

Year Group		Structures	Mechanisms/Mechanical Systems	Textiles	Food
Year 1		<p><u>Freestanding structures</u></p> <p>Prior learning</p> <p>Experience of using construction kits to build walls, towers and frameworks.</p> <p>Experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card.</p> <p>Experience of different methods of joining card and paper.</p> <p><b>Designing (with support)</b></p> <p>Generate ideas based on simple design criteria and their own experiences, explaining what they could make.</p> <p>Develop, model and communicate their ideas through talking, mock-ups and drawings.</p> <p><b>Making (with support)</b></p>	<p><u>Sliders and Levers</u></p> <p>Prior learning</p> <p>Early experiences of working with paper and card to make simple flaps and hinges.</p> <p>Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape.</p> <p><b>Designing (with support)</b></p> <p>Generate ideas based on simple design criteria and their own experiences, explaining what they could make.</p> <p>Develop, model and communicate their ideas through drawings and mock-ups with card and paper.</p> <p><b>Making (with support)</b></p> <p>Plan by suggesting what to do next.</p> <p>Select and use tools, explaining their choices, to cut, shape and join paper and card.</p> <p>Use simple finishing techniques suitable for the product they are creating.</p>	<p><u>Templates and joining techniques</u></p> <p>Prior learning</p> <p>Explored and used different fabrics. Cut and joined fabrics with simple techniques.</p> <p>Thought about the user and purpose of products.</p> <p><b>Designing (with support)</b></p> <p>Design a functional and appealing product for a chosen user and purpose based on simple design criteria.</p> <p>Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology.</p> <p><b>Making (with support)</b></p> <p>Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.</p> <p>Select from and use textiles according to their characteristics.</p>	<p><u>Preparing fruit and vegetables</u></p> <p>Prior learning</p> <p>Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell.</p> <p>Experience of cutting soft fruit and vegetables using appropriate utensils.</p> <p><b>Designing (with support)</b></p> <p>Design appealing products for a particular user based on simple design criteria.</p> <p>Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.</p> <p>Communicate these ideas through talk and drawings.</p> <p><b>Making (with support)</b></p>

		<p>Plan by suggesting what to do next.</p> <p>Select and use tools, skills and techniques, explaining their choices.</p> <ul style="list-style-type: none"> <li>• Select new and reclaimed materials and construction kits to build their structures.</li> <li>• Use simple finishing techniques suitable for the structure they are creating.</li> </ul> <p><b>Evaluating (with support)</b></p> <p>Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.</p> <p>Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.</p> <p><b>Technical knowledge and understanding (with support)</b></p> <p>Know how to make freestanding structures stronger, stiffer and more stable.</p>	<p><b>Evaluating (with support)</b></p> <p>Explore a range of existing books and everyday products that use simple sliders and levers.</p> <p>Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.</p> <p><b>Technical knowledge and understanding (with support)</b></p> <p>Explore and use sliders and levers.</p> <p>Understand that different mechanisms produce different types of movement.</p> <p>Know and use technical vocabulary relevant to the project.</p>	<p><b>Evaluating (with support)</b></p> <p>Explore and evaluate a range of existing textile products relevant to the project being undertaken.</p> <p>Evaluate their ideas throughout and their final products against original design criteria.</p> <p><b>Technical knowledge and understanding (with support)</b></p> <p>Understand how simple 3-D textile products are made, using a template to create two identical shapes.</p> <p>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.</p> <ul style="list-style-type: none"> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>	<p>Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.</p> <p>Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</p> <p><b>Evaluating (with support)</b></p> <p>Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.</p> <p>Evaluate ideas and finished products against design criteria, including intended user and purpose.</p>
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		Know and use technical vocabulary relevant to the project.			
