Badsley Primary School

Subject: DT

Coverage

	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1							Food/ Nutrition
Autumn 2		Textiles - Puppets	Mechanisms	Textiles	Electrical Systems	Mechanisms	
Spring 1 & 2		Mechanisms (Spr 2)	Structures	Mechanical systems	Structures	Food/ Nutrition	Structures
Summer 1						Textiles	Electrical Systems
Summer 2		Food/ Nutrition	Food/ Nutrition	Food/ nutrition	Food/ Nutrition		

Vocabulary progression

	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Need to know	Push	Design	slider,	felt,	series circuit,	yeast,	frame structure,
	Pull	Make	lever,	fasten,	fault,	dough, bran,	reinforce,
	Up	Evaluate	pivot,	compartment,	connection,	flour,	triangulation,
	Down	purpose	slot,	button,	toggle switch,	wholemeal,	stability,
	Forwards	Join	bridge/guide	structure,	battery,	unleavened,	temporary,
	Backwards	Template	user,	finishing	battery holder,	baking soda,	permanent design
	Cut	Tools	purpose,	technique,	bulb,	spice,	brief,
	Model	fabric	Ideas	strength,	bulb holder,	herbs	light dependent
	fruit and vegetable	Product	design	weakness,	wire, insulator,	fat,	resistor (LDR), tilt
	names,	Fix	criteria,	stiffening,	conductor,	sugar,	switch,
	numes,	Stitch	Function	seam	crocodile clip	carbohydrate,	light emitting
			fix	model,	control,	protein,	diode (LED),
		Sew	structure,	prototype,	program,	vitamins,	parallel circuit
		Needle	Tower	annotated sketch,	system,	nutrients,	function,
		material	Framework	syringe,	seasonal,	nutrition,	names of switches
			weak,	plunger,	shell structure,	healthy,	and components,
		Knife	strong,	functional,	three-dimensional	varied,	input device,
		Fork		innovative,	(3-D) shape,	gluten,	output device,
		Spoon		investigate,	marking out,	dairy,	monitor,
		Chopping board		drawing,	scoring,	allergy,	flowchart function,
		Ladle		pattern pieces	shaping,	intolerance,	
		Pan		components,	tabs,	savoury,	Need to add in
		Mixing bowl		attach,	adhesives,	source,	utensils and
		Rolling pin		process,	assemble,	Combine	cooking
		Cookie cutter		appealing,	accuracy,	knead,	techniques when
		slicing,		design brief,		stir,	the nutrition unit
		peeling,		research		pour,	has been decided
		cutting,		cook,	Need to add in	rubbing in,	
		squeezing,		utensil,	utensils and	whisk,	
		healthy diet,		slow cooker,	cooking	beat,	
		choosing,		simmer,	techniques when	roll out,	
		ingredients,		boil,	the nutrition unit	Sprinkle	
		planning,		hob	has been decided		

	investigating		design
	tasting,	Need to add in	specification,
	vehicle,	utensils and	Brief
	wheel,	cooking	wadding,
	axle,	techniques when	reinforce,
	axle holder,	the nutrition unit	hem,
	chassis,	has been decided	pinking shears,
	body,	nas seen desided	mock-up
	cab		mock up
	assembling,		pulley,
	shaping,		drive belt,
	finishing,		gear,
	fixed,		rotation,
	free,		spindle,
	Moving		Driver
	saw		follower,
	Saw		ratio,
			transmit,
			Axle motor
			circuit diagram
			exploded diagrams mechanical
			system,
			electrical system,
			authentic,
Exposed to			
exposed to			

