, fresh, frozen
Year 3	<p><b>Food technology:</b>  <b>Design a healthy sandwich that your Y3 friend would enjoy eating.</b></p>	<p><b>DT : pneumatic mechanisms</b>  <b>Design a moving monster to surprise R/Y1 children and make them smile.</b></p> <p><b>Design</b></p>	<p><b>DT: structures</b>  <b>Design and build an outdoor shelter to keep a group of five Y3 children shaded from the sun.</b></p> <p><b>Design</b></p>

	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative and functional products that are fit for purpose, aimed at particular individuals or groups</li> <li>• generate, model and communicate their ideas through discussion, annotated sketches and cross-sectional diagrams.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• prepare a savoury dish for a relevant occasion &amp; consumer</li> <li>• select from and use a wider range of tools and equipment to perform practical tasks</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know that food ingredients can be fresh, pre-cooked and processed</li> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown or reared</li> </ul>	<ul style="list-style-type: none"> <li>• develop design criteria to inform the design of functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches and prototypes</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks</li> <li>• select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria as they progress and consider the views of others (inc intended users) to improve their work</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>• know how mechanical systems such as pneumatic systems create movement</li> </ul>	<ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative and functional products that are fit for purpose, aimed at particular individuals or groups</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches/ diagrams and prototypes</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks</li> <li>• select from and use a wider range of materials including construction materials, according to their functional properties</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• investigate and analyse existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> <p><b>Technical knowledge</b></p> <p>Know how to make a structure more stable.</p>
<b>Personalisation and Subject Links</b>	Science link: healthy eating	Link to PE Iron Man & Science magnetism & forces	Science link: light & shadows Use of outdoor area & team-building skills
<b>vocab</b>	model, design, evaluate, prototype, investigate, plan, construction sequence, appealing, intended user, purpose, function, functional, design criteria, exploded diagram, annotated sketch, adapt, modify		
	ingredient, slice, chop, grate, peel, fresh, processed, consumer, seasonal, grown vs reared, farmed, hygienic, (vocab concerning "Eatwell Plate"), aesthetics, cross-section, (vocab for ingredients used), chopping board, grater, peeler, vegetable knife, butter knife, vegetarian, vegan, allergy, diet	design criteria, function, functional, modify, evaluate, purpose, mechanism, pneumatic system, pressure, compress, force, input, output, component, design sequence, (vocab for components, materials & fixatives used inc. syringe, tubing, masking tape, sticky tape, PVA)	structure, prototype, mock up, user, stable, stability, strength, support, frame, framework, joint, (vocab for components, materials & fixatives used)
<b>Year 4</b>	<b>Electrical Systems:</b> <b>Design a Christmas card that lights up for a family member or friend.</b>	<b>Textiles: pencil case</b> <b>Design a pencil case for a Y4 child to use in school.</b>	<b>Food Technology</b> <b>Make a healthy fajita for us to eat for our lunch</b>
	<b>Design</b>	<b>Design</b>	<ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet</li> </ul>

	<ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative and functional products that are fit for purpose, incorporating electrical systems (switches, bulbs, buzzers &amp; motors) and aimed at particular individuals or groups</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional diagrams and prototypes</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks</li> <li>• select from and use a wider range of materials including construction materials &amp; electrical components, according to their functional properties</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria as they progress and consider the views of others to improve their work</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know how simple electrical circuits and components can be used to create functional products</li> </ul>	<ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>• generate, develop, model and communicate ideas through ...</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately</li> <li>• Select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others, including intended users, to improve their work</li> <li>• investigate and analyse a range of existing products</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know that a single fabric shape can be used to make a 3D textiles product</li> </ul>	<ul style="list-style-type: none"> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know that food ingredients can be fresh, pre-cooked and processed</li> </ul>
<b>Personalisation and Subject Links</b>	Science: electrical circuits	useful product	Science: healthy eating
<b>vocab</b>	evaluate, prototype, purpose, function, appealing, plan, adapt, modify, innovative, evaluation, annotated sketch, construction sequence, design brief, design criteria, intended user names of materials, components and tools used		
	names of tools, equipment and materials used, series circuit, connection, switch battery (holder) bulb (holder) wire, insulator, conductor, crocodile clip, control, system, mechanism, lever, linkage, pivot, slot, bridge, guide, system, input/output, process, linear/rotary motion	fastening, button, hook, compartment, structure, finishing technique, strength/weakness, stiffening, templates, fabric, names of fabrics, stitch, seam, seam allowance	texture, taste, flavour, sweet/sour, hot, spicy, appearance, smell, moist/dry, savoury, bake, cook, boil, prepare, hygienic, harvested, grown, reared, caught, seasonal, processed, fresh, dried, grate, chop, slice, peel, spread, ingredients, balance, amount, quantity carbohydrate, fruit, vegetables, fibre, protein, dairy, fat, sugar, diet, allergy, vegetarian, vegan

