DT	Progression		Intent		Implementation		Impact	
Year	Skills knowledge	Autumn	Spring	Summer	How will this be	What	Key vocabulary	Key Questions
group	the children				taught?	skills/knowledge		
	should already					will children have		
	have					acquired?		
1	Handling	Mechanisms -	Food Technology -	Mechanisms -	Designing for others	Be able to start use	fruit, vegetable,	List the components
	equipment and	Sliders	Preparing Fruit and	Slides and Levers		scissors correctly to	nutrients,	of good food
	tools effectively,		Vegetables		Assembling	cut thing out.	sensory evaluation,	hygiene
	including pencils	NC: DESIGN:		NC: DESIGN:	accurately		kebab, cuboid,	
		Developing and	NC: DESIGN:	Developing and		Understand that	edge, face, font,	What are the 5 food
	Safely use and	planning ideas	Developing and	planning ideas	Creating different	sliders are	net, prism, scoring,	groups of a
	explore a variety	Generate ideas by	planning ideas	Generate ideas by	movements (up,	mechanisms and	shell structure,	balanced diet?
	of materials, tools	drawing on their	Generate ideas by	drawing on their	down, along and	can make things	vertex, mechanism,	
	and techniques	own and other	drawing on their	own and other	around)	move.	lever, linkage, pivot,	What is a shell
		people's experiences	own and other	people's			slot, bridge, guide	structure?
	Experimenting	Develop their design	people's	experiences	Testing a finished	Be able to design a	system, input,	
	with colour,	ideas through	experiences	Develop their	product	product for the	process, output	What is the
	design, texture,	discussion,	Develop their	design ideas		purpose 'looking	linear, rotary,	difference between
	form and function	observation,	design ideas	through discussion,	Understanding what	after our planet'	oscillating,	frame and shell
		drawing and	through discussion,	observation,	a mechanism is		reciprocating	structures?
	Using what they	modelling	observation ,	drawing and		Be able to	user, purpose,	
	have learnt about	Identify design	drawing and	modelling	Designing for others	understand the	function	What is the
	media and	criteria	modelling	Identify design		difference between		opened-out shape
	materials in	Make drawings and	Identify design	criteria	Chopping fruit and	fruits and		of an object called?
	original way.	label parts for the	criteria	Make drawings and	vegetables	vegetables.		
		design process	Make drawings and	label parts for the				How does a lever
	Representing their		label parts for the	design process	Evaluating and	Be able to describe		turn?
	own ideas,	MAKE and	design process		adapting designs	and group fruits by		What is a linkage?
	thoughts and	TECHNICAL: Using		MAKE and		texture and taste.		
	feelings through	techniques to	MAKE and	TECHNICAL: Using	Describing and			
	design and	develop products	TECHNICAL: Using	techniques to	grouping fruits by	Begin to have a		
	technology.	Select tools and	techniques to	develop products	texture and taste	basic understanding		
		materials	develop products Select tools and	Select tools and		of food hygiene.		
		Use hand tools safely		materials	Understanding the	Do able to use		
		and appropriately	materials	Use hand tools	difference between	Be able to use scissors correctly to		
		Assemble, join and combine materials in	Use hand tools safely and	safely and	fruit and vegetables	•		
		order to make a	appropriately	appropriately Assemble, join and		cut thing out.		
			Assemble, join and	combine materials		Understand that		
		product	combine materials	in order to make a		levers and sliders		
		EVALUATE	COMBINE MATERIALS					
		EVALUATE		product		are mechanisms		

		Evaluate against	in order to make a			and can make things		
		their design criteria	product	EVALUATE		move.		
		Evaluate in process	,	Evaluate against				
		identifying strengths	EVALUATE	their design criteria		Be able to identify		
		and possible changes	Evaluate against	Evaluate in process		whether a		
		they might make	their design criteria	identifying		mechanism is a		
		Talk about ideas,	Evaluate in process	strengths and		lever or slider and		
		saying what they like	identifying	possible changes		determine what		
		and dislike about	strengths and	they might make		movement the		
		them	possible changes	Talk about ideas,		mechanism will		
		Evaluate designs by	they might make	saying what they		make.		
		other people to learn	Talk about ideas,	like and dislike				
		from them	saying what they	about them				
		Traditional tales	like and dislike	Evaluate designs by				
		moving picture	about them	other people to				
		, 0	Evaluate designs by	learn from them				
			other people to					
			learn from them					
			COOKING AND					
			NUTRITION					
			use the basic					
			principles of a					
			healthy and varied					
			diet to prepare					
			dishes					
			understand where					
			food comes from.					
DT	Progression		Intent		Implementation		Impact	
Year	Skills knowledge	Autumn	Spring	Summer	How will this be	What	Key vocabulary	Key Questions
Group	the children				taught?	skills/knowledge		
	should already					will children have		
	have					acquired?		
2	Be able to look at	Mechanisms -	Textiles -	Structures -	Considering	Be able to begin to	axle, axle holder,	What do moving
	existing products	Wheels and Axles	Templates and	Freestanding	purpose in the	identify	chassis, friction,	vehicles need in
	and evaluate how		Joining Techniques	Structures	design process	mechanisms in	dowel, template,	order to work?
	effective they are.	NC: DESIGN:				everyday objects.	pattern pieces,	
		Developing and	NC: DESIGN:	NC: DESIGN:	Threading a needle		mark out, join,	What is an axel?
	Design purposeful	planning ideas -	Developing and	Developing and		Have a basic	decorate, finish	
	models that best	Generate ideas by	planning ideas -	planning ideas -	Sewing a running	understanding of	features, suitable,	What are the
	fit the criteria.	drawing on their	Generate ideas by	Generate ideas by	stitch	how axels help	quality mock-up,	different ways we