EYFS and National Curriculum

FS2	Y1	Y2	Y3	Y4	Y5	Y6

Progression of knowledge and skills

Concept	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Design	Communicate	Generate initial	Generate ideas	Generate	Gather	Generate	Generate
	ideas through talk	ideas and simple	based on simple	realistic ideas	information about	innovative ideas	innovative ideas
	and deciding on	design criteria	design criteria and	through discussion	needs and wants,	through research	through research
	one idea.	through talking	their own	and design criteria	and develop	and discussion	and discussion
		and using own	experiences,	for an appealing,	design criteria to	with peers and	with peers and
	Deciding what	experiences.	explaining what	functional product	inform the design	adults to develop	adults to develop
	materials need.		they could make.	fit for purpose and	of products that	a design brief and	a design brief and
		Design appealing		specific user/s.	are fit for purpose,	criteria for a	criteria for a
		products for a	 Develop, model 		aimed at particular	design	design
		particular user	and communicate	• Produce	individuals or	specification.	specification.
		based on simple	their ideas	annotated	groups.		
		design criteria. •	through talking,	sketches,		• Explore a range	• Explore a range
		Generate initial	mock-ups and	prototypes, final	 Generate, 	of initial ideas, and	of initial ideas, and
		ideas and design	drawings.	product sketches	develop, model	make design	make design
		criteria through		and pattern	and communicate	decisions to	decisions to
		investigating a	Design appealing	pieces.	realistic ideas	develop a final	develop a final
		variety of fruit and	products for a		through discussion	product linked to	product linked to
		vegetables.	particular user	Generate and	and, as	user and purpose.	user and purpose.
			based on simple	clarify ideas	appropriate,		
		 Communicate 	design criteria.	through discussion	annotated	• Use words,	• Use words,
		ideas through talk		with peers and	sketches, cross-	annotated	annotated
		and drawings.	 Generate initial 	adults to develop	sectional and	sketches and	sketches and
			ideas and design	design criteria	exploded	information and	information and
		• Design a	criteria through	including	diagrams.	communication	communication
		functional and	investigating a	appearance, taste,		technology as	technology as
		appealing product	variety of fruit and	texture and aroma	Generate	appropriate to	appropriate to
		for a chosen user	vegetables.	for an appealing	realistic ideas and	develop and	develop and
		and purpose based		product for a	design criteria	communicate	communicate
		on simple design	Communicate	particular user and	collaboratively	ideas.	ideas.
		criteria. •	ideas through talk	purpose.	through		
		Generate,	and drawings.		discussion,	Generate	Generate
		develop, model		Use annotated	focusing on the	innovative ideas	innovative ideas
		and communicate		sketches and	needs of the user	by carrying out	by carrying out

their ideas as	appropriate	and purpose of the	research using	research including
appropriate	information and	product.	surveys,	surveys,
through talking,	communication		interviews,	interviews and
drawing,	technology, such	Develop ideas	questionnaires	questionnaires.
templates, mock-	as web-based	through the	and web-based	
ups and	recipes, to develop	analysis of existing	resources.	 Develop, model
information and	and communicate	products and use		and communicate
communication	ideas.	annotated	• Develop a simple	ideas through
technology.		sketches and	design	talking, drawing,
	Generate	prototypes to	specification to	templates, mock-
	realistic ideas and	model and	guide their	ups and
	their own design	communicate	thinking.	prototypes and,
	criteria through	ideas.		where
	discussion,		 Develop and 	appropriate,
	focusing on the	 Generate and 	communicate	computer-aided
	needs of the user.	clarify ideas	ideas through	design.
		through discussion	discussion,	
	 Use annotated 	with peers and	annotated	Design
	sketches and	adults to develop	drawings,	purposeful,
	prototypes to	design criteria	exploded drawings	functional,
	develop, model	including	and drawings from	appealing
	and communicate	appearance, taste,	different views.	products for the
	ideas.	texture and aroma		intended user that
		for an appealing	 Develop, model 	are fit for purpose
		product for a	and communicate	based on a simple
		particular user and	ideas through	design
		purpose.	talking, drawing,	specification.
			templates, mock-	
		Use annotated	ups and	• Carry out
		sketches and	prototypes and,	research into user
		appropriate	where	needs and existing
		information and	appropriate,	products, using
		communication	computer-aided	surveys,
		technology, such	design.	interviews,
		as web-based		questionnaires
		recipes, to develop		

		and communicate	• Design	and web-based
		ideas.	purposeful,	resources.
			functional,	
			appealing	Develop a simple
			products for the	design
			intended user that	specification to
			are fit for purpose	guide the
			based on a simple	development of
			design	their ideas and
			specification.	products, taking
			•	account of
				constraints
				including time,
				resources and
				cost.
				• Generate,
				develop and
				model innovative
				ideas, through
				discussion,
				prototypes and
				annotated
				Use research to
				develop a design
				specification for a
				functional product
				that responds
				automatically to
				changes in the
				environment. Take
				account of
				constraints
				including time,
				merading time,