Year 2		<p><u>Freestanding structures</u></p> <p>Prior learning</p> <p>Experience of using construction kits to build walls, towers and frameworks.</p> <p>Experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card.</p> <p>Experience of different methods of joining card and paper.</p> <p><b>Designing</b> Generate ideas based on simple design criteria and their own experiences, explaining what they could make.</p> <p>Develop, model and communicate their ideas through talking, mock-ups and drawings.</p> <p><b>Making</b></p> <p>Plan by suggesting what to do next.</p>	<p><u>Sliders and Levers</u></p> <p>Prior learning</p> <p>Early experiences of working with paper and card to make simple flaps and hinges.</p> <p>Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape.</p> <p><b>Designing</b></p> <p>Generate ideas based on simple design criteria and their own experiences, explaining what they could make.</p> <p>Develop, model and communicate their ideas through drawings and mock-ups with card and paper.</p> <p><b>Making</b></p> <p>Plan by suggesting what to do next.</p> <p>Select and use tools, explaining their choices, to cut, shape and join paper and card.</p>	<p><u>Templates and joining techniques</u></p> <p>Prior learning</p> <p>Explored and used different fabrics. Cut and joined fabrics with simple techniques.</p> <p>Thought about the user and purpose of products.</p> <p><b>Designing</b></p> <p>Design a functional and appealing product for a chosen user and purpose based on simple design criteria.</p> <p>Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology.</p> <p><b>Making</b></p> <p>Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.</p> <p>Select from and use textiles according to their characteristics.</p>	<p><u>Preparing fruit and vegetables</u></p> <p>Prior learning</p> <p>Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell.</p> <p>Experience of cutting soft fruit and vegetables using appropriate utensils.</p> <p><b>Designing</b></p> <p>Design appealing products for a particular user based on simple design criteria.</p> <p>Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.</p> <p>Communicate these ideas through talk and drawings.</p> <p><b>Making</b></p>

		<p>Select and use tools, skills and techniques, explaining their choices.</p> <ul style="list-style-type: none"> <li>• Select new and reclaimed materials and construction kits to build their structures.</li> <li>• Use simple finishing techniques suitable for the structure they are creating.</li> </ul> <p><b>Evaluating</b></p> <p>Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.</p> <p>Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.</p> <p><b>Technical knowledge and understanding</b></p> <p>Know how to make freestanding structures stronger, stiffer and more stable.</p> <p>Know and use technical vocabulary relevant to the project.</p>	<p>Use simple finishing techniques suitable for the product they are creating.</p> <p><b>Evaluating</b></p> <p>Explore a range of existing books and everyday products that use simple sliders and levers.</p> <p>Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.</p> <p><b>Technical knowledge and understanding (with support)</b></p> <p>Explore and use sliders and levers.</p> <p>Understand that different mechanisms produce different types of movement.</p> <p>Know and use technical vocabulary relevant to the project.</p>	<p><b>Evaluating</b></p> <p>Explore and evaluate a range of existing textile products relevant to the project being undertaken.</p> <p>Evaluate their ideas throughout and their final products against original design criteria.</p> <p><b>Technical knowledge and understanding</b></p> <p>Understand how simple 3-D textile products are made, using a template to create two identical shapes.</p> <p>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.</p> <ul style="list-style-type: none"> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>	<p>Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.</p> <p>Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</p> <p><b>Evaluating</b></p> <p>Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.</p> <p>Evaluate ideas and finished products against design criteria, including intended user and purpose.</p>
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<p>Year 3</p>		<p><u>Shell structures</u></p> <p><b>Prior learning</b></p> <p>Experience of using different joining, cutting and finishing techniques with paper and card.</p> <p>A basic understanding of 2-D and 3-D shapes in mathematics and the physical properties and everyday uses of materials .</p> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>• Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product.</li> <li>• Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas</li> </ul> <p><b>Making</b></p> <p>Order the main stages of making.</p> <p>Select and use appropriate tools to measure, mark out, cut, score, shape and</p>	<p><u>Levers and linkages</u></p> <p><b>Prior learning</b></p> <p>Explored and used mechanisms such as flaps, sliders and levers.</p> <p>Gained experience of basic cutting, joining and finishing techniques with paper and card.</p> <p><b>Designing</b></p> <p>Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user.</p> <p>Use annotated sketches and prototypes to develop, model and communicate ideas.</p> <p><b>Making</b></p> <p>Order the main stages of making.</p> <p>Select from and use appropriate tools with some accuracy to cut, shape and join paper and card</p> <p>Select from and use finishing techniques suitable for the product they are creating.</p>	<p><u>2-D shape to 3-D product</u></p> <p><b>Prior learning</b></p> <p>Have joined fabric in simple ways by gluing and stitching.</p> <p>Have used simple patterns and templates for marking out.