U	of Curriculum Cove	erage						
		own and other	drawing on their	drawing on their		wheels to move a	design brief, design	can join fabric
В	Be able to	people's experiences	own and other	own and other	Preparing fabrics for	vehicle.	criteria, make,	together?
С	compare products	Develop their design	people's	people's	sewing		evaluate, user,	
-	old and new,	ideas through	experiences	experiences		Have a basic	purpose, function	Name the parts of a
		discussion,	Develop their	Develop their	Discuss the making	understanding that	cut, fold, join, fix	needle.
L	earnt or be	observation,	design ideas	design ideas	process and the	there is an input	structure, wall,	
le	earning how to	drawing and	through discussion,	through discussion,	finished product	and output in a	tower, framework,	What is a
u	use scissors (and	modelling	observation ,	observation ,		mechanism.	weak, strong, base,	mechanism?
0	other tools)	Identify design	drawing and	drawing and	Identifying parts of		top, underneath,	Name as many
e	effectively,	criteria	modelling	modelling	a needle (point and	Be able to join items	side, edge, surface,	things as you can in
С	correctly and	Make drawings and	Identify design	Identify design	eye)	using fabric glue or	thinner, thicker,	30 seconds that
Si	afely.	label parts for the	criteria	criteria		stitching and be	metal, wood, plastic	have wheels to
		design process	Make drawings and	Make drawings and	Understand the	able to identify the	circle, triangle,	move.
			label parts for the	label parts for the	alternative ways of	benefits of these	square, rectangle,	
		MAKE and	design process	design process	joining fabrics and	techniques.	cuboid, cube,	What different
		TECHNICAL: Using			embellishments		cylinder	types of movement
		techniques to	MAKE and	MAKE and		Be able to thread a	design, make,	are produced by
		develop products	TECHNICAL: Using	TECHNICAL: Using	Designing	needle.	evaluate, user,	mechanisms?
		Select tools and	techniques to	techniques to	mechanisms		purpose, ideas,	
		materials	develop products	develop products		Be able to sew a	design criteria,	
		Use hand tools safely	Select tools and	Select tools and	Measuring and	running stitch, with	product, function	
		and appropriately	materials	materials	cutting accurately,	evenly spaced, neat,		
		Assemble, join and	Use hand tools	Use hand tools	working to scale	even stitches to join		
		combine materials in	safely and	safely and	and following a	fabric.		
		order to make a	appropriately	appropriately	design brief			
		product	Follow safe	Assemble, join and		Be able to neatly pin		
			procedures for food	combine materials	Testing and	and cut fabric using		
		EVALUATE	safety and hygiene	in order to make a	adapting	a template.		
		Evaluate against		product	mechanisms			
		their design criteria	EVALUATE	EVALUATE		Be able to identify		
		Evaluate in process	Evaluate against	Evaluate against	Researching	when a structure is		
		identifying strengths	their design criteria	their design criteria	mechanisms	more or less stable		
		and possible changes	Talk about ideas,	Evaluate in process		than another.		
		they might make	saying what they	identifying	Understanding how			
		Talk about ideas,	like and dislike	strengths and	an axle works	Know that shapes		
		saying what they like	about them	possible changes		and structures with		
		and dislike about		they might make	Know materials	wide, flat bases or		
		them		Talk about ideas,	commonly used for	legs are the most		
		Evaluate designs by		saying what they	wheels	stable.		
		other people to learn		like and dislike				
		from them		about them	Designing for	Have an		
					others, using	understanding that		

				Evaluate designs by	criteria and applying	the shape of a		
				other people to	their knowledge of	structure affects its		
				learn from them	structures	strength.		
				learn nom them	Structures	Strength.		
					Cutting and			
					assembling			
					_			
					accurately Examples of natural &			
					manmade			
					structures			
					Testing and			
					evaluating			
					Understanding the			
					definition and			
					importance of			
					strength, stability			
					and stiffness			
					and stillless			
					Knowing that			
					different shapes can			
					strengthen or			
					weaken structures			
					and that materials			
					can be manipulated			
					to improve strength			
					and stiffness			
DT	Progression		Intent		Implementation		Impact	
Year	Skills knowledge	Autumn	Spring	Summer	How will this be	What	Key vocabulary	Key Questions
Group	the children		. 0		taught?	skills/knowledge	,	•
	should already					will children have		
	have					acquired?		
3	Be able to look at	Food Technology-	Structures –	Mechanical Systems	Designing to criteria	Have a better	appearance,	List the components
	existing products	Healthy and Varied	Shell Structures	Levers and Linkages		understanding of	texture, sensory	of good food
	and evaluate how	Diet			Safely preparing	food hygiene	evaluation,	hygiene
	effective they are.				fruit and vegetables	standards.	preference test,	
	,	NC: DESIGN:	NC: DESIGN:	NC: DESIGN:			strawberry huller,	What are the 5 food
		Developing and	Developing and	Developing and	Following a recipe		processed food,	groups of a
		planning ideas	planning ideas	planning ideas	3		shell structure,	balanced diet?
	l				1	1		