							resources and cost.
							• Generate and develop innovative ideas and share and clarify these through discussion. • Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit
D.A. L.	Calcul Carro	Calcat Carrage	Distrib.	Discriber and	Out the sector	NA/ Character de	diagrams.
Make	Select from a selection in front of them which materials and equipment needed for the task. Watch and copy someone modelling the process of making.	 Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. Use simple 	 Plan by suggesting what to do next. Select and use tools, skills and techniques, explaining their choices. Use simple finishing 	 Plan the main stages of making. Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. Select fabrics 	 Order the main stages of making. Select from and use tools and equipment to cut, shape, join and finish with some accuracy. Select from and use materials and 	 Write a step-by-step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to 	 Write a step-by-step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to
		utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.	techniques suitable for the structure they are creating.	and fastenings according to their functional characteristics e.g. strength, and	components, including construction materials and electrical	measure and combine appropriate ingredients.	measure and combine appropriate ingredients.
			Use simple utensils and	aesthetic qualities e.g. pattern.	components according to their	Make, decorate and present the	Make, decorate and present the

• Select from a	equipment to e.g.		functional	food product	food product
range of fruit and	peel, cut, slice,	Plan the main	properties and	appropriately for	appropriately for
vegetables	squeeze, grate and	stages of a recipe,	aesthetic qualities.	the intended user	the intended user
according to their	chop safely.	listing ingredients,		and purpose.	and purpose.
characteristics e.g.		utensils and	. • Select and use		
colour, texture	 Select from a 	equipment.	appropriate tools	 Demonstrate 	 Demonstrate
and taste to create	range of fruit and		to measure, mark	how to measure	how to measure
a chosen product.	vegetables	 Select and use 	out, cut, score,	out, cut, shape	out, cut, shape
	according to their	appropriate	shape and	and combine e.g.	and combine e.g.
 Select from and 	characteristics e.g.	utensils and	assemble with	knead, beat, rub	knead, beat, rub
use a range of	colour, texture	equipment to	some accuracy.	and mix	and mix
tools and	and taste to create	prepare and		ingredients.	ingredients.
equipment to	a chosen product.	combine	Explain their		
perform practical		ingredients.	choice of materials	Produce detailed	Produce detailed
tasks such as			according to	lists of tools,	lists of equipment
marking out,		 Select from a 	functional	equipment and	and fabrics
cutting, joining		range of	properties and	materials.	relevant to their
and finishing. •		ingredients to	aesthetic qualities.		tasks.
Select from and		make appropriate		Formulate step-	
use textiles		food products,	 Use finishing 	by-step plans and,	 Formulate step-
according to their		thinking about	techniques	if appropriate,	by-step plans and,
characteristics.		sensory	suitable for the	allocate tasks	if appropriate,
		characteristics.	product they are	within a team.	allocate tasks
			creating.		within a team.
		Order the main		 Select from and 	
		stages of making.	Plan the main	use a range of	 Select from and
			stages of a recipe,	tools and	use a range of
		 Select from and 	listing ingredients,	equipment to	tools and
		use appropriate	utensils and	make products	equipment to
		tools with some	equipment.	that that are	make products
		accuracy to cut,		accurately	that are accurately
		shape and join	Select and use	assembled and	assembled and
		paper and card.	appropriate	well finished.	well finished.
			utensils and	Work within the	Work within the
		Select from and	equipment to	constraints of	constraints of
		use finishing	prepare and		

	techniques	combine	time, resources	time, resources
			·	· ·
	suitable for the	ingredients.	and cost.	and cost.
	product they are			
	creating.	Select from a	 Produce detailed 	Evaluating •
		range of	lists of equipment	Investigate and
		ingredients to	and fabrics	analyse textile
		make appropriate	relevant to their	products linked to
		food products,	tasks.	their final product.
		thinking about		
		sensory	 Formulate step- 	 Compare the
		characteristics.	by-step plans and,	final product to
			if appropriate,	the original design
		• Learn to select	allocate tasks	specification.
		and use a range of	within a team.	
		utensils and use a		Test products
		range of	 Select from and 	with intended user
		techniques as	use a range of	and critically
		appropriate to	tools and	evaluate the
		prepare	equipment to	quality of the
		ingredients	make products	design,
		hygienically	that are accurately	manufacture,
		including the	assembled and	functionality and
		bridge and claw	well finished.	fitness for
		technique, grating,	Work within the	purpose.
		peeling, chopping,	constraints of	parpose.
		slicing, mixing,	time, resources	Consider the
		spreading,	and cost.	views of others to
		kneading and	and COSt.	
		_		improve their
		baking.		work.
				• Formulate a
				step-by-step plan
				to guide making,
				listing tools,
				equipment,

