

DESIGN & TECHNOLOGY – Cycle A

Subject	Key vocab.	Declarative knowledge	Procedural knowledge
Autumn 2 (A) Phase: EYFS	<ul style="list-style-type: none"> rocket nose cone stabilisers fuselage engines 	<u>The Solar System</u> <ul style="list-style-type: none"> I know how to use different materials to build a rocket. <i>[Exploring and Using Media and Materials]</i> I know how to use tools for a purpose. <i>[Exploring and Using Media and Materials]</i> 	<u>The Solar System</u> <ul style="list-style-type: none"> I can select from a range of 'junk' materials to make a rocket with a nose cone, stabilisers and engines. <i>[Exploring and Using Media and Materials]</i> I can use glue spreaders and scissors to make my junk model rocket. <i>[Exploring and Using Media and Materials]</i>
Spring 2 (A) Phase: EYFS	<ul style="list-style-type: none"> pop-up decorate picture stand cut fold 	<u>Spring Into Action</u> <ul style="list-style-type: none"> I know how to make a pop-up Easter card. <i>[Exploring and Using Media and Materials]</i> 	<u>Spring Into Action</u> <ul style="list-style-type: none"> I can use pieces of card to make my card decorations pop up! <i>[Exploring and Using Media and Materials]</i> I can try different pop-up decorations to explore effects. <i>[Exploring and Using Media and Materials]</i>
Summer 1 (A) Phase: EYFS	<ul style="list-style-type: none"> fruit salad healthy ingredients toss knife cut slice 	<u>Healthy Living</u> <ul style="list-style-type: none"> I know how to make a fruit salad. <i>[Exploring and Using Media and Materials]</i> 	<u>Healthy Living</u> <ul style="list-style-type: none"> I can decide which fruits I will use. <i>[Being Imaginative]</i> I can carefully chop my ingredients using tools correctly. <i>[Exploring and Using Media and Materials]</i> I can say if I like/dislike a flavour and explain why. <i>[Exploring and Using Media and Materials]</i>
Autumn 2 (A) Phase: Y1/2	<ul style="list-style-type: none"> cutting folding gluing safe 	<u>Constructing a Bug Hotel</u> <ul style="list-style-type: none"> I know who the intended user of my product is. I know that the process for designing and making involves researching, creating and evaluating. I know how to keep myself and others safe when using equipment and tools. 	<u>Constructing a Bug Hotel</u> <ul style="list-style-type: none"> I can explore existing products. I can design products that have a clear purpose and an intended user. I can refine my designs as work progresses. I can safely demonstrate a range of cutting and shaping techniques such as tearing, cutting, folding and curling. I can measure and mark out to the nearest centimetre. I can demonstrate a range of joining techniques, such as gluing and hinges.
Spring 2 (A) Phase: Y1/2	<ul style="list-style-type: none"> designing cutting evaluate exploring 	<u>Palm-Oil Free Product Packaging</u> <ul style="list-style-type: none"> I know that the process for designing and making involves researching, creating and evaluating. I know how to keep myself and others safe when using equipment and tools. 	<u>Palm-Oil Free Product Packaging</u> <ul style="list-style-type: none"> I can shape textiles using templates. I can choose the correct tool to make cuts in card. I can explore existing designs. I can refine my designs as work progresses. I can cut materials safely. I can cut materials safely.
Summer 1 (A) Phase: Y1/2	<ul style="list-style-type: none"> healthy diet peeling chopping tasting evaluating 	<u>Food</u> <ul style="list-style-type: none"> I know that the process for designing and making involves researching, creating and evaluating. I know how to keep myself and others safe when using equipment and tools. 	<u>Food</u> <ul style="list-style-type: none"> I can cut, peel or grate ingredients safely and hygienically. I can measure or weigh using measuring cups or electronic scales. I can assemble or cook ingredients. I can design products that have a clear purpose and an intended user. I can taste ingredients to identify likes and dislikes. I can explore how products have been created by studying a simple recipe.
