




DT Knowledge and Skills Progression Map

National Curriculum

Early Years Foundation Stage	
Ages and Stages – Reception: Expressive Arts and Design <ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. 	ELG Creating with Materials Children at the expected level of development will: <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.
National Curriculum Key Stage 1	National Curriculum Key Stage 2
Pupils should be taught about: Design: <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Make: <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate: <ul style="list-style-type: none"> • Explore and evaluate a range of existing products. • Evaluate their ideas and products against design criteria. Technical knowledge: <ul style="list-style-type: none"> • Build structures, exploring how they can be made stronger, stiffer and more stable. • Explore and use mechanisms e.g. levers, sliders, wheels and axles, in their products. Cooking and Nutrition: <ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to prepare dishes. • Understand where food comes from. 	Pupils should be taught about: Design: <ul style="list-style-type: none"> • 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. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Make: <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing, accurately. • 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. Evaluate: <ul style="list-style-type: none"> • 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. • Understand how key events and individuals in design and technology have helped shape the world. Technical knowledge: <ul style="list-style-type: none"> • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • Understand and use mechanical systems in their products e.g. gears, pulleys, cams, levers and linkages. • Understand and use electrical systems in their products e.g. series circuits incorporating switches, bulbs, buzzers and motors. • Apply their understanding of computing to program, monitor and control their products. Cooking and Nutrition: <ul style="list-style-type: none"> • Understand and apply the principles of a healthy and varied diet. • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Cooking and Nutrition 		Year 1/2 Cycle a A smoothie	Year 1/2 Cycle b A Rainbow Salad	Year 3/4 Cycle a A bread-based product (wrap, sandwich, roll, blini, toastie)	Year 3/4 Cycle b A puff pastry tart using seasonal vegetables and fruit/A pizza using seasonal vegetables and fruit	Year 5/6 Cycle a A yeast-based snack for parents and children participating in... (e.g. school sports day)	Year 5/6 Cycle b Bolognese
		Preparing fruit and vegetables		Healthy and varied diet and culture		Celebrating culture and seasonality	
Prior Learning:		<ul style="list-style-type: none"> Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. Experience of cutting soft fruit and vegetables using appropriate utensils. 		<ul style="list-style-type: none"> Know some ways to prepare ingredients safely and hygienically. Have some basic knowledge and understanding about healthy eating and The Eatwell Guide. Have used some equipment and utensils and prepared and combined ingredients to make a product. 		<ul style="list-style-type: none"> name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet planning, design criteria, purpose, user, annotated sketch, sensory evaluations 	
Skills	Design	<ul style="list-style-type: none"> Design appealing products for a particular user based on simple design criteria. Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. Communicate these ideas through talk and drawings. 		<ul style="list-style-type: none"> Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. 		<ul style="list-style-type: none"> Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. 	
	Make	<ul style="list-style-type: none"> Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. 		<ul style="list-style-type: none"> Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select and use appropriate utensils and equipment to prepare and combine ingredients. Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. 		<ul style="list-style-type: none"> Write a step-by-step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose. 	
	Evaluate	<ul style="list-style-type: none"> Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. Evaluate ideas and finished products against design criteria, including intended user and purpose. 		<ul style="list-style-type: none"> Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. 		<ul style="list-style-type: none"> Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. Evaluate the final product with reference back to the design brief and design specification, considering the views of others when identifying improvements. Understand how key chefs have influenced eating habits to promote varied and healthy diets. 	
Knowledge	Technical Knowledge	<ul style="list-style-type: none"> Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell Guide. 		<ul style="list-style-type: none"> Know how to use appropriate equipment and utensils to prepare and combine food. Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. 		<ul style="list-style-type: none"> Know how to use utensils and equipment including heat sources to prepare and cook food. Understand about seasonality in relation to food products and the source of different food products. Know and use relevant technical and sensory vocabulary. 	