							materials and components.
							• Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product.
							• Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment.
Evaluate	Let's think about it – what went well? What might you do different next time?	 Explore and evaluate a range of products with wheels and axles. Evaluate their ideas throughout and their products against original criteria. 	 Explore a range of existing books and everyday products that use simple sliders and levers. Evaluate their product by discussing how well it works in 	 Investigate a range of 3-D textile products relevant to the project. Test their product against the original design criteria and with the intended user. 	 Investigate and analyse a range of existing battery-powered products. Test and evaluate their ideas and products against their own design criteria and identify the 	• Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/cha	• Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/cha

•	Taste and	relation to the		strengths and	rts such as star	rts such as star
e	evaluate a range	purpose and the	• Take into	areas for	diagrams.	diagrams.
01	of fruit and	user and whether	account others'	improvement in		
Ve	egetables to	it meets design	views.	their work.	• Evaluate the	 Evaluate the
de	determine the	criteria.			final product with	final product with
in	ntended user's		 Understand how 	 Investigate and 	reference back to	reference back to
p	oreferences.	 Explore a range 	a key	evaluate a range	the design brief	the design brief
		of existing	event/individual	of existing shell	and design	and design
	Evaluate ideas	freestanding	has influenced the	structures	specification,	specification,
aı	and finished	structures in the	development of	including the	taking into	taking into
p	products against	school and local	the chosen	materials,	account the views	account the views
d	design criteria,	environment e.g.	product and/or	components and	of others when	of others when
in in	ncluding intended	everyday products	fabric.	techniques that	identifying	identifying
u:	user and purpose.	and buildings. •		have been used.	improvements.	improvements.
			Carry out			
	Explore and	 Taste and 	sensory	Carry out	 Understand how 	 Understand how
e	evaluate a range	evaluate a range	evaluations of a	sensory	key chefs have	key chefs have
0.	of existing textile	of fruit and	variety of	evaluations of a	influenced eating	influenced eating
	products relevant	vegetables to	ingredients and	variety of	habits to promote	habits to promote
to	o the project	determine the	products. Record	ingredients and	varied and healthy	varied and healthy
b	peing undertaken.	intended user's	the evaluations	products. Record	diets.	diets.
		preferences.	using e.g. tables	the evaluations		
	 Evaluate their 		and simple graphs.	using e.g. tables	 Compare the 	 Formulate a
	deas throughout	 Evaluate ideas 		and simple graphs.	final product to	clear plan,
aı	and their final	and finished	 Evaluate the 		the original design	including a step-
p	products against	products against	ongoing work and	 Evaluate the 	specification.	by-step list of
0	original design	design criteria,	the final product	ongoing work and		what needs to be
cr	criteria.	including intended	with reference to	the final product	 Test products 	done and lists of
		user and purpose.	the design criteria	with reference to	with intended user	resources to be
			and the views of	the design criteria	and critically	used.
			others.	and the views of	evaluate the	
				others.	quality of the	 Competently
			 Investigate and 		design,	select from and
			analyse books and,		manufacture,	use appropriate
			where available,		functionality and	tools to accurately
			other products			measure, mark

		with lever and	fitness for	out, cut, shape
		linkage	purpose.	and join
		mechanisms.		construction
			 Consider the 	materials to make
		Evaluate their	views of others to	frameworks.
		own products and	improve their	
		ideas against	work.	 Use finishing and
		criteria and user		decorative
		needs, as they	 Investigate 	techniques
		design and make.	famous	suitable for the
			manufacturing and	product they are
			engineering	designing and
			companies	making.
			relevant to the	
			project.	 Investigate and
				evaluate a range
			 Investigate and 	of existing frame
			analyse textile	structures.
			products linked to	
			their final product.	Critically
				evaluate their
			 Compare the 	products against
			final product to	their design
			the original design	specification,
			specification.	intended user and
				purpose,
			 Test products 	identifying
			with intended user	strengths and
			and critically	areas for
			evaluate the	development, and
			quality of the	carrying out
			design,	appropriate tests.
			manufacture,	
			functionality and	 Research key
			fitness for	events and
			purpose.	individuals