 DI Curriculum Cove	erage						
Design purposeful	Generate ideas	Generate ideas	Generate ideas	Tasting and	Understand what	three-dimensional	
models that best	through	through	through	evaluating their	makes a balanced	(3-D) shape, net,	What is a shell
fit the criteria.	brainstorming and	brainstorming and	brainstorming and	healthy drink	diet.	cube, cuboid, prism,	structure?
	identify a purpose	identify a purpose	identify a purpose			vertex, edge, face,	
Be able to	for their product	for their product	for their product	Knowing what	Know the five food	length, width,	What is the
compare products				foods are in season	groups.	breadth, capacity,	difference between
– old and new,	Draw up a	Draw up a	Draw up a	and when		mechanism, lever,	frame and shell
	specification for	specification for	specification for	Knowing how	Be able to work	linkage, pivot, slot,	structures?
Learnt how to use	their design	their design	their design	climate alters the	with cooking	bridge, guide	What is the
scissors (and other				sweetness of food	equipment safely	system, input,	opened-out shape
tools) effectively,	Develop a clear idea	Develop a clear idea	Develop a clear idea		and hygienically.	process, output	of an object called?
correctly and	of what has to be	of what has to be	of what has to be	Planning for		linear, rotary,	
safely	done, planning how	done, planning how	done, planning how	manufacture	Know how to	oscillating,	How does a lever
	to use materials,	to use materials,	to use materials,		prepare themselves	reciprocating	turn?
Start to learn	equipment and	equipment and	equipment and	Establishing and	and a workspace to	user, purpose,	
about different	processes;	processes;	processes;	using a design	cook safely in.	function	What is a linkage?
mechanisms and	suggesting	suggesting	suggesting	criteria to help			
how they work	alternative methods	alternative methods	alternative methods	focus and evaluate	Know the basic		
	if the first attempts	if the first attempts	if the first attempts	their work	rules to avoid food		
	fail	fail	fail		contamination.		
	Use results of	Use results of	Use results of	Using more			
	investigations and	investigations and	investigations and	demanding practical	Be able to construct		
	information sources	information sources	information sources	skills (paper	a range of 3D		
	when developing	when developing	when developing	engineering/paper	geometric shapes		
	design ideas	design ideas	design ideas	folding techniques)	using nets.		
	MAKE and	MAKE and	MAKE and	Evaluating as they	Extend their		
	TECHNICAL: Using	TECHNICAL: Using	TECHNICAL: Using	work	knowledge of wide		
	techniques to	techniques to	techniques to		and flat based		
	develop products	develop products	develop products	Evaluating their	objects being more		
	Select appropriate	Select appropriate	Select appropriate	own and other's	stable.		
	materials, tools and	materials, tools and	materials, tools and	final product			
	techniques	techniques	techniques		Be able to		
				Application of prior	understand the		
	Measure and mark	Measure and mark	Measure and mark	knowledge and	difference between		
	out accurately	out accurately	out accurately	increasing	frame and shell		
				knowledge of nets	structures.		
	Use skills with	Use skills with	Use skills with				
	different tools and	different tools and	different tools and		Have learnt that a		
	equipment safely	equipment safely	equipment safely		lever is something		
	and accurately	and accurately	and accurately		that turns on a		
					pivot.		

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	Weigh and measure	Weigh and measure	Weigh and measure		
	accurately	accurately	accurately	Have learnt that a	
	·	•	•	linkage is a system	
	Apply the rules for	Apply the rules for	Apply the rules for	of levers that are	
	basic food hygiene	basic food hygiene	basic food hygiene	connected by	
	and other safe	and other safe	and other safe	pivots.	
	practices	practices	practices	pivots.	
	practices	practices	practices		
	Evaluate	Evaluate	Evaluate		
	Evaluate a product	Evaluate a product	Evaluate a product		
			•		
	against the original	against the original	against the original		
	design specification	design specification	design specification		
	Evaluate it	Evaluate it	Evaluate it		
	personally and seek	personally and seek	personally and seek		
	evaluation from	evaluation from	evaluation from		
	others	others	others		
	Technical	Technical	Technical		
	knowledge	knowledge	knowledge		
	apply their	apply their	apply their		
	understanding of	understanding of	understanding of		
	how to strengthen,	how to strengthen,	how to strengthen,		
	stiffen and reinforce	stiffen and reinforce	stiffen and reinforce		
	more complex	more complex	more complex		
	structures	structures	structures		
	understand and use	understand and use	understand and use		
	mechanical systems	mechanical systems	mechanical systems		
	in their products [for	in their products	in their products		
	example, gears,	[for example, gears,	[for example, gears,		
	pulleys, cams, levers	pulleys, cams, levers	pulleys, cams,		
	and linkages]	and linkages]	levers and linkages]		
	and illinopesi	and minages]	icvers and initiages]		
	understand and use	understand and use	understand and use		
	electrical systems in	electrical systems in	electrical systems in		
	their products [for	their products [for	their products [for		
	example, series	example, series	example, series		
	circuits	circuits	circuits		
	incorporating	incorporating	incorporating		
	switches, bulbs,	switches, bulbs,	switches, bulbs,		
	buzzers and motors]	buzzers and motors]	buzzers and		
			motors]		

	Di carricaram cov	apply their	apply their					
		understanding of	understanding of	apply their				
		computing to	computing to	understanding of				
		program, monitor	program, monitor	computing to				
		and control their	and control their	program, monitor				
		products	products	and control their				
				products				
		COOKING AND						
		NUTRITION						
		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.						
DT	Progression		Intent		Implementation		Impact	
Year	Skills knowledge	Autumn	Spring	Summer	How will this be	What	Key vocabulary	Key Questions
Group	the children				taught?	skills/knowledge		
	should already					will children have		
	have					acquired?		
4	Be able to look at	Textiles -	Mechanical Systems	Electrical Systems -	Designing for a	Be able to thread	appliqué,	Name some
	existing products	2D Shape to 3D	Pneumatics	Simple Circuits and	purpose	needles with	pattern/template,	different types of
	and evaluate how	Product		Switches		greater	seam, seam	fastenings
	effective they are.		No Decision	No. 5501000	Accurately cutting	independence.	allowance,	_ ,
		NC: DESIGN:	NC: DESIGN:	NC: DESIGN:	and joining		prototype,	Tell someone how
		Developing and	Developing and	Developing and			aesthetics,	to thread a needle
		planning ideas	planning ideas	planning ideas				

