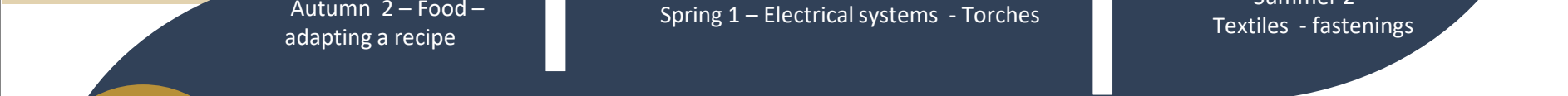


“Technology, like art, is a soaring exercise of the human imagination.” Daniel Bell

Summer Term - Y6	Spring Term – Y6	Autumn Term - Y6	Vocabulary – Y6
Progression in textile skills: Designing a waistcoat in accordance with a specification and design criteria to fit a specific theme. Annotating designs. Using a template when pinning panels onto fabric. Marking and cutting fabric accurately, in accordance with a design. Sewing a strong running stitch, making small, neat stitches and following the edge. Tying strong knots.	Progression in food skills: Writing a recipe, including facts and drawings from research undertaken. Following a recipe, including using the correct quantities of each ingredient. Adapting a recipe based on research. Working to a given timescale. Working safely and hygienically with independence.	Progression in electrical skills - Designing a game, identifying, naming components. Drawing a design from three different perspectives. Generate ideas through sketching, discussion. Model ideas through prototypes. Understand the purpose of product (toys), including ‘fit for purpose’ and ‘form over function’. Construct stable base. Accurately cut, fold and assemble a net. Decorate base of game. Make, test circuit in base. Test own and others’ finished games	Assemble, battery, battery pack, benefit, bulb, bulb-holder, buzzer, circuit, circuit symbol, component, conductor, copper, design, design criteria, evaluation, fine motor skills, fit for purpose, form, function, gross motor skills, insulator, LED, user. Balance, bitter, bridge method, complement, cookbook, cross-contamination, enhance, equipment, farm to fork, flavours, ingredients, method, pairing, preparation. Annotate, decorate, design criteria, fabric, target customer, waistcoat, waterproof.



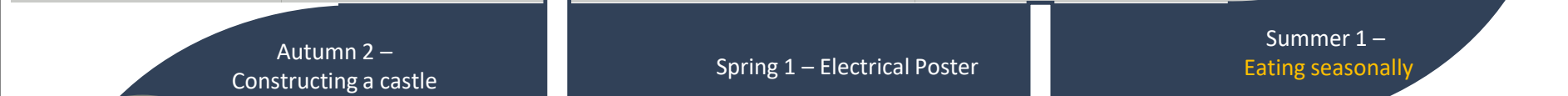
Autumn 2– Food	Spring 1 – Electrical Systems – Torches	Summer 2–Textiles	Vocabulary –Y5
Progression in food : Evaluating and comparing a range of products, follow a recipe, understanding safety and hygiene rules, identify a target audience, designing a biscuit within a given budget, suggesting modifications, adapting a recipe, conducting market research, evaluating an adapted recipe.	Progression in electrical systems skills :	Progression in textiles: Writing design criteria for a product, articulating decisions made. Designing a personalized book sleeve, making and testing a paper template, Measuring, marking and cutting fabric, sew neatly, incorporate fastening, testing and evaluate end product against design feature.	Adapt, addition, appearance, budget, buttery, combine, comment, compare, construct, cream, crunchy, cuboid, cut, design, evaluate, fold, hygiene, ingredients, layout, market research, modify, multiplication, opinion, pounds, sieve, sift, taste, texture. Criteria, fabric, fastening, fix, mock-up, stitch, template.



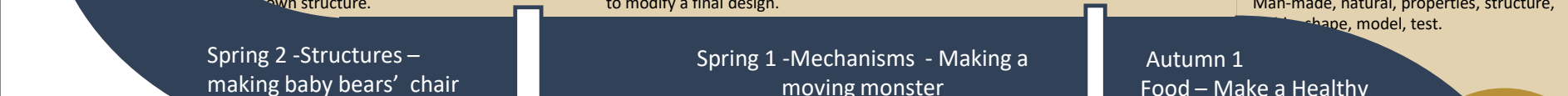
Summer 2– Y4/5a	Spring 1 – Y4/5a	Autumn 2 – Y4/5a	Vocabulary – Y4/5a
Progression in skills in structures; designing a stable structure that is able to support weight, creating a frame, make a range of different beam bridges, use triangles to create truss bridges that span a given distance and support load, build a bridge, independently measuring and marking wood accurately, selecting appropriate	Progression in electrical skills; identifying factors that could be changed on existing products and explaining how these would alter the form and function of the product, making a functional series circuit, incorporating a motor, carry out a product analysis. Peer evaluation.	Progression in mechanisms: designing a pop- up card which uses structures and mechanisms, naming each mechanisms, input and output accurately	Accuracy, aesthetics, arch bridge, assemble, beam bridge, bench hook / vice, corrugation, evaluate, factors, hardwood, mark out, material properties, quality of finish, reinforce, softwood, tenon saw, truss bridge, Circuit component, configuration, current, investigate, motorized, series circuit,