						Consider the views of others to improve their work.	relevant to frame structures. • Continually evaluate and modify the working features of the product to match the initial design specification.
							• Test the system to demonstrate its effectiveness for the intended user and purpose.
							• Investigate famous inventors who developed ground-breaking electrical systems and components.
Technical Knowledge	Name utensils and equipment	 Explore and use wheels, axles and axle holders. Distinguish between fixed and freely moving 	 Explore and use sliders and levers. Know and use technical vocabulary relevant to the 	 Know how to strengthen, stiffen and reinforce existing fabrics. Understand how to securely join 	Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs	• Know how to use utensils and equipment including heat sources to prepare and cook food.	• Know how to use utensils and equipment including heat sources to prepare and cook food.
		Know and use technical vocabulary	Project.Know how to make freestanding structures	two pieces of fabric together. • Understand the need for patterns	and buzzers.Apply their understanding of computing to	 Understand about seasonality in relation to food products and the 	Understand about seasonality in relation to food products and the

relevant to the	stronger, stiffer	and seam	program and	source of different	source of different
project.	and more stable.	allowances.	control their	food products.	food products.
			products.		
 Understand 	 Know and use 	Know and use		 Know and use 	 Know and use
where a range of	technical	technical	 Know and use 	relevant technical	relevant technical
fruit and	vocabulary	vocabulary	technical	and sensory	and sensory
vegetables come	relevant to the	relevant to the	vocabulary	vocabulary.	vocabulary.
from e.g. farmed	project.	project.	relevant to the		
or grown at home.			project.	 Understand that 	• A 3-D textile
	Understand	Know how to use		mechanical and	product can be
 Understand and 	where a range of	appropriate	 Develop and use 	electrical systems	made from a
use basic	fruit and	equipment and	knowledge of how	have an input,	combination of
principles of a	vegetables come	utensils to prepare	to construct	process and an	accurately made
healthy and varied	from e.g. farmed	and combine food.	strong, stiff shell	output.	pattern pieces,
diet to prepare	or grown at home.		structures.		fabric shapes and
dishes, including		 Know about a 		 Understand how 	different fabrics.
how fruit and	 Understand and 	range of fresh and	Develop and use	gears and pulleys	
vegetables are	use basic	processed	knowledge of nets	can be used to	• Fabrics can be
part of The eatwell	principles of a	ingredients	of cubes and	speed up, slow	strengthened,
plate.	healthy and varied	appropriate for	cuboids and,	down or change	stiffened and
	diet to prepare	their product, and	where	the direction of	reinforced where
 Know and use 	dishes, including	whether they are	appropriate, more	movement.	appropriate.
technical and	how fruit and	grown, reared or	complex 3D		
sensory	vegetables are	caught.	shapes.		 Understand and
vocabulary	part of The eatwell			 Know and use 	use electrical
relevant to the	plate.	Know and use	Know how to use	technical	systems in their
project.		relevant technical	appropriate	vocabulary	products.
	 Know and use 	and sensory	equipment and	relevant to the	
 Understand how 	technical and	vocabulary	utensils to prepare	project.	Apply their
simple 3-D textile	sensory	appropriately.	and combine food.		understanding of
products are	vocabulary			• A 3-D textile	computing to
made, using a	relevant to the	Understand and	Know about a	product can be	program, monitor
template to create	project.	use lever and	range of fresh and	made from a	and control their
two identical		linkage	processed	combination of	products.
shapes.		mechanisms.	ingredients	accurately made	
			appropriate for	pattern pieces,	

		 Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. Know and use technical vocabulary relevant to the project. 		 Distinguish between fixed and loose pivots. Know and use technical vocabulary relevant to the project. 	their product, and whether they are grown, reared or caught.	fabric shapes and different fabrics. • Fabrics can be strengthened, stiffened and reinforced where appropriate.	Know and use technical vocabulary relevant to the project.
Selecting tools,	Playground	Select from and	Select and use	Select and use a	Select from and	Select and use	Select and use
materials and	equipment	use a range of	tools, explaining	range of	use tools and	appropriate	appropriate
components	choosing bricks to	materials and	their choices, to	appropriate tools	equipment to cut,	utensils and	utensils and
	build including	components such	cut, shape and join	with some	shape, join and	equipment	equipment
	lego.	as paper, card,	paper and card.	accuracy e.g.	finish with some	accurately to	accurately to
		plastic and wood	a Haa aimanla	cutting, joining	accuracy.	measure and	measure and
	Choosing utensils	according to their characteristics.	 Use simple finishing 	and finishing. Select fabrics and	Learn to select	combine	combine
	for the task in	cital acteristics.	techniques	fastenings	and use a range of	appropriate	appropriate ingredients.
	baking.		suitable for the	according to their	utensils and use a	ingredicits.	ingredients.
	Zainig.		product they are	functional	range of	Select from and	Select from and
			creating.	characteristics e.g.	techniques as	use a range of	use a range of
				strength, and	appropriate to	tools and	tools and
	ĺ			1	1	equipment to	equipment to