</p> <p>Have evaluated a range of textile products.</p> <p><b>Designing</b></p> <p>Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.</p> <p>Produce annotated sketches, prototypes, final product sketches and pattern pieces.</p> <p><b>Making</b></p> <p>Plan the main stages of making.</p> <p>Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.</p> <p>Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.</p>	<p><u>Healthy and varied diet</u></p> <p><b>Prior learning</b></p> <p>Know some ways to prepare ingredients safely and hygienically.</p> <p>Have some basic knowledge and understanding about healthy eating and The eat-well plate.</p> <p>Have used some equipment and utensils and prepared and combined ingredients to make a product.</p> <p><b>Designing</b></p> <p>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.</p> <p>Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</p> <p><b>Making</b></p> <p>Plan the main stages of a recipe, listing ingredients, utensils and equipment.</p> <p>Select and use appropriate utensils and equipment to prepare and combine ingredients.</p>
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	<p>assemble with some accuracy.</p> <p>Explain their choice of materials according to functional properties and aesthetic qualities.</p> <p>Use finishing techniques suitable for the product they are creating.</p> <p><b>Evaluating</b></p> <p>Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.</p> <p>Test and evaluate their own products against design criteria and the intended user and purpose</p> <p><b>Technical knowledge and understanding</b></p> <p>Develop and use knowledge of how to construct strong, stiff shell structures.</p> <p>Develop and use knowledge of nets of cubes and cuboids</p>	<p><b>Evaluating</b></p> <p>Investigate and analyse books and, where available, other products with lever and linkage mechanisms.</p> <p>Evaluate their own products and ideas against criteria and user needs, as they design and make.</p> <p><b>Technical knowledge and understanding</b></p> <p>Understand and use lever and linkage mechanisms.</p> <p>Distinguish between fixed and loose pivots.</p> <p>Know and use technical vocabulary relevant to the project.</p>	<p><b>Evaluating</b></p> <p>Investigate a range of 3-D textile products relevant to the project.</p> <p>Test their product against the original design criteria and with the intended user.</p> <p>Consider others' views.</p> <p>Understand how a key event/individual has influenced the development of the chosen product and/or fabric.</p> <p><b>Technical knowledge and understanding</b></p> <p>Know how to strengthen, stiffen and reinforce existing fabrics</p> <p>Understand how to securely join two pieces of fabric together.</p> <p>Understand the need for patterns and seam allowances.</p>	<p>Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</p> <p><b>Evaluating</b></p> <p>Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.</p> <p>Evaluate the ongoing work and the final product with reference to the design criteria and the views of others</p> <p><b>Technical knowledge and understanding</b></p> <p>Know how to use appropriate equipment and utensils to prepare and combine food.</p> <p>Know about a range of fresh and processed ingredients appropriate</p>
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		<p>and, where appropriate, more complex 3D shapes.</p> <p>Know and use technical vocabulary relevant to the project.</p>		<p>Know and use technical vocabulary relevant to the project.</p>	<p>for their product, and whether they are grown, reared or caught.</p> <p>Know and use relevant technical and sensory vocabulary appropriately.</p>
Year 4		<p><b><u>Shell structures</u></b></p> <p><b>Prior learning</b></p> <p>Experience of using different joining, cutting and finishing techniques with paper and card.</p> <p>A basic understanding of 2-D and 3-D shapes in mathematics and the physical properties and everyday uses of materials.</p> <p><b>Designing</b></p> <p>Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product.</p> <p>Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas</p> <p><b>Making</b></p>	<p><b><u>Pneumatics</u></b></p> <p><b>Prior learning</b></p> <p>Explored simple mechanisms, such as sliders and levers, and simple structures.</p> <p>Learnt how materials can be joined to allow movement.</p> <p>Joined and combined materials using simple tools and techniques.</p> <p><b>Designing</b></p> <p>Generate realistic and appropriate ideas and their own design criteria through discussion, focusing on the needs of the user.</p> <p>Use annotated sketches and prototypes to develop, model and communicate ideas.</p> <p><b>Making</b></p>	<p><b><u>2-D shape to 3-D product</u></b></p> <p><b>Prior learning</b></p> <p>Have joined fabric in simple ways by gluing and stitching.</p> <p>Have used simple patterns and templates for marking out.</p> <p>Have evaluated a range of textile products.</p> <p><b>Designing</b></p> <p>Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.</p> <p>Produce annotated sketches, prototypes, final product sketches and pattern pieces.</p> <p><b>Making</b></p> <p>Plan the main stages of making.</p> <p>Select and use a range of appropriate tools with some</p>	<p><b><u>Healthy and varied diet</u></b></p> <p><b>Prior learning</b></p> <p>Know some ways to prepare ingredients safely and hygienically.</p> <p>Have some basic knowledge and understanding about healthy eating and The eat-well plate.</p> <p>Have used some equipment and utensils and prepared and combined ingredients to make a product.</p> <p><b>Designing</b></p> <p>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.</p> <p>Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</p> <p><b>Making</b></p>