		<ul style="list-style-type: none"> • Know and use technical and sensory vocabulary relevant to the project. 	<ul style="list-style-type: none"> • Know and use relevant technical and sensory vocabulary appropriately. 	
Key Vocabulary		<ul style="list-style-type: none"> • fruit and vegetable names, names of equipment and utensils • sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard • flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria 	<ul style="list-style-type: none"> • name of products, names of equipment, utensils, techniques and ingredients • texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury • hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet • planning, design criteria, purpose, user, annotated sketch, sensory evaluations 	<ul style="list-style-type: none"> • ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs • fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality • utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble • design specification, innovative, research, evaluate, design brief


Structures		Year 1/2 Cycle a A strong chair for baby bear	Year 3/4 Cycle a CAD-based packaging to protect and display a food product for sale.	Year 5/6 Cycle a A small-scale bird hide for children to use in the school wildlife area/pavilion for the local park
		Freestanding structures	Shell structures using CAD	Frame structures
Prior Learning:		<ul style="list-style-type: none"> • Experience of using construction kits to build walls, towers and frameworks. • Experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card. • Experience of different methods of joining card and paper. 	<ul style="list-style-type: none"> • Experience of using different joining, cutting and finishing techniques with paper and card. • A basic understanding of 2-D and 3-D shapes in mathematics and the physical properties and everyday uses of materials in science. • Familiarity with general purpose software that can be used to draw accurate shapes, such as Microsoft Word, or simple computer aided design (CAD), such as Techsoft Primary. 	<ul style="list-style-type: none"> • Experience of using measuring, marking out, cutting, joining, shaping and finishing techniques with construction materials. • Basic understanding of what structures are and how they can be made stronger, stiffer and more stable.
Skills	Design	<ul style="list-style-type: none"> • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through talking, mock-ups and drawings. 	<ul style="list-style-type: none"> • Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and the functional and aesthetic purposes of the product. • Develop ideas through the analysis of existing shell structures and use computer-aided design to model and communicate ideas. 	<ul style="list-style-type: none"> • Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. • Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches.
	Make	<ul style="list-style-type: none"> • Plan by suggesting what to do next. • Select and use tools, skills and techniques, explaining their choices. • Select new and reclaimed materials and construction kits to build their structures. • Use simple finishing techniques suitable for the structure they are creating. 	<ul style="list-style-type: none"> • Plan the order of the main stages of making. • Select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble with some accuracy. • Explain their choice of materials according to functional properties and aesthetic qualities. • Use computer-generated finishing techniques suitable for the product they are creating. 	<ul style="list-style-type: none"> • Formulate a clear plan, including a step-by step list of what needs to be done and lists of resources to be used. • Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. • Use finishing and decorative techniques suitable for the product they are designing and making.
	Evaluate	<ul style="list-style-type: none"> • Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. • Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. 	<ul style="list-style-type: none"> • Investigate and evaluate a range of shell structures including the materials, components and techniques that have been used. • Test and evaluate their own products against design criteria and the intended user and purpose. 	<ul style="list-style-type: none"> • Investigate and evaluate a range of existing frame structures. • Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. • Research key events and individuals relevant to frame structures.
Knowledge	Technical Knowledge	<ul style="list-style-type: none"> • Know how to make freestanding structures stronger, stiffer and more stable. • Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> • Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. • Develop and use knowledge of how to construct strong, stiff shell structures. • Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> • Understand how to strengthen, stiffen and reinforce 3D frameworks. • Know and use technical vocabulary.

Key Vocabulary


- cut, fold, join, fix
- structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved
- metal, wood, plastic
- circle, triangle, square, rectangle, cuboid, cube, cylinder
- design, make, evaluate, user, purpose, ideas, design criteria, product, function

- shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity
- marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating
- font, lettering, text, graphics, decision, evaluating, design brief design criteria, innovative, Prototype

- frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent
- design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional

Mechanisms/Mechanical Systems 		Year 1/2 Cycle a A moving storyboard to retell a fairy tale to the class	Year 1/2 Cycle b A small wheeled trolley that will carry tools to use in a school garden or for a character in a story	Year 3/4 Cycle b A greeting card	Year 5/6 Cycle b A toy vehicle
		Sliders and Levers	Wheels and axles	Levers and linkages	Pulleys and gears
Prior Learning:		<ul style="list-style-type: none"> • Early experiences of working with paper and card to make simple flaps and hinges. • Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape. 	<ul style="list-style-type: none"> • Assembled vehicles with moving wheels using construction kits. • Explored moving vehicles through play. • Gained some experience of designing, making and evaluating products for a specified user and purpose. • Developed some cutting, joining and finishing skills with card. 	<ul style="list-style-type: none"> • Explored and used mechanisms such as flaps, sliders and levers. • Gained experience of basic cutting, joining and finishing techniques with paper and card. 	<ul style="list-style-type: none"> • Experience of axles, axle holders and wheels that are fixed or free moving. • Basic understanding of electrical circuits, simple switches and components. • 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.
Skills	Design	<ul style="list-style-type: none"> • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through drawings and mock-ups with card and paper. 	<ul style="list-style-type: none"> • Generate initial ideas and simple design criteria through talking and using own experiences. • Develop and communicate ideas through drawings and mock-ups. 	<ul style="list-style-type: none"> • Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. • Use annotated sketches and prototypes to develop, model and communicate ideas. 	<ul style="list-style-type: none"> • Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide their thinking. • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.
	Make	<ul style="list-style-type: none"> • Plan by suggesting what to do next. • Select and use tools, explaining their choices, to cut, shape and join paper and card. • Use simple finishing techniques suitable for the product they are creating. 	<ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. 	<ul style="list-style-type: none"> • Order the main stages of making. • Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. • Select from and use finishing techniques suitable for the product they are creating. 	<ul style="list-style-type: none"> • Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost.

	Evaluate	<ul style="list-style-type: none"> • 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 relation to the purpose and the user and whether it meets design criteria. 	<ul style="list-style-type: none"> • Explore and evaluate a range of products with wheels and axles. • Evaluate their ideas throughout and their products against original criteria. 	<ul style="list-style-type: none"> • Investigate and analyse books and, where available, other products with lever and linkage mechanisms. • Evaluate their own products and ideas against criteria and user needs, as they design and make. 	<ul style="list-style-type: none"> • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. • Investigate famous manufacturing and engineering companies relevant to the project.
Knowledge	Technical Knowledge	<ul style="list-style-type: none"> • Explore and use sliders and levers. • Understand that different mechanisms produce different types of movement. • Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> • Explore and use wheels, axles and axle holders. • Distinguish between fixed and freely moving axles. • Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> • Understand and use lever and linkage mechanisms. • Distinguish between fixed and loose pivots. • Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> • Understand that mechanical and electrical systems have an input, process and an output. • Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. • Know and use technical vocabulary relevant to the project.
Key Vocabulary		<ul style="list-style-type: none"> • slider, lever, pivot, slot, bridge/guide • card, masking tape, paper fastener, join • pull, push, up, down, straight, curve, forwards, backwards • design, make, evaluate, user, purpose, ideas, design criteria, product, function 	<ul style="list-style-type: none"> • vehicle, wheel, axle, axle holder, chassis, body, cab • assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism • names of tools, equipment and materials used • design, make, evaluate, purpose, user, criteria, functional 	<ul style="list-style-type: none"> • mechanism, lever, linkage, pivot, slot, bridge, guide • system, input, process, output • linear, rotary, oscillating, reciprocating • user, purpose, function • prototype, design criteria, innovative, appealing, design brief 	<ul style="list-style-type: none"> • pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor • circuit, switch, circuit diagram • annotated drawings, exploded diagrams • mechanical system, electrical system, input, process, output • design decisions, functionality, innovation, authentic, user, purpose, design specification, design brief