			*Select new and	aesthetic qualities	ingredients	make products	make products
			reclaimed	e.g. pattern.	hygienically	that that are	that are accurately
			materials and		including the	accurately	assembled and
			construction kits	Select and use	bridge and claw	assembled and	well finished.
			to build their	appropriate	technique, grating,	well finished.	Work within the
			structures.	utensils and	peeling, chopping,	Work within the	constraints of
				equipment to	slicing, mixing,	constraints of	time, resources
				prepare and	spreading,	time, resources	and cost.
				combine	kneading and	and cost.	
				ingredients.	baking.		 Competently
						Produce detailed	select and
				Select from a		lists of equipment	accurately
				range of		and fabrics	assemble
				ingredients to		relevant to their	materials, and
				make appropriate		tasks.	securely connect
				food products,			electrical
				thinking about		 Formulate step- 	components to
				sensory		by-step plans and,	produce a reliable,
				characteristics.		if appropriate,	functional
						allocate tasks	product.
				 Select from and 		within a team.	
				use appropriate			Create and
				tools with some		 Select from and 	modify a
				accuracy to cut,		use a range of	computer control
				shape and join		tools and	program to enable
				paper and card.		equipment to	an electrical
						make products	product to work
				Select from and		that are accurately	automatically in
				use finishing		assembled and	response to
				techniques		well finished.	changes in the
				suitable for the		Work within the	environment.
				product they are		constraints of	
				creating.		time, resources	
						and cost.	
Health & Safety	How to use	Pupils should be	Pupils should be	Pupils should be	Remind children	Pupils should be	Pupils should be
	scissors (and other	taught to work	taught to work	taught to work	about the dangers	taught to work	taught to work

	appropriate tools)	safely, using tools,	safely, using tools,	safely, using tools,	of mains	safely and	safely and
	safely	equipment,	equipment,	equipment,	electricity.	hygienically, using	hygienically, using
		materials,	materials,	materials,	Pupils should be	tools, equipment,	tools, equipment,
		components and	components and	components and	taught to work	techniques and	techniques and
		techniques	techniques	techniques	safely, using tools,	ingredients	ingredients
		appropriate to the	appropriate to the	appropriate to the	equipment,	appropriate to the	appropriate to the
		task.	task.	task.	materials,	task. Prior to	task. Prior to
					components and	undertaking this	undertaking this
		Pupils should be	Pupils should be	Pupils should be	techniques	project risk	project risk
		taught to work	taught to work	taught to work	appropriate to the	assessments	assessments
		safely and	safely and	safely and	task.	should be carried	should be carried
		hygienically, using	hygienically, using	hygienically, using		out, including	out, including
		tools, equipment,	tools, equipment,	tools, equipment,	Pupils should be	identifying	identifying
		techniques and	techniques and	techniques and	taught to work	whether there are	whether there are
		ingredients	ingredients	ingredients	safely and	children who are	children who are
		appropriate to the	appropriate to the	appropriate to the	hygienically, using	not permitted to	not permitted to
		task. Prior to	task. Prior to	task. Prior to	tools, equipment,	taste or handle	taste or handle
		undertaking this	undertaking this	undertaking this	techniques and	any food	any food
		project risk	project risk	project risk	ingredients	ingredients or	ingredients or
		assessments	assessments	assessments	appropriate to the	products.	products.
		should be carried	should be carried	should be carried	task. Prior to		
		out, including	out, including	out, including	undertaking this	Pupils should be	Pupils should be
		identifying	identifying	identifying	project risk	taught to work	taught to work
		whether there are	whether there are	whether there are	assessments	safely, using tools,	safely, using tools,
		children who are	children who are	children who are	should be carried	equipment,	equipment,
		not permitted to	not permitted to	not permitted to	out, including	materials,	materials,
		taste or handle	taste or handle	taste or handle	identifying	components and	components and
		any food	any food	any food	whether there are	techniques	techniques
		ingredients or	ingredients or	ingredients or	children who are	appropriate to the	appropriate to the
		products.	products.	products.	not permitted to	task.	task.
					taste or handle		
					any food		
					ingredients or		
					products.		
Mechanisms (KS1)	Prior learning	Develop and	• Develop, model				
		communicate	and communicate				