	<p>Order the main stages of making.</p> <p>Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.</p> <p>Explain their choice of materials according to functional properties and aesthetic qualities.</p> <p>Use finishing techniques suitable for the product they are creating.</p> <p><b>Evaluating</b></p> <p>Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.</p> <p>Test and evaluate their own products against design criteria and the intended user and purpose</p> <p><b>Technical knowledge and understanding</b></p> <p>Develop and use knowledge of how to construct strong, stiff shell structures.</p>	<p>Order the main stages of making.</p> <p>Select from and use appropriate tools with some accuracy to cut and join materials and components such as tubing, syringes and balloons.</p> <p>Select from and use finishing techniques suitable for the product they are creating.</p> <p><b>Evaluating</b></p> <p>Investigate and analyse books, media and products with pneumatic mechanisms.</p> <p>Evaluate their own products and ideas against criteria and user needs, as they design and make</p> <p><b>Technical knowledge and understanding</b></p> <p>Understand and use pneumatic mechanisms.</p>	<p>accuracy e.g. cutting, joining and finishing.</p> <p>Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.</p> <p><b>Evaluating</b></p> <p>Investigate a range of 3-D textile products relevant to the project.</p> <p>Test their product against the original design criteria and with the intended user.</p> <p>Consider others' views.</p> <p>Understand how a key event/individual has influenced the development of the chosen product and/or fabric.</p> <p><b>Technical knowledge and understanding</b></p>	<p>Plan the main stages of a recipe, listing ingredients, utensils and equipment.</p> <p>Select and use appropriate utensils and equipment to prepare and combine ingredients.</p> <p>Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</p> <p><b>Evaluating</b></p> <p>Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.</p> <p>Evaluate the ongoing work and the final product with reference to the design criteria and the views of others</p>
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		<p>Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.</p> <p>Know and use technical vocabulary relevant to the project.</p>	<p>Know and use technical vocabulary relevant to the project.</p>	<p>Know how to strengthen, stiffen and reinforce existing fabrics</p> <p>Understand how to securely join two pieces of fabric together.</p> <p>Understand the need for patterns and seam allowances.</p> <p>Know and use technical vocabulary relevant to the project.</p>	<p><b>Technical knowledge and understanding</b></p> <p>Know how to use appropriate equipment and utensils to prepare and combine food.</p> <p>Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</p> <p>Know and use relevant technical and sensory vocabulary appropriately.</p>
Year 5		<p><u>Frame structures</u></p> <p><b>Prior Learning</b></p> <p>Experience of using measuring, marking out, cutting, joining, shaping and finishing techniques with construction materials.</p> <p>Basic understanding of what structures are and how they can be made stronger, stiffer and more stable.</p> <p><b>Designing</b></p>	<p><u>Cams</u></p> <p><b>Prior Learning</b></p> <p>Experience of axles, axle holders and wheels that are fixed or free moving.</p> <p>Basic understanding of different types of movement.</p> <p>Experience of cutting and joining techniques with a range of materials including card, plastic and wood.</p> <p>An understanding of how to strengthen and stiffen structures</p> <p><b>Designing</b></p> <p>Generate innovative ideas by carrying out research using surveys, interviews,</p>	<p><u>Combining different fabric shapes</u></p> <p><b>Prior Learning</b></p> <p>Experience of basic stitching, joining textiles and finishing techniques.</p> <p>Experience of making and using simple pattern pieces.</p> <p><b>Designing</b></p> <p>Generate innovative ideas by carrying out research including</p>	<p><u>Celebrating culture and seasonality</u></p> <p><b>Prior Learning</b></p> <p>Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet.</p> <p>Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients.</p> <p><b>Designing</b></p> <p>Generate innovative ideas through research and discussion with peers</p>

		<p>Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources.</p> <p>Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost.</p> <p>Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches.</p> <p><b>Making</b> Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used.</p> <p>Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks.</p> <p>Use finishing and decorative techniques suitable for the product they are designing and making.</p> <p><b>Evaluating</b></p>	<p>questionnaires and web-based resources.</p> <p>Develop a simple design specification to guide their thinking.</p> <p>Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.</p> <p><b>Making</b></p> <p>Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team.</p> <p>Select from and use a range of tools and equipment to make products that are accurately assembled and well finished.</p> <p>Work within the constraints of time, resources and cost</p> <p><b>Evaluating</b></p> <p>Compare the final product to the original design specification.</p> <p>Test products with the intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality and fitness</p>	<p>surveys, interviews and questionnaires.</p> <p>Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design.</p> <p>Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.</p> <p><b>Making</b></p> <p>Produce detailed lists of equipment and fabrics relevant to their tasks.</p> <p>Formulate step-by-step plans and, if appropriate, allocate tasks within a team.</p> <p>Select from and use a range of tools and equipment to make products that are accurately assembled and well finished.</p> <p>Work within the constraints of time, resources and cost.</p> <p><b>Evaluating</b></p>	<p>and adults to develop a design brief and criteria for a design specification.</p> <p>Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.</p> <p>Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.</p> <p><b>Making</b></p> <p>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.</p> <p>Make, decorate and present the food product appropriately for the intended user and purpose.</p> <p><b>Evaluating</b></p> <p>Carry out sensory evaluations of a range of relevant products and ingredients.</p> <p>Record the evaluations using e.g. tables/graphs/charts such as star diagrams.</p>