Autumn 2 (A) Phase: Y3/4	<ul style="list-style-type: none"> fit for purpose design construct Select 	<u>Volcanoes – Making a volcano</u> <ul style="list-style-type: none"> I know how to make a working model of a volcano. 	<u>Volcanoes – Making a volcano</u> Design & Make <ul style="list-style-type: none"> I can design with purpose. I can select and use appropriate materials and tools. I can refine and evaluate my design and product.
Spring 2 (A) Phase: Y3/4	<ul style="list-style-type: none"> measure cut design reinforce 	<u>What a load of rubbish! – Make a den</u> <ul style="list-style-type: none"> I know how to design a model using recycled materials. I know what recyclable materials make a good model. I know how to evaluate my work. 	<u>What a load of rubbish! – Make a den</u> <ul style="list-style-type: none"> I can design with purpose. I can select and use appropriate materials and tools. I can refine and evaluate my design and product. I can measure and cut materials accurately.

<p>Summer 1(A) Phase: Y3/4</p>	<ul style="list-style-type: none"> weigh measure cooking taste evaluate 	<p><u>Chocolate – Is it worth it? – Make a chocolate bar</u></p> <ul style="list-style-type: none"> I know how to make my own chocolate bar. I know how to design and make packaging. 	<p><u>Chocolate – Is it worth it? – Make a chocolate bar</u></p> <ul style="list-style-type: none"> I can use scales to weigh and measure accurately. I can use equipment to prepare and assemble a product. I can select and use appropriate materials and tools. I can refine and evaluate my design and product.
<p>Autumn 2 (A) Phase: Y5/6</p>	<ul style="list-style-type: none"> fit for purpose evaluate refine sanding precise shape 	<p><u>Design and make – Earthquake proof structure</u></p> <ul style="list-style-type: none"> I know what a structure is I know what a shelter is I know what foundations are and why they are necessary I know what would make a structure 'earthquake proof' I know what makes my structure successful I know how I could improve my structure 	<p><u>Design and make – Earthquake proof structure</u></p> <ul style="list-style-type: none"> I can design with the user in mind, motivated by the service a product will offer (rather than simply for profit). I can ensure products have a high quality finish, using art skills where appropriate. I can evaluate the design of products to suggest improvements to the user experience. I can cut materials with precision using a range of practical skills and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). I can show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).
<p>Spring 2 (A) Phase: Y5/6</p>	<ul style="list-style-type: none"> fit for purpose evaluate refine precision cutting strengthen shape investigate analyse 	<p><u>Design and Making our own Community</u></p> <ul style="list-style-type: none"> I know what texture, pattern and materials means I know how to use a net to construct a model house I know how to use texture, pattern and materials to decorate my model house I know which internal features a house needs (rooms, staircase, furniture) I know what makes my model house successful I know how I could improve my design 	<p><u>Design and Making our own Community</u></p> <ul style="list-style-type: none"> I can ensure products have a high quality finish, using art skills where appropriate. I can cut materials with precision and refine the finish with appropriate tools. I can show an understanding of the qualities of materials to choose appropriate tools to cut and shape I can develop a range of practical skills to create products. I can evaluate the design of products so as to suggest improvements to the user experience.