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	Design purposeful	Generate ideas,	Generate ideas,	Generate ideas,	Comparing 3D	Be able to sew a	compressed, input,	What is a
	models that best	considering the	considering the	considering the	object to 2D design	cross stitch and	output, pivot, lever,	pneumatic system?
	fit the criteria.	purposes for which	purposes for which	purposes for which		appliqué.	pneumatic,	
		they are designing	they are designing	they are designing	Understand		hydraulic pressure,	Name five things
	Be able to				constructions	Have an	inflate, deflate,	that use pneumatics
	compare products	Make labelled	Make labelled	Make labelled	methods for 3D	understanding that	syringe, system,	to work.
	old and new,	drawings from	drawings from	drawings from	shapes	there are different	series circuit, fault,	
		different views	different views	different views		types of fastenings	connection, toggle	Something that is
	Start to build a	showing specific	showing specific	showing specific	Generating and	and what they are.	switch, push-to-	squashed, such as
	basic	features	features	features	communicating		make switch,	air in a tube - is
	understanding of				ideas using	Be able to articulate	push-to-break	defining what?
	simple food	Develop a clear idea	Develop a clear idea	Develop a clear idea	sketching and	the benefits and	switch, battery,	
	hygiene and	of what has to be	of what has to be	of what has to be	modelling, using the	disadvantages of	battery holder,	What are the
	understand why it	done, planning how	done, planning how	done, planning how	views of others to	different fastening	bulb, bulb holder,	components of a
	is important when	to use materials,	to use materials,	to use materials,	improve their	types.	wire, insulator,	simple circuit?
	handling food and	equipment and	equipment and	equipment and	designs		conductor,	
	drinks	processes, and	processes, and	processes, and		Understand how	crocodile clip	Name 5 conductors
		suggesting	suggesting	suggesting	Selecting	pneumatic systems		and insulators of
	Start to use tools	alternative methods	alternative methods	alternative methods	appropriate	work.		electricity.
	effectively to make	of making, if the first	of making, if the	of making, if the	materials and			·
	a product fit for	attempts fail	first attempts fail	first attempts fail	equipment for	Have learnt that		
	purpose	Identify criteria that	Identify criteria that	Identify criteria that	functional and	mechanisms are a		
		can be used for their	can be used for	can be used for	aesthetic purposes	system of parts that		
		own designs	their own designs	their own designs		work together to		
		J			Assessing how well	create motion.		
		MAKE and		MAKE and	their product works			
		TECHNICAL: Using	MAKE and	TECHNICAL: Using	and if it matches	Understand that		
		techniques to	TECHNICAL: Using	techniques to	their design	pneumatic systems		
		develop products	techniques to	develop products		can be used as part		
		Select appropriate	develop products	Select appropriate	Understanding how	of a mechanism.		
		tools and techniques	Select appropriate	tools and	pneumatic systems			
		for making their	tools and	techniques for	work	Have learnt that		
		product	techniques for	making their		pneumatic systems		
		1-: 20:00	making their	product	Designing for others	force air over a		
		Measure, mark out,	product	p. 00000	= 30.00 101 0111013	distance to create		
		cut and shape a	p. 00000	Measure, mark out,	Creating neatly	movement.		
		range of materials,	Measure, mark out,	cut and shape a	presented work	movement.		
		using appropriate	cut and shape a	range of materials,	piesented work	Have learnt how		
		tools, equipment and	range of materials,	using appropriate	Making an electrical	electrical items		
		techniques	using appropriate	tools, equipment	circuit	work.		
		teciniques	tools, equipment	and techniques	Circuit	WOIK.		
			and techniques	and techniques				
			and techniques					

DI Curriculum Cove					T	T
	Join and combine		Join and combine	Evaluating to	Be able to Identify	
	materials and	Join and combine	materials and	improve their work	electrical products.	
	components	materials and	components			
	accurately in	components	accurately in	Testing their final	Have learnt what	
	temporary and	accurately in	temporary and	products	electrical	
	permanent ways	temporary and	permanent ways		conductors and	
		permanent ways		Electricity is energy	insulators are.	
	Use simple graphical		Use simple			
	communication	Use simple	graphical	Batteries are used	Have an	
	techniques	graphical	communication	to store electricity	understanding that	
		communication	techniques		a battery contains	
	Demonstrate	techniques		Know terminology	stored electricity	
	hygienic food		Demonstrate	of: insulator,	and can be used to	
	preparation and	Demonstrate	hygienic food	conductor, L.E.D.,	power products	
	storage	hygienic food	preparation and	battery, coin cell	-	
	-	preparation and	storage	batteries	Have learnt the	
	Evaluate	storage			difference between	
	Disassemble and		Evaluate		series and parallel	
	evaluate familiar	Evaluate	Disassemble and		circuits.	
	products	Disassemble and	evaluate familiar			
	•	evaluate familiar	products			
	Evaluate their	products	•			
	products carrying out	•	Evaluate their			
	appropriate tests	Evaluate their	products carrying			
		products carrying	out appropriate			
	Technical knowledge	out appropriate	tests			
	apply their	tests				
	understanding of		Technical			
	how to strengthen,	Technical	knowledge			
	stiffen and reinforce	knowledge	apply their			
	more complex	apply their	understanding of			
	structures	understanding of	how to strengthen,			
		how to strengthen,	stiffen and reinforce			
	understand and use	stiffen and	more complex			
	mechanical systems	reinforce more	structures			
	in their products [for	complex structures				
	example, gears,		understand and use			
	pulleys, cams, levers	understand and use	mechanical systems			
	and linkages]	mechanical systems	in their products			
		in their products	[for example, gears,			
	understand and use	[for example, gears,	pulleys, cams,			
	electrical systems in	[. 51 Champie, Bears,	levers and linkages]			
	5.55th 16th 5 y 5te 1115 111		.c.c.o and minages]		l	