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	<p>Investigate and evaluate a range of existing frame structures.</p> <p>Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.</p> <p>Research key events and individuals relevant to frame structures.</p> <p><b>Technical knowledge and understanding</b></p> <p>Understand how to strengthen, stiffen and reinforce 3-D frameworks.</p> <p>Know and use technical vocabulary relevant to the project.</p>	<p>for purpose. • Consider the views of others to improve their work.</p> <p>Investigate famous manufacturing and engineering companies relevant to the project.</p> <p><b>Technical knowledge and understanding</b></p> <p>Understand that mechanical systems have an input, process and an output.</p> <p>Understand how cams can be used to produce different types of movement and change the direction of movement.</p> <p>Know and use technical vocabulary relevant to the project</p>	<p>Investigate and analyse textile products linked to their final product.</p> <p>Compare the final product to the original design specification.</p> <p>Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.</p> <p>Consider the views of others to improve their work</p> <p><b>Technical knowledge and understanding</b></p> <p>A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.</p> <p>Fabrics can be strengthened, stiffened and reinforced where appropriate</p>	<p>Evaluate the final product with reference back to the design brief and design specification, considering the views of others when identifying improvements</p> <p>Understand how key chefs have influenced eating habits to promote varied and healthy diets.</p> <p><b>Technical knowledge and understanding</b></p> <p>Know how to use utensils and equipment including heat sources to prepare and cook food.</p> <p>Understand about seasonality in relation to food products and the source of different food products.</p> <p>Know and use relevant technical and sensory vocabulary.</p>
Year 6	<p><u>Frame structures</u></p> <p><b>Prior Learning</b></p> <p>Experience of using measuring, marking out, cutting, joining, shaping and finishing techniques with construction materials.</p>	<p><u>Pulleys or Gears</u></p> <p><b>Prior Learning</b></p> <p>Prior learning • Experience of axles, axle holders and wheels that are fixed or free moving. •</p>	<p><u>Combining different fabric shapes</u></p> <p><b>Prior Learning</b></p> <p>Experience of basic stitching, joining textiles and finishing techniques.</p>	<p><u>celebrating culture and seasonality</u></p> <p><b>Prior Learning</b></p> <p>Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet.</p>

		<p>Basic understanding of what structures are and how they can be made stronger, stiffer and more stable.</p> <p><b>Designing</b></p> <p>Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources.</p> <p>Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost.</p> <p>Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches.</p> <p><b>Making</b></p> <p>Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used.</p> <p>Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join</p>	<p>Basic understanding of electrical circuits, simple switches and components.</p> <p>Experience of cutting and joining techniques with a range of materials including card, plastic and wood.</p> <p>An understanding of how to strengthen and stiffen structures.</p> <p><b>Designing</b></p> <p>Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources.</p> <p>Develop a simple design specification to guide their thinking.</p> <p>Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.</p> <p><b>Making</b></p> <p>Produce detailed lists of tools, equipment and materials.</p> <p>Formulate step-by-step plans and, if appropriate, allocate tasks within a team.</p>	<p>Experience of making and using simple pattern pieces.</p> <p><b>Designing</b></p> <p>Generate innovative ideas by carrying out research including surveys, interviews and questionnaires.</p> <p>Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design.</p> <p>Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.</p> <p><b>Making</b></p> <p>Produce detailed lists of equipment and fabrics relevant to their tasks.</p>	<p>Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients.</p> <p><b>Designing</b></p> <p>Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.</p> <p>Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.</p> <p>Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.</p> <p><b>Making</b></p> <p>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.</p>
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The Manor School

Design and technology Knowledge and skills Progression

			Know and use technical vocabulary relevant to the project.	made pattern pieces, fabric shapes and different fabrics.  Fabrics can be strengthened, stiffened and reinforced where appropriate	Know and use relevant technical and sensory vocabulary.
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