		T		
• Early	ideas through	their ideas		
experiences of	drawings and	through drawings		
working with	mock-ups.	and mock-ups with		
paper and card to		card and paper.		
make simple flaps	Prior learning			
and hinges.	 Assembled 	Understand that		
	vehicles with	different		
Experience of	moving wheels	mechanisms		
simple cutting,	using construction	produce different		
shaping and	kits. • Explored	types of		
joining skills using	moving vehicles	movement		
scissors, glue,	through play.			
paper fasteners		• Early		
and masking tape.	 Gained some 	experiences of		
	experience of	working with		
Assembled	designing, making	paper and card to		
vehicles with	and evaluating	make simple flaps		
moving wheels	products for a	and hinges.		
using construction	specified user and			
kits.	purpose.	 Experience of 		
		simple cutting,		
Explored moving	 Developed 	shaping and		
vehicles through	some cutting,	joining skills using		
play.	joining and	scissors, glue,		
	finishing skills with	paper fasteners		
Gained some	card.	and masking tape.		
experience of				
designing, making				
and evaluating				
products for a				
specified user and				
purpose.				
Developed some				
cutting, joining				

	and finishing skills with card.					
Mechanical			Explored and		Experience of	
Systems (KS2)			used mechanisms		axles, axle holders	
			such as flaps,		and wheels that	
			sliders and levers		are fixed or free	
					moving.	
			. • Gained			
			experience of		• Basic	
			basic cutting,		understanding of	
			joining and		electrical circuits,	
			finishing		simple switches	
			techniques with		and components.	
			paper and card.			
					Experience of	
					cutting and joining	
					techniques with a	
					range of materials	
					including card,	
					plastic and wood.	
					• An	
					understanding of	
					how to strengthen	
					and stiffen	
					structures.	
Structures	Experience of	Demonstrate		Prior learning		Prior learning
	using construction	measuring,		• Experience of		Experience of
	kits to build walls,	marking out,		using different		using measuring,
	towers and	cutting, shaping,		joining, cutting		marking out,
	frameworks.	joining and		and finishing		cutting, joining,
		finishing		techniques with		shaping and
	Experience of	techniques with a		paper and card.		finishing
	using of basic tools	range of tools and				techniques with

e.g. scissors or	new and	• A basic	construction
hole punches with	reclaimed	understanding of	materials.
construction	materials that	2-D and 3-D	
materials e.g.	children are likely	shapes in	Basic
plastic, card.	to use to make	mathematics and	understanding of
	their structures.	the physical	what structures
Experience of	Discuss the	properties and	are and how they
different methods	suitability of	everyday uses of	can be made
of joining card and	materials for their	materials in	stronger, stiffer
paper.	products	science.	and more stable.
	according to their		
	characteristics.		
	Ask the children		
	to build and		
	explore a variety		
	of freestanding		
	structures using		
	construction kits,		
	such as wooden		
	blocks,		
	interconnecting		
	plastic bricks and		
	those that make		
	frameworks e.g.		
	How can you stop		
	your structures		
	from falling over?		
	How they can be		
	made stronger and		
	stiffer in order to		
	carry a load?		
	Children could		
	make models of		
	the structures they		
	have seen in		