		their products [for	pulleys, cams,					
		example, series	levers and linkages]	understand and use				
		circuits incorporating		electrical systems in				
		switches, bulbs,	understand and use	their products [for				
		buzzers and motors]	electrical systems in	example, series				
			their products [for	circuits				
		apply their	example, series	incorporating				
		understanding of	circuits	switches, bulbs,				
		computing to	incorporating	buzzers and				
		program, monitor	switches, bulbs,	motors]				
		and control their	buzzers and					
		products	motors]	apply their				
				understanding of				
			apply their	computing to				
			understanding of	program, monitor				
			computing to	and control their				
			program, monitor	products				
			and control their					
			products					
	_							
DT	Progression		Intent		Implementation		Impact	
				_				
Year	Skills knowledge	Autumn	Spring	Summer	How will this be	What	Key vocabulary	Key Questions
Year Group	the children	Autumn	Spring	Summer	How will this be taught?	skills/knowledge	Key vocabulary	Key Questions
		Autumn	Spring	Summer		skills/knowledge will children have	Key vocabulary	Key Questions
Group	the children	Autumn	Spring	Summer		skills/knowledge	Key vocabulary	
	the children should already	Food Technology -	Spring Mechanical Systems	Structures -		skills/knowledge will children have acquired? Know how to	carbohydrate,	Key Questions What are the food
Group	the children should already have Be able to look at existing products				taught? Experimenting with cams to make	skills/knowledge will children have acquired? Know how to prepare and handle	carbohydrate, protein, vitamins,	
Group	the children should already have Be able to look at existing products and evaluate how	Food Technology -	Mechanical Systems Cams	Structures - Frame Structures	taught? Experimenting with cams to make suitable design	skills/knowledge will children have acquired? Know how to prepare and handle foods correctly and	carbohydrate, protein, vitamins, nutrients, nutrition,	What are the food hygiene standards?
Group	the children should already have Be able to look at existing products	Food Technology - Celebrating Culture and Seasonality	Mechanical Systems Cams NC: DESIGN:	Structures - Frame Structures NC: DESIGN:	taught? Experimenting with cams to make	skills/knowledge will children have acquired? Know how to prepare and handle foods correctly and safely in line with	carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied,	What are the food hygiene standards? How can we stay
Group	the children should already have Be able to look at existing products and evaluate how effective they are.	Food Technology - Celebrating Culture and Seasonality NC: DESIGN:	Mechanical Systems Cams NC: DESIGN: Developing and	Structures - Frame Structures NC: DESIGN: Developing and	Experimenting with cams to make suitable design decisions	skills/knowledge will children have acquired? Know how to prepare and handle foods correctly and safely in line with food hygiene	carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy,	What are the food hygiene standards? How can we stay safe when we are
Group	the children should already have Be able to look at existing products and evaluate how effective they are. Design purposeful	Food Technology - Celebrating Culture and Seasonality NC: DESIGN: Developing and	Mechanical Systems Cams NC: DESIGN: Developing and planning ideas	Structures - Frame Structures NC: DESIGN: Developing and planning ideas	Experimenting with cams to make suitable design decisions Measuring,	skills/knowledge will children have acquired? Know how to prepare and handle foods correctly and safely in line with	carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance,	What are the food hygiene standards? How can we stay safe when we are cooking and
Group	the children should already have Be able to look at existing products and evaluate how effective they are. Design purposeful models that best	Food Technology - Celebrating Culture and Seasonality NC: DESIGN: Developing and planning ideas	Mechanical Systems Cams NC: DESIGN: Developing and planning ideas Generate ideas	Structures - Frame Structures NC: DESIGN: Developing and planning ideas Generate ideas	Experimenting with cams to make suitable design decisions Measuring, marking, and	skills/knowledge will children have acquired? Know how to prepare and handle foods correctly and safely in line with food hygiene standards.	carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source,	What are the food hygiene standards? How can we stay safe when we are
Group	the children should already have Be able to look at existing products and evaluate how effective they are. Design purposeful	Food Technology - Celebrating Culture and Seasonality NC: DESIGN: Developing and planning ideas Generate ideas	Mechanical Systems Cams NC: DESIGN: Developing and planning ideas Generate ideas through	Structures - Frame Structures NC: DESIGN: Developing and planning ideas Generate ideas through	Experimenting with cams to make suitable design decisions Measuring, marking, and cutting woodwork	skills/knowledge will children have acquired? Know how to prepare and handle foods correctly and safely in line with food hygiene standards. Be able to record	carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality	What are the food hygiene standards? How can we stay safe when we are cooking and preparing food?
Group	the children should already have Be able to look at existing products and evaluate how effective they are. Design purposeful models that best fit the criteria.	Food Technology - Celebrating Culture and Seasonality NC: DESIGN: Developing and planning ideas Generate ideas through	Mechanical Systems Cams NC: DESIGN: Developing and planning ideas Generate ideas through brainstorming and	Structures - Frame Structures NC: DESIGN: Developing and planning ideas Generate ideas through brainstorming and	Experimenting with cams to make suitable design decisions Measuring, marking, and	skills/knowledge will children have acquired? Know how to prepare and handle foods correctly and safely in line with food hygiene standards. Be able to record the relevant	carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine,	What are the food hygiene standards? How can we stay safe when we are cooking and preparing food? Why is it important
Group	the children should already have Be able to look at existing products and evaluate how effective they are. Design purposeful models that best fit the criteria. Be able to	Food Technology - Celebrating Culture and Seasonality NC: DESIGN: Developing and planning ideas Generate ideas through brainstorming and	Mechanical Systems Cams NC: DESIGN: Developing and planning ideas Generate ideas through brainstorming and identify a purpose	Structures - Frame Structures NC: DESIGN: Developing and planning ideas Generate ideas through brainstorming and identify a purpose	Experimenting with cams to make suitable design decisions Measuring, marking, and cutting woodwork accurately	skills/knowledge will children have acquired? Know how to prepare and handle foods correctly and safely in line with food hygiene standards. Be able to record the relevant ingredients and	carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir,	What are the food hygiene standards? How can we stay safe when we are cooking and preparing food? Why is it important to use a bench hook
Group	the children should already have Be able to look at existing products and evaluate how effective they are. Design purposeful models that best fit the criteria. Be able to compare products	Food Technology - Celebrating Culture and Seasonality NC: DESIGN: Developing and planning ideas Generate ideas through brainstorming and identify a purpose	Mechanical Systems Cams NC: DESIGN: Developing and planning ideas Generate ideas through brainstorming and	Structures - Frame Structures NC: DESIGN: Developing and planning ideas Generate ideas through brainstorming and	taught? Experimenting with cams to make suitable design decisions Measuring, marking, and cutting woodwork accurately Selecting	skills/knowledge will children have acquired? Know how to prepare and handle foods correctly and safely in line with food hygiene standards. Be able to record the relevant ingredients and equipment needed	carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, cam,	What are the food hygiene standards? How can we stay safe when we are cooking and preparing food? Why is it important
Group	the children should already have Be able to look at existing products and evaluate how effective they are. Design purposeful models that best fit the criteria. Be able to	Food Technology - Celebrating Culture and Seasonality NC: DESIGN: Developing and planning ideas Generate ideas through brainstorming and	Mechanical Systems Cams NC: DESIGN: Developing and planning ideas Generate ideas through brainstorming and identify a purpose for their product	Structures - Frame Structures NC: DESIGN: Developing and planning ideas Generate ideas through brainstorming and identify a purpose for their product	Experimenting with cams to make suitable design decisions Measuring, marking, and cutting woodwork accurately Selecting appropriate	skills/knowledge will children have acquired? Know how to prepare and handle foods correctly and safely in line with food hygiene standards. Be able to record the relevant ingredients and	carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, cam, snail cam, off-	What are the food hygiene standards? How can we stay safe when we are cooking and preparing food? Why is it important to use a bench hook when sawing?
Group	the children should already have Be able to look at existing products and evaluate how effective they are. Design purposeful models that best fit the criteria. Be able to compare products – old and new,	Food Technology - Celebrating Culture and Seasonality NC: DESIGN: Developing and planning ideas Generate ideas through brainstorming and identify a purpose for their product	Mechanical Systems Cams NC: DESIGN: Developing and planning ideas Generate ideas through brainstorming and identify a purpose for their product Draw up a	Structures - Frame Structures NC: DESIGN: Developing and planning ideas Generate ideas through brainstorming and identify a purpose for their product Draw up a	taught? Experimenting with cams to make suitable design decisions Measuring, marking, and cutting woodwork accurately Selecting	skills/knowledge will children have acquired? Know how to prepare and handle foods correctly and safely in line with food hygiene standards. Be able to record the relevant ingredients and equipment needed for a recipe.	carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, cam, snail cam, off- centre cam, peg	What are the food hygiene standards? How can we stay safe when we are cooking and preparing food? Why is it important to use a bench hook when sawing? Name the four
Group	the children should already have Be able to look at existing products and evaluate how effective they are. Design purposeful models that best fit the criteria. Be able to compare products – old and new, Understand the	Food Technology - Celebrating Culture and Seasonality NC: DESIGN: Developing and planning ideas Generate ideas through brainstorming and identify a purpose for their product Draw up a	Mechanical Systems Cams NC: DESIGN: Developing and planning ideas Generate ideas through brainstorming and identify a purpose for their product Draw up a specification for	Structures - Frame Structures NC: DESIGN: Developing and planning ideas Generate ideas through brainstorming and identify a purpose for their product Draw up a specification for	Experimenting with cams to make suitable design decisions Measuring, marking, and cutting woodwork accurately Selecting appropriate	skills/knowledge will children have acquired? Know how to prepare and handle foods correctly and safely in line with food hygiene standards. Be able to record the relevant ingredients and equipment needed for a recipe.	carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, cam, snail cam, off- centre cam, peg cam, pear shaped	What are the food hygiene standards? How can we stay safe when we are cooking and preparing food? Why is it important to use a bench hook when sawing?
Group	the children should already have Be able to look at existing products and evaluate how effective they are. Design purposeful models that best fit the criteria. Be able to compare products – old and new,	Food Technology - Celebrating Culture and Seasonality NC: DESIGN: Developing and planning ideas Generate ideas through brainstorming and identify a purpose for their product	Mechanical Systems Cams NC: DESIGN: Developing and planning ideas Generate ideas through brainstorming and identify a purpose for their product Draw up a	Structures - Frame Structures NC: DESIGN: Developing and planning ideas Generate ideas through brainstorming and identify a purpose for their product Draw up a	Experimenting with cams to make suitable design decisions Measuring, marking, and cutting woodwork accurately Selecting appropriate	skills/knowledge will children have acquired? Know how to prepare and handle foods correctly and safely in line with food hygiene standards. Be able to record the relevant ingredients and equipment needed for a recipe.	carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, cam, snail cam, off- centre cam, peg	What are the food hygiene standards? How can we stay safe when we are cooking and preparing food? Why is it important to use a bench hook when sawing? Name the four