Textiles 		Year 1/2 Cycle b A puppet to perform a play	Year 3/4 Cycle a A stuffed toy	Year 5/6 Cycle a A tablet case
		Templates and joining	2-D shape to 3-D product	A tablet case for a business
Prior Learning:		<ul style="list-style-type: none"> • Explored and used different fabrics. • Cut and joined fabrics with simple techniques. • Thought about the user and purpose of products. 	<ul style="list-style-type: none"> • Have joined fabric in simple ways by gluing and stitching. • Have used simple patterns and templates for marking out. • Have evaluated a range of textile products. 	<ul style="list-style-type: none"> • Experience of basic stitching, joining textiles and finishing techniques. • Experience of making and using simple pattern pieces.
Skills	Design	<ul style="list-style-type: none"> • Design a functional and appealing product for a chosen user and purpose based on simple design criteria. • Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. 	<ul style="list-style-type: none"> • Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. • Produce annotated sketches, prototypes, final product sketches and pattern pieces. 	<ul style="list-style-type: none"> • Generate innovative ideas by carrying out research including surveys, interviews and questionnaires. • Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design. • Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.
	Make	<ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. • Select from and use textiles according to their characteristics. 	<ul style="list-style-type: none"> • 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 and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. 	<ul style="list-style-type: none"> • Produce detailed lists of equipment and fabrics relevant to their tasks. • Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.
	Evaluate	<ul style="list-style-type: none"> • Explore and evaluate a range of existing textile products relevant to the project being undertaken. • Evaluate their ideas throughout and their final products against original design criteria. 	<ul style="list-style-type: none"> • 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. • Take into account others' views. • Understand how a key event/individual has influenced the development of the chosen product and/or fabric. 	<ul style="list-style-type: none"> • Investigate and analyse textile products linked to their final product. • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work.
Knowledge	Technical Knowledge	<ul style="list-style-type: none"> • Understand how simple 3-D textile products are made, using a template to create two identical shapes. • 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. 	<ul style="list-style-type: none"> • Know how to strengthen, stiffen and reinforce existing fabrics. • Understand how to securely join two pieces of fabric together. • Understand the need for patterns and seam allowances. • Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> • A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. • Fabrics can be strengthened, stiffened and reinforced where appropriate.
Key Vocabulary		<ul style="list-style-type: none"> • names of existing products, joining and finishing techniques, tools, fabrics and components 	<ul style="list-style-type: none"> • fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, 	<ul style="list-style-type: none"> • seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces

	<ul style="list-style-type: none">• template, pattern pieces, mark out, join, decorate, finish• features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function	weakness, stiffening, templates, stitch, seam, seam allowance <ul style="list-style-type: none">• user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, aesthetics, function, pattern pieces	<ul style="list-style-type: none">• name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings, iron transfer paper• design criteria, annotate, design decisions, functionality, innovation, authentic, user, purpose, evaluate, mock-up, prototype
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Electrical Systems 		Year 3/4 Cycle b A night light for a sibling or friend	Year 5/6 Cycle b An alarm to protect a valuable artefact
		More complex circuits and switches	Simple circuits and switches (including programming and control)
Prior Learning:		<ul style="list-style-type: none"> Constructed a simple series electrical circuit in science, using bulbs, switches and buzzers. Cut and joined a variety of construction materials, such as wood, card, plastic, reclaimed materials and glue. 	<ul style="list-style-type: none"> Understanding of the essential characteristics of a series circuit and experience of creating a battery-powered, functional, electrical product. Initial experience of using computer control software and an interface box or a standalone box, e.g. writing and modifying a program to make a light flash on and off.
Skills	Design	<ul style="list-style-type: none"> Gather information about needs and wants and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. 	<ul style="list-style-type: none"> 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, 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 diagrams.
	Make	<ul style="list-style-type: none"> 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 components, including construction materials and electrical components according to their functional properties and aesthetic qualities. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Investigate and analyse a range of existing battery-powered products. Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work. 	<ul style="list-style-type: none"> 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.
Knowledge	Technical Knowledge	<ul style="list-style-type: none"> Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers. Apply their understanding of computing to program and control their products. Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> Understand and use electrical systems in their products. Apply their understanding of computing to program, monitor and control their products. Know and use technical vocabulary relevant to the project.
Key Vocabulary		<ul style="list-style-type: none"> series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip control, program, system, input device, output device user, purpose, function, prototype, design criteria, innovative, appealing, design brief 	<ul style="list-style-type: none"> series circuit, parallel circuit, names of switches and components, input device, output device, system, monitor, control, program, flowchart function, innovative, design specification, design brief, user, purpose