<p><b>Year 5</b></p>	<p><b>Food Tech : Greek food</b></p> <ul style="list-style-type: none"> <li>• Understand and apply the principles of a healthy and varied diet</li> <li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know that a recipe can be adapted by adding or substituting one or more ingredients</li> </ul>	<p><b>Mechanical Systems: Cams</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• <b>Evaluate</b></li> <li>• investigate and analyse a range of existing products.</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• know how mechanical systems such as cams are used to create movement</li> <li>• Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</li> </ul>	<p><b>Textiles: mobile phone holders</b> (joining with seam allowance, combining fabrics)</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• generate, develop, model and communicate their ideas through discussion &amp; annotated sketches</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• 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.</li> <li>• <b>Evaluate</b></li> <li>• Investigate and analyse a range of existing products.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> <p><b>Technical Knowledge</b></p> <p>Know that a 3D textiles product can be made from a combination of fabric shapes</p>
<p><b>Personalisation and Subject Links</b></p>	<p>Computing – internet research, Greek food. History – Ancient Greece Geography – Where does food come from? English – features of non- fiction e.g. subheadings, diagrams, labels, presenting information. Science – nutrition – a balanced diet.</p>	<p>Computing – internet research to investigate a range of existing products.</p> <p>English – features of non- fiction e.g. subheadings, diagrams, labels, presenting information.</p>	<p>Computing – internet research to investigate a range of existing products.</p> <p>Maths – measuring with accuracy. English – features of non- fiction e.g. subheadings, diagrams, labels, presenting information.</p>
<p><b>vocab</b></p>	<p>design process, design decisions, design specification, design brief, design criteria, evaluate, mock-up, prototype, modify, adapt, annotate, plan of construction, annotated sketch, exploded diagram, cross-sectional diagram, authentic, functional, functionality, innovative, affordability, appeal, intended user, purpose, function, research, innovation names of components, tools and materials used</p>		
<p>Hygiene, Food safety, Equipment, Utensils, Techniques, Ingredients, Sweet, Sour, Taste, Hot, Spicy, Fresh, Savoury, Edible, Grown, Reared, Tinned, Frozen, Seasonal, Recipe, Nutritional information, Calories, Harvested,</p>		<p>Round, Egg-shaped, Ellipse, Eccentric, Snail, Hexagon, Cam, Follower, Slider, Handle, action</p>	<p>names of textiles and fastenings used seam, seam allowance, hem, Press stud, Embellish, Evaluation, Material, Fastenings, Decoration, reinforce, pattern pieces, durability, right/wrong side</p>

	spice, herbs, fat, dough, knead, proof, names of food groups, vitamins, fibre, allergen, allergy, intolerance, vegan, vegetarian, source, combine		
Year 6	<p><b>Mechanisms:</b> <b>Theme Park: Moving Features</b> <b>Design a moving theme park ride (that can be coded and controlled)</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks</li> <li>• 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</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>• Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</li> <li>• Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</li> </ul>	<p><b>Food Tech: Food from around the world</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks</li> <li>• select from and use a wider range of ingredients</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand and apply the principles of a healthy and varied diet.</li> <li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>• Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> <p>Know that a recipe can be adapted by adding or substituting one or more ingredients</p>	<p><b>3D printing unit</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches and computer-aided design</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Explore and adapt their ideas using CAD.</li> </ul>

	<ul style="list-style-type: none"> <li>Apply their understanding of computing to program, monitor and control their products.</li> </ul>		
<b>Personalisation and Subject Links</b>	Link to computing (coding with Crumble)	Link: Geography	Link: transition to high school
<b>vocab</b>	design decisions, design specification, design brief, design criteria, evaluate, mock-up, prototype, modify, adapt, annotate, plan of construction, annotated sketch, exploded diagram, cross-sectional diagram, authentic, functional, functionality, innovative, affordability, appeal, intended user, purpose, function, research, innovation names of components, tools and materials used		
	tilt switch, bulb (holder), battery (holder), wire, insulator, conductor, crocodile clip, control, program, system, input device, output device, series circuit, parallel circuit frame structure, shell structure, stiffen, strengthen, reinforce, stability, shape, score, tab, temporary, permanent, join, joint vocab associated with computer coding & CAD	ingredients,, food groups, vitamins, nutrients, nutrition, healthy, varied, edible, calories, nutritional information, allergy, intolerance, source, seasonal, grown, reared, harvested, farmed, caught, fresh, dried, utensils,, fold, ,knead,, bake	