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make something		Develop a clear idea	Develop a clear idea	Assembling	complement one	shaft, crank, handle,	How can we
move and be able	Develop a clear idea	of what has to be	of what has to be	components	another.	housing, framework	reinforce
to carry them out	of what has to be	done, planning how	done, planning how	accurately		rotation, rotary	structures?
effectively so they	done, planning how	to use materials,	to use materials,		Be able to work	motion, oscillating	
work correctly in a	to use materials,	equipment and	equipment and	Checking accuracy	safely and	motion,	The use of
pop-up book	equipment and	processes;	processes;	of work	hygienically with	reciprocating	triangular shapes to
	processes;	suggesting	suggesting		independence.	motion, pulley,	strengthen a
Food hygiene and	suggesting	alternative methods	alternative methods	Naming types of		drive belt, gear,	structure – what is
how to work safely	alternative methods	if the first attempts	if the first attempts	cams	Have explored cams	rotation, spindle,	this defining?
around food and	if the first attempts	fail	fail		and learnt that	driver, follower,	
the equipment	fail	Use results of	Use results of	Knowing how cams	different shaped	ratio, transmit, axle,	
needed to carry	Use results of	investigations and	investigations and	impacts follower	cams produce	motor	
out food	investigations and	information sources	information sources	movements	different follower	circuit, switch,	
technology safely	information sources	when developing	when developing		movements.	circuit diagram	
and correctly	when developing	design ideas	design ideas	Exploring and		annotated	
	design ideas			designing within a	Have explored types	drawings, exploded	
		MAKE and	MAKE and	given	of motions and	diagrams	
	MAKE and	TECHNICAL: Using	TECHNICAL: Using	context/theme	direction of a	mechanical system,	
	TECHNICAL: Using	techniques to	techniques to	Using a range of	motion.	electrical system	
	techniques to	develop products	develop products	materials and		,	
	develop products	Select appropriate	Select appropriate	equipment to	Be able to use a		
	Select appropriate	materials, tools and	materials, tools and	create frame	bench hook to saw		
	materials, tools and	techniques	techniques	structures	safely and		
	techniques				effectively.		
		Measure and mark	Measure and mark	Working with food			
	Measure and mark	out accurately	out accurately	hygienically and	Be able to identify		
	out accurately			safely	stronger and		
		Use skills with	Use skills with		weaker structures.		
	Use skills with	different tools and	different tools and	Working to a			
	different tools and	equipment safely	equipment safely	timescale Tasting	Be able to find		
	equipment safely	and accurately	and accurately	and evaluating their	different ways to		
	and accurately			own food	reinforce structures.		
	,	Weigh and measure	Weigh and measure				
	Weigh and measure	accurately	accurately		Be able to know		
	accurately	,	,		that structures can		
	,	Apply the rules for	Apply the rules for		be strengthened by		
	Apply the rules for	basic food hygiene	basic food hygiene		manipulating		
	basic food hygiene	and other safe	and other safe		materials and		
	and other safe	practices	practices		shapes.		
	practices		1				
	1				Understand how		
	Evaluate	Evaluate	Evaluate		triangles can be		
				l	L. angles can be	l	l .