			school and the				
			local area.				
			Ask children to				
			fold paper or card				
			in different ways				
			to make				
			freestanding				
			structures, using				
			masking tape				
			where necessary				
			to make joins.				
			Encourage them				
			to think about				
			how folding				
			materials can				
			make them				
			stronger, stiffer,				
			stand up and be				
			more stable e.g.				
			Can they support				
			an object on top of				
			their structures				
			without it falling				
			over or breaking?				
Nutrition	Experience of	Prior learning •	Prior learning •	Prior learning •	Prior learning	Have knowledge	Have knowledge
	common fruit and	Experience of	Experience of	Know some ways	Know some ways	and understanding	and understanding
	vegetables,	common fruit and	common fruit and	to prepare	to prepare	about food	about food
	undertaking	vegetables,	vegetables,	ingredients safely	ingredients safely	hygiene, nutrition,	hygiene, nutrition,
	sensory activities	undertaking	undertaking	and hygienically.	and hygienically.	healthy eating and	healthy eating and
	i.e. appearance	sensory activities	sensory activities	,	, ,	a varied diet.	a varied diet.
	taste and smell.	i.e. appearance	i.e. appearance	Have some basic	Have some basic		
		taste and smell.	taste and smell.	knowledge and	knowledge and	Be able to use	Be able to use
	Experience of			understanding	understanding	appropriate	appropriate
	cutting soft fruit	Experience of	Experience of	about healthy	about healthy	equipment and	equipment and
	and vegetables	cutting soft fruit	cutting soft fruit			utensils, and apply	utensils, and apply
		13.000 001011 010			1	attending, and apply	and apply

	using appropriate	and vegetables	and vegetables	eating and The	eating and The	a range of	a range of
	utensils.	using appropriate	using appropriate	eatwell plate.	eatwell plate.	techniques for	techniques for
		utensils.	utensils.			measuring out,	measuring out,
	Following a			 Have used some 	Have used some	preparing and	preparing and
	method.			equipment and	equipment and	combining	combining
	Mixing, pouring,			utensils and	utensils and	ingredients.	ingredients.
	stirring, counting			prepared and	prepared and		
	out ingredients,			combined	combined		
	measuring (with			ingredients to	ingredients to		
	support)			make a product.	make a product.		
Textiles	 Explored and 	Prior learning		Prior learning		 Experience of 	
	used different	 Explored and 		 Have joined 		basic stitching,	
	fabrics.	used different		fabric in simple		joining textiles and	
		fabrics.		ways by gluing and		finishing	
	 Cut and joined 			stitching.		techniques.	
	fabrics with simple	 Cut and joined 					
	techniques.	fabrics with simple		 Have used 		 Experience of 	
		techniques.		simple patterns		making and using	
	 Thought about 			and templates for		simple pattern	
	the user and	 Thought about 		marking out.		pieces.	
	purpose of	the user and					
	products.	purpose of		 Have evaluated 		 Develop skills of 	
		products.		a range of textile		threading needles	
				products.		and joining textiles	
						using a range of	
						stitches. This	
						activity must build	
						upon children's	
						earlier experiences	
						of stitches e.g.	
						improving	
						appearance and	
						consistency of	
						stitches and	
						introducing new	
						stitches. If	

	available
	available,
	demonstrate and
	allow children to
	use sewing
	machines to join
	fabric with close
	adult supervision.
	Develop skills of
	sewing textiles by
	joining right side
	together and
	making seams.
	Children should
	investigate how to
	sew and shape
	curved edges by
	snipping seams,
	how to tack or
	attach wadding or
	stiffening and
	learn how to start
	and finish off a
	row of stitches.
	row of stitches.
	De alexal III a f
	Develop skills of
	2-D paper pattern
	making using grid
	or tracing paper to
	create a 3-D dipryl
	mock-up of a
	chosen product.
	Remind/teach
	how to pin a
	pattern on to
	fabric ensuring

	I	1	I	T	ı	I	1
						limited wastage,	
						how to leave a	
						seam allowance	
						and different	
						cutting	
						techniques.	
						Develop skills of	
						computer-aided	
						design (CAD) by	
						using on-line	
						pattern making	
						software to	
						generate pattern	
						pieces. Investigate	
						using art packages	
						on the computer	
						to design prints	
						that can be	
						applied to textiles	
						using iron transfer	
Floatrical Systems					Drior loarning	paper.	Drior loarning
Electrical Systems					Prior learning		Prior learning
					Constructed a		Understanding
					simple series		of the essential
					electrical circuit in		characteristics of a
					science, using		series circuit and
					bulbs, switches		experience of
					and buzzers.		creating a battery-
							powered,
					 Cut and joined a 		functional,
					variety of		electrical product.
					construction		
					materials, such as		• Initial
					wood, card,		experience of
					plastic, reclaimed		using computer

		materials and	control software
		glue.	and an interface
			box or a
			standalone box,
			e.g. writing and
			modifying a
			program to make
			a light flash on and
			off.