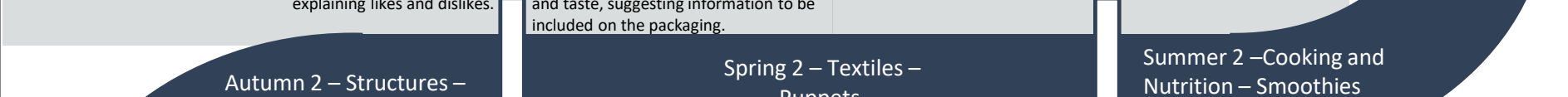
Autumn Term– Y3	Spring Term– Y3	Summer Term– Y3	Vocabulary – Y3
Progression in construction: designing a castle, drawing and labelling a castle design using 2D shapes, constructing a range a 3D geometric shapes using nets, creating special features for individual design, making facades from a range of recycled materials, evaluate, modify	Progression in electrics: Carrying out research, generating a final design, planning the positioning of the bulb, mounting on card, measuring a marking materials, fitting an electrical component, learn to give and receive constructive criticism, review design ideas	Progression in food: Describe how climate affects where food grows, identify and taste seasonal ingredients, describe texture and flavour, peeing and cutting foods, choosing ingredients based on design brief, follow instructions in a recipe, describe the benefits of seasonal fruits and vegetables.	2D 3D castle, design, key features, net, scoring, shape, stable, stiff strong structure, tab, Battery, bulb, circuit, crocodile wire, design, develop, electric system, product, feedback, final design, information design, initial ideas, peer assessment, public, peer assessment, research, sketch. Appearance, arid, climate, complementary, country, cut, design, evaluate, export, fruit grate, import, ingredients, Mediterranean, mock-up, peel, seasonal



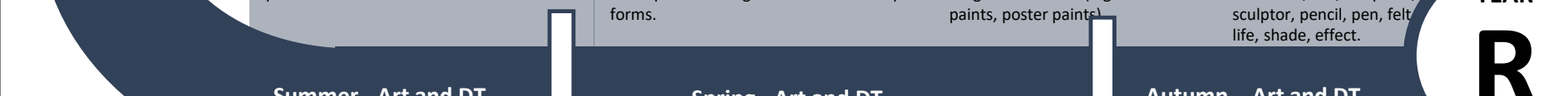
Spring Term – Y2	Autumn Term – Y2	Vocabulary – Y2
Progression in structures skills - Generating and communicating ideas using sketching and modelling. Learn about different structures found in the natural world. Creating joints and structures. Making a structure according to design criteria. Building a strong and stiff structure, explore features, stability, evaluating stiffness and stability of their own structure.	Progression in mechanism skills – creating a design idea as a class for a moving monster, designing a moving monster for a specific audience, making linkages using card for levers and using split-pins for pivots, experiencing with linkages, cutting and assembling parts neatly, evaluating own design against the design criteria, using peer feedback to modify a final design.	Progression in food skills – chopping foods to make a wrap, grating foods, snipping smaller foods instead of cutting, spreading soft foods, identifying five food groups, learning about a balanced diet, tasting and evaluating food combinations, describing appearance, smell and taste, designing three wrap ideas.



Autumn Term – Y1	Spring Term – Y1	Summer Term – Y1	Vocabulary – Y1
Structures – Constructing a Windmill - Skills – finding the middle of an object, puncturing holes, adding weight to an object, creating supporting structures, cutting evenly and carefully, evaluating and improving an object.	Textiles – Puppets- Skills - using a template to create a design for a puppet, cutting fabric with scissors, using joining methods to decorate a puppet, sequencing steps for construction, reflecting on a finished product, explaining likes and dislikes.	Cooking and nutrition – Smoothies Skills – designing a smoothie package, chopping fruit and vegetables safely to make a smoothie, juicing fruits to make a smoothie, identifying whether a food is a fruit, learning where and how fruits grow, tasting and evaluating different foods, describing appearance, smell and taste, suggesting information to be included on the packaging.	base, centre, design, equal, evaluate, middle, rotate, rotor, rotor blades, sails, same, stable, strong, structure, test, weak, wind, windmill decorate, design, fabric, glue, model, hand puppet, safety pin, staple, stencil, template Seed, select, smoothie, stem, table knife, taste, tree, vegetable, vine, fork, fruit, healthy, ingredients, juice, juicer, leaf, plant, recipe, root



Summer Term - YR	Spring Term - YR	Autumn Term - YR	Vocabulary – YR
Drawing Know that different pencils create different effects. Create representations from real life experiences (still life) and from the imagination. Share creations with others, explaining the process which has been used.	Sculpture Create artwork which is representational of what I set out to create. Respond to the artworks of others saying what I do and do not like about it. Experiment with malleable materials including dough, clay, plasticine. Use tools to shape and change materials into simple forms.	Painting Put shapes together to create spaces or images. Talk about the colours, shapes and spaces I have created. Develop my own ideas through experimentation with a wide range of materials (e.g watercolor paints, poster paints)	Colours (colour names), shape, space, lines, create, paint, paintbrush, strokes, watercolour, poster paint, acrylic, powder paint, mix, painter, easel, sculpt, mold, shape, change, texture, tool, roll, pinch pull, squash, clay, plasticine, d malleable, fire, sculpture, sculpture, pencil, pen, felt, life, shade, effect.



Concept	Key stage	
Electrics	EYS	
	KS1	
	KS2	Y3 – Electrical Poster Y4/5 – Torches Y6 – Steady Hand Games
Mechanisms	EYS	
	KS1	Y2 – Making a moving Monster
	KS2	Y4/5 – Pop up Christmas card
Cooking and Nutrition	EYS	
	KS1	Y1 – Smoothies Y2 – Making a healthy wrap
	KS2	Y3 – Eating Seasonally Y4/5 – Adapting a recipe Y6 – Come dine with me
Textiles	EYS	
	KS1	Y1 - Puppets
	KS2	Y4/5 – Fastenings Y6 - Waistcoats
Structures	EYS	Rec - construction
	KS1	Y1 – Constructing a windmill Y2 – Making Baby Bear’s Chair
	KS2	Y3 – Constructing a castle Y4/5 - Bridges

Design Technology: We aim to think critically, reason, evaluate and problem solve.