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	Evaluate a product	Evaluate a product	Evaluate a product	used to reinforce		
	against the original	against the original	against the original	bridges.		
	design specification	design specification	design specification			
	Evaluate it personally	Evaluate it	Evaluate it			
	and seek evaluation	personally and seek	personally and seek			
	from others	evaluation from	evaluation from			
	Technical knowledge	others	others			
	apply their					
	understanding of	Technical	Technical			
	how to strengthen,	knowledge	knowledge			
	stiffen and reinforce	apply their	apply their			
	more complex	understanding of	understanding of			
	structures	how to strengthen,	how to strengthen,			
		stiffen and	stiffen and reinforce			
	understand and use	reinforce more	more complex			
	mechanical systems	complex structures	structures			
	in their products [for					
	example, gears,	understand and use	understand and use			
	pulleys, cams, levers	mechanical systems	mechanical systems			
	and linkages]	in their products	in their products			
	• •	[for example, gears,	[for example, gears,			
	understand and use	pulleys, cams,	pulleys, cams,			
	electrical systems in	levers and linkages]	levers and linkages]			
	their products [for					
	example, series	understand and use	understand and use			
	circuits incorporating	electrical systems in	electrical systems in			
	switches, bulbs,	their products [for	their products [for			
	buzzers and motors]	example, series	example, series			
	•	circuits	circuits			
	apply their	incorporating	incorporating			
	understanding of	switches, bulbs,	switches, bulbs,			
	computing to	buzzers and	buzzers and			
	program, monitor	motors]	motors]			
	and control their	-	-			
	products	apply their	apply their			
	•	understanding of	understanding of			
	COOKING AND	computing to	computing to			
	NUTRITION	program, monitor	program, monitor			
	understand and	and control their	and control their			
	apply the principles	products	products			
		•	.			
					1	

	prevar presava a ra tec und sea know ing gro cau pro	a healthy and ried diet epare and cook a riety of edominantly voury dishes using range of cooking chniques derstand esonality and ow where and w a variety of gredients are own, reared, ught and occessed.						
	gression		Intent		Implementation	NA.11 .	Impact	
Year Skills k Group the chi	knowledge	Autumn	Spring	Summer	How will this be taught?	What skills/knowledge	Key vocabulary	Key Questions
•	d already				taugiit:	will children have		
have	•					acquired?		
	e to look at	Textiles -	Electrical Systems-	Mechanical Systems	Applying knowledge	Designers will:	seam, seam	How many different
_	g products Co aluate how	ombining Different Fabric Shapes	More Complex Switches and	Pulleys and Gears	to generate design ideas	Have learnt to sew blanket stitch to join	allowance, wadding, reinforce,	types of stitches can you name?
	ve they are.	rabile shapes	Circuits		lueas	fabric.	right side, wrong	you name:
				NC: DESIGN:	Identifying target		side, hem,	Why is it important
	•	C: DESIGN:	NC: DESIGN:	Developing and	audiences	Have learnt how to	template, pattern	to meet a design
fit the c		veloping and anning ideas	Developing and planning ideas	planning ideas Communicate ideas	Making circuits	thread needles independently.	pieces name of textiles and	criteria?
in the c		mmunicate ideas	Communicate ideas	through detailed	iviaking circuits	independently.	fastenings used,	Quick 3-D modelling
Be able		rough detailed	through detailed	labelled drawings	Experimenting with	Have learnt	pins, needles,	using easy to work
		pelled drawings	labelled drawings		circuits to	different decorative	thread, pinking	and cheaper
– old ar	nd new,	lan a dantan	Davidan a davim	Develop a design	consolidate	stitches.	shears, fastenings,	materials and
1		velop a design	Develop a design	specification	knowledge of		iron transfer paper,	temporary joints.
Start to	be able to spe	ecification	specification		function	Know how to sew	series circuit,	Useful for checking

