EYFS	KS1	LKS2	UKS2
<u>ELG: Fine Motor Skills</u> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. <u>ELG: Creating with Materials</u> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.	<u>Design</u> -design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <u>Make</u> - select from and use a range of tools and equipment to perform practical tasks - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <u>Evaluate</u> - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria <u>Technical knowledge</u> - build structures, exploring how they can be made stronger, stiffer and more stable - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products <u>Cooking and nutrition</u> -use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from	<u>Design</u> - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <u>Make</u> - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <u>Evaluate</u> - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world <u>Technical knowledge</u> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] - apply their understanding of computing to program, monitor and control their products <u>Cooking and nutrition</u> - 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.

D&T Progression Document

Design

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills Disciplinary Knowledge	• Use plastic knife and chopping board to successfully chop food in half. • Use gestures, talking and arrangements of materials and components to show design • Use contexts set by the teacher and myself • Use language of designing and making (join, build, shape, longer, shorter, heavier etc.)	• Know how to have own ideas about their work. • Know how to explain what I want to do. • Know how to explain what my product is for, and how it will work. • Know how to use pictures and words to plan, begin to use models. • Know how to design a product for myself following given design criteria. • Know how to search similar existing products	• Know how to have own ideas and plan what to do next. • Know how to explain what I want to do and describe how I may do it. • Explain purpose of product, how it will work and how it will be suitable for the user. • Know how to describe design using pictures, words, models, diagrams, begin to use ICT. • Know how to design products for myself and others following design criteria. • Know that I need to choose the best tools and materials, and explain choices. • Know how to use knowledge of existing products to complete a plan for my product.	• Know how to research others' needs. • Know that design meets a range of requirements. • Know how to describe purpose of product. • Know how to follow a given design criteria. • Know that you need to have at least one idea about how to create product. • Know how to create a plan which shows order, equipment and tools. • Know that you can describe design using an accurately labelled sketch and words. • Know how to make design decisions. • Know how to explain the inner workings of a product • Know how to make a prototype. • Know how to use computers to show design (use Lego WeDo – linked to computing)	• Know how to use research for design ideas. • Know that design meets a range of requirements and needs to be fit for purpose • Know how to create own design criteria. • Know that design is at least one idea about how to create product and suggest improvements for design. • Know how to produce a plan and explain it to others. • Know how to explain how realistic a plan is. • Know how to include an annotated sketch. • Know how to make and explain design decisions considering availability of resources. • Know how to explain how a product will work. • Know how to make a prototype. • Know how to use computers to show design (use Lego WeDo – linked to computing)	• Know how to use the internet and questionnaires for research and design ideas. • Know that we need to take a user's view into account when designing • Know that we need to consider needs/wants of individuals/groups when designing and ensure product is fit for purpose • Know how to create your own design criteria • Know that you need to have a range of ideas • Know how to produce a logical, realistic plan and explain it to others. • Know how to use cross-sectional planning and annotated sketches • Know how to make design decisions considering time and resources. • Know that we need to clearly explain how parts of product will work. • Know how to model and refine design ideas by making prototypes and using pattern pieces. • Know how to use computer-aided designs (use Lego WeDo – linked to computing)	• Know that we need to draw on market research to inform design. • Know how to use research of user's individual needs, wants, requirements for design • Know how to identify features of design that will appeal to the intended user • Know how to create own design criteria and specification • Know how to come up with innovative design ideas • Know how to follow and refine a logical plan. • Know how to use annotated sketches, cross-sectional planning and exploded diagrams • Know that we need to make design decisions, considering, resources and cost • Know how to clearly explain how parts of design will work, and how they are fit for purpose • Know how to independently model and refine design ideas by making prototypes and using pattern pieces • Know how to use computer-aided designs (use Lego WeDo – linked to computing)
Cultural Capital	To have enough play-based learning to access the equipment independently	To know what different animals need to survive. To know how to draw and talk about my ideas. To know how wheels work and why they are round.	To know why we need bridges. To know different clothing is suitable for different weathers.	To know who the person is I am designing for and how they might require their item to work. To know how to generate my ideas in new ways.	To know what a prototype is To know the different purposes of alarms.	To know what computer-aided design software will best support me. To understand how I can use levers to make things move. To be able to think about best fit approach for the needs of my target group.	To know and understand who my target audience is, what their needs are and how I can improve their life through design.

Vocabulary	Join Build Shape	Strength Structure Design Evaluate Axis	Develop Criteria Sew	Savoury Adapt Annotate Function	Technology Prototype Research	Finish Pulley	Exploded Diagram
Sticky Knowledge	Beginning to use the correct vocabulary for their design. Sometimes draws whilst discussing the idea- using fine motor skills with a grip appropriate to my learning stage.	Know that animals need a specific design for a habitat. Know how I wanted my moving vehicle to look and how I thought it would work using criteria like how many wheels it needed. Understand how a drawing can become a model for my habitat. Discuss my design and why I chose certain qualities.	Know how to design based on a real clothing item. Know how I designed my bridge to be strong, using a sketch to design it. Know that clothes need a designer to support the purpose. Understand how a drawing can become a model for my clothing.	Know how I used annotated sketches and patterned pieces to design my mechanical system and textile product. Know how my design was built on my knowledge from habitat building in year 1 and designing clothing when I was Year 2	Know who my product was aimed at and how it was designed for them. Know how I used my research to design an alarm and how this links to my science lessons. Know how I used annotated sketches, prototypes and pattern pieces to design, and how this was different to Year 3 sketches.	Know how my mechanical system was designed using discussion, exploded diagrams, prototypes, and computer-aided design Know how I improved my stitching from making a purse in year 3. Know how my design came to life using technology to design the finer details.	Know how my Anderson shelter was designed using discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Know how my electronic components link with my science lessons. Understand how the mechanics and electrics work in a fairground ride.

Make

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	• Construct with a purpose, using a variety of resources, such as cardboard, sellotape and glue. • Use scissors accurately. • Build / construct with a wide range of objects • Select tools & techniques to shape, assemble and join. Sellotape, glue. • Replicate structures with materials / components. • Discuss how to make an activity safe and hygienic. • Record experiences by drawing, writing, voice recording • Understand different media can be combined for a purpose	• Explain what I'm making and why • Know that I need to consider what I need to do next • Know how to select tools/equipment to cut and explain my choices • Know how to choose suitable materials/ingredients and explain choices • To know and use finishing techniques to make product look good • Work in a safe and hygienic manner	• Explain what I am making and why it fits the purpose. • Know how to make suggestions as to what I need to do next. • Know how to join materials/components together in different ways, using primarily the running stitch. • Know how to measure, mark out, cut and shape materials and components, with support. • Describe which tools I'm using and why (scissors, needles, thread). • Know that I need to choose suitable materials and explain choices depending on characteristics. • Know how to use finishing techniques to make product look good, adding fabric with the help of a template. • Work safely and hygienically	• Know how to select suitable tools/equipment (knife, peeler), explain choices; begin to use them accurately. • Know how to select appropriate materials, fit for purpose. • Know that I need to work through a plan in order. • Know how to measure, mark out, cut and shape materials/components with some accuracy. • Know how to assemble, join and combine materials and components with some accuracy, introducing the cross stitch. • Know how to apply a range of finishing techniques with some accuracy, including buttons, beads and sequins. • Know how to fix components successfully	• Know how to select suitable tools and equipment, explain choices in relation to required techniques and use accurately. • Know how to