<p>Summer 1 (A) Phase: Y5/6</p>	<ul style="list-style-type: none"> prepare choosing the correct tools for the job (utensils) whisking measuring recipe evaluate ingredients designing 	<p><u>Food – Yorkshire Puddings</u></p> <ul style="list-style-type: none"> I know how to weigh and measure ingredients accurately I know how to use ingredients to design a filling and topping for my recipe I know how to present my finished product for a competition I know what makes my finished product successful I know how I could improve my design 	<p><u>Food – Yorkshire Puddings</u></p> <ul style="list-style-type: none"> I can follow a recipe I can use a range of kitchen utensils with precision to cut and prepare ingredients I can ensure products have a high quality finish, using design skills where appropriate I can develop a range of practical skills to create products I can evaluate the design of products so as to suggest improvements to the user experience

• DESIGN & TECHNOLOGY – Cycle B

Subject	Key vocab.	Declarative knowledge	Procedural knowledge
Autumn 2 (B) Phase: EYFS	<ul style="list-style-type: none"> mobile hang balance neat 	<u>Under The Sea</u> <ul style="list-style-type: none"> I know how to make a fish mobile. <i>[Exploring and Using Media and Materials]</i> 	<u>Under The Sea</u> <ul style="list-style-type: none"> I can use art straws, wool, glue and coloured sea creature pictures to make a mobile. <i>[Exploring and Using Media and Materials]</i> I can say if my mobile hangs neatly. <i>[Exploring and Using Media and Materials]</i>
Spring 1 (B) Phase: EYFS	<ul style="list-style-type: none"> stitch needle thread in/out pattern repeat material 	<u>Materials That We Use</u> <ul style="list-style-type: none"> I know how to stitch to decorate my sock puppet. <i>[Exploring and Using Media and Materials]</i> 	<u>Materials That We Use</u> <ul style="list-style-type: none"> I can carefully push a needle and thread through a material. <i>[Exploring and Using Media and Materials]</i> I can thread up and through, down and through in a repeated pattern to keep a strong stitch. <i>[Exploring and Using Media and Materials]</i>
Summer 2 (B) Phase: EYFS	<ul style="list-style-type: none"> skeleton model parts pieces connect check compare match 	<u>Healthy Bodies, Healthy Minds</u> <ul style="list-style-type: none"> I know how to make a skeleton using construction toys. <i>[Exploring and Using Media and Materials]</i> 	<u>Healthy Bodies, Healthy Minds</u> <ul style="list-style-type: none"> I can use a skeleton picture as a reference for my model. <i>[Exploring and Using Media and Materials]</i> I can use clever sticks to make a skeleton. <i>[Exploring and Using Media and Materials]</i> I can include lots of different bones in my skeleton model. <i>[Exploring and Using Media and Materials]</i> I can say if my skeleton matches the picture when I compare. <i>[Exploring and Using Media and Materials]</i>
Autumn 2 (B) Phase: Y1/2	<ul style="list-style-type: none"> cutting folding gluing safety 	<u>Making a Card With Moving Parts</u> <ul style="list-style-type: none"> I know who the intended user of my product is. I know that the process for designing and making involves researching, creating and evaluating. I know how to keep myself and others safe when using equipment and tools. 	<u>Making a Card With Moving Parts</u> <ul style="list-style-type: none"> I can explore existing products. I can design products that have a clear purpose and an intended user. I can refine my designs as work progresses. I can measure and mark out to the nearest centimetre. I can safely demonstrate a range of cutting and shaping techniques such as tearing, cutting, folding and curling. I can demonstrate a range of joining techniques, such as glueing, hinges.
Spring 1 (B) Phase: Y1/2	<ul style="list-style-type: none"> stitching colouring textile printing template design 	<u>Creating a Patchwork Quilt</u> <ul style="list-style-type: none"> I know that the process for designing and making involves researching, creating and evaluating. I know how to keep myself and others safe when using equipment and tools. 	<u>Creating a Patchwork Quilt</u> <ul style="list-style-type: none"> I can shape textiles using templates. I can join textiles using running stitch. I can colour and decorate textiles using sequins or printing. I can explore existing designs. I can refine my designs as work progresses.
Summer 2 (B) Phase: Y1/2	<ul style="list-style-type: none"> ingredients weighing measuring cook taste likes dislikes 	<u>Food – Creating a Pasta Sauce</u> <ul style="list-style-type: none"> I know that the process for designing and making involves researching, creating and evaluating. I know how to keep myself and others safe when using equipment and tools. 	<u>Food – Creating a Pasta Sauce</u> <ul style="list-style-type: none"> I can cut, peel or grate ingredients safely and hygienically. I can measure or weigh using measuring cups or electronic scales. I can assemble or cook ingredients. I can design products that have a clear purpose and an intended user. I can taste ingredients to identify likes and dislikes.