make a product	Explore, develop and	Explore, develop	Explore, develop	Testing function of	even regularity of	names of switches	scale – what is this
that is fit for	communicate	and communicate	and communicate	product	stiches.	and components,	defining?
purpose	aspects of their	aspects of their	aspects of their	•		input device, output	J
	design proposals by	design proposals by	design proposals by	Drawing circuit	Have learnt the key	device, system,	What is the
Start to be able to	modelling their ideas	modelling their	modelling their	diagrams Knowing	components used to	monitor, control,	difference between
measure the	in a variety of ways	ideas in a variety of	ideas in a variety of	the function of	create a functioning	program, flowchart	series and parallel
amount of	, ,	ways	ways	different	circuit.	function,	circuits?
material needed to	Plan the order of	,	•	components		innovative, design	
make a product	work, choosing	Plan the order of	Plan the order of		Understand that	specification, design	Why do breaks in a
correctly	appropriate	work, choosing	work, choosing	Understanding the	breaks in a circuit	brief, user, purpose,	circuit stop it from
	materials, tools and	appropriate	appropriate	terminology:	will stop it from	frame structure,	working?
Be able to apply	techniques including	materials, tools and	materials, tools and	insulator,	working.	stiffen, strengthen,	_
the rule for basic	the use of the design	techniques	techniques	conductor, LED,	_	reinforce,	Components that
food hygiene and	cycle	including the use of	including the use of	battery	Know the difference	triangulation,	produce an
other safe		the design cycle	the design cycle		between series and	stability, shape,	outcome e.g. bulbs
practices when				Designing for others	parallel circuits.	join, temporary,	and buzzers and
working with and				and planning		permanent	components that
handling food and	MAKE and			production	Understand that		are used to control
drink	TECHNICAL: Using	MAKE and	MAKE and		mechanical and		an electrical circuit
	techniques to	TECHNICAL: Using	TECHNICAL: Using	Selecting suitable	electrical systems		e.g. switches or
Be able to select	develop products	techniques to	techniques to	tools	have an input,		sensors – what is an
the correct tool or	Select appropriate	develop products	develop products		process, and an		input and what is an
equipment need to	tools, materials,	Select appropriate	Select appropriate	Researching existing	output.		output?
be able to make a	components and	tools, materials,	tools, materials,	products			What must
product correctly	techniques	components and	components and		Understand how		mechanical and
		techniques	techniques	Understanding	gears and pulleys		electrical systems
	Assemble			stitches and their	can be used to		have in order to
	components to make	Assemble	Assemble	benefits	speed up, slow		work?
	working models	components to	components to		down or change the		
		make working	make working	Knowing how to use	direction of		How can gears and
	Use tools safely and	models	models	templates	movement.		pulleys change the
	accurately						movement of an
		Use tools safely and	Use tools safely and		Have successfully		object?
	Construct products	accurately	accurately		designed, made,		The balk which
	using permanent	C	C t		and evaluated a		The belt which
	joining techniques	Construct products	Construct products		product that it fit for purpose and		connects and transfers movement
	Maka waadifiaatiawa	using permanent	using permanent				
	Make modifications	joining techniques	joining techniques		meets a brief.		between two pulleys – what is
	in process	Make modifications	Make modifications				this defining?
							uns deminig:
		in process	in process				
					<u> </u>		

 DI Curriculum Cove	riage			 	
	Pin, sew and stitch	Pin, sew and stitch	Pin, sew and stitch		
	materials together to	materials together	materials together		
	create a product	to create a product	to create a product		
	Evaluate				
	Evaluate products,				
	identifying strengths	Evaluate	Evaluate		
	and areas for	Evaluate products,	Evaluate products,		
	development, and	identifying	identifying		
	carrying out	strengths and areas	strengths and areas		
	appropriate tests	for development,	for development,		
	appropriate tests	and carrying out	and carrying out		
	Record evaluations	appropriate tests	appropriate tests		
	using drawings with	appropriate tests	appropriate tests		
	labels	Record evaluations	Record evaluations		
	iaucis	using drawings with	using drawings with		
	Evaluate against	labels	labels		
	_	ianeis	labels		
	original criteria and	Frankraka analisak	Frankraka anatosak		
	suggest ways that	Evaluate against	Evaluate against		
	their product could	original criteria and	original criteria and		
	be improved	suggest ways that	suggest ways that		
		their product could	their product could		
	Technical knowledge	be improved	be improved		
	apply their				
	understanding of	Technical	Technical		
	how to strengthen,	knowledge	knowledge		
	stiffen and reinforce	apply their	apply their		
	more complex	understanding of	understanding of		
	structures	how to strengthen,	how to strengthen,		
		stiffen and	stiffen and reinforce		
	understand and use	reinforce more	more complex		
	mechanical systems	complex structures	structures		
	in their products [for				
	example, gears,	understand and use	understand and use		
	pulleys, cams, levers	mechanical systems	mechanical systems		
	and linkages]	in their products	in their products		
	<u> </u>	[for example, gears,	[for example, gears,		
	understand and use	pulleys, cams,	pulleys, cams,		
	electrical systems in	levers and linkages]	levers and linkages]		
	their products [for	<i>.</i>			
	example, series	understand and use	understand and use		
	circuits incorporating	electrical systems in	electrical systems in		
	and and moor poracing	2.20th 10ah 3y3tem 3 m	S. Soci iodi Systemis III		1

	switches, bulbs,	their products [for	their products [for		
	buzzers and motors]	example, series	example, series		
		circuits	circuits		
	apply their	incorporating	incorporating		
	understanding of	switches, bulbs,	switches, bulbs,		
	computing to	buzzers and	buzzers and		
	program, monitor	motors]	motors]		
	and control their				
	products	apply their	apply their		
		understanding of	understanding of		
		computing to	computing to		
		program, monitor	program, monitor		
		and control their	and control their		
		products	products		