Autumn 2 (B) Phase: Y3/4	<ul style="list-style-type: none"> fit for purpose design construct select joining reinforcing printing 	<u>A drop in the Ocean – Building a strong structure</u> <ul style="list-style-type: none"> I know how to test a structure. I know how to create a strong structure. I know how to cut materials accurately (to nearest mm) and safely. 	<u>A drop in the Ocean – Building a strong structure</u> <ul style="list-style-type: none"> I can test the strength of different structures. I can design with purpose. I can select and use appropriate materials, joining techniques and tools. I can refine and evaluate my design and product.
Spring 1 (B) Phase: Y3/4	<ul style="list-style-type: none"> printing design fit for purpose 	<u>The 1960s</u> <ul style="list-style-type: none"> I know how to print patterns. I know how to create different shades and textures using paint. I know how to create silhouette overlay for a background. 	<u>The 1960s</u> <ul style="list-style-type: none"> I can use my brush in different ways to create different effects. I can use cutting skills to produce a skyline for a landscape.

<p>Summer 2 (B) Phase: Y3/4</p>	<ul style="list-style-type: none"> • fit for purpose • cutting • shaping • identifying • improve • discussions • generate • finishing 	<p><u>Making animal masks</u></p> <ul style="list-style-type: none"> • I know how to cut materials safely and accurately • I know how to design an animal mask • I know how to cut and shape my mask 	<p><u>Making animal masks</u></p> <ul style="list-style-type: none"> • I can cut materials accurately and safely with appropriate tools. • I can apply appropriate cutting and shaping techniques • I can design with purpose by identifying opportunities to design. • I can refine work continuously
<p>Autumn 2 (B) Phase: Y5/6</p>	<ul style="list-style-type: none"> • design • create • structure • strengthen • stiffen • reinforce • quality finish • exhibition 	<p><u>Exhibition</u></p> <ul style="list-style-type: none"> • I know how to display information and artefacts effectively. • I know how to strengthen, stiffen and reinforce more complex structures which display information. 	<p><u>Exhibition</u></p> <ul style="list-style-type: none"> • I can design and create a product that offers a service – an exhibition of children’s work • I can create an exhibition with a high quality finish, using art and IT skills where appropriate.
<p>Spring 1 (B) Phase: Y5/6</p>	<ul style="list-style-type: none"> • design • create • quality finish • reinforce • strengthen 	<p><u>Design and Making our own Community</u></p> <ul style="list-style-type: none"> • I know what texture, pattern and materials means • I know how to use a net to construct a model house • I know how to use texture, pattern and materials to decorate my model house • I know which internal features a house needs (rooms, staircase, furniture) • I know what makes my model house successful I know how I could improve my design 	<p><u>Design and Making our own Community</u></p> <ul style="list-style-type: none"> • I can ensure products have a high quality finish, using art skills where appropriate. • I can cut materials with precision and refine the finish with appropriate tools. • I can show an understanding of the qualities of materials to choose appropriate tools to cut and shape • I can develop a range of practical skills to create products. • I can evaluate the design of products so as to suggest improvements to the user experience.
<p>Summer 2 (B) Phase: Y5/6</p>	<ul style="list-style-type: none"> • fit for purpose • investigate and analyse • design criteria • evaluate • improve • precision cutting • joining • choose appropriate materials • make stronger • stable 	<p><u>Creating a shelter</u></p> <ul style="list-style-type: none"> • I know what a structure is • I know what a shelter is • I know the key features of a survival shelter • I know what makes my survival shelter successful • I know how I could improve my survival shelter 	<p><u>Creating a shelter</u></p> <ul style="list-style-type: none"> • I can design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • I can ensure products have a high quality finish, using art skills where appropriate. • I can evaluate the design of products so as to suggest improvements to the user experience. • I can cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • I can show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). • I can develop a range of practical skills to create products (such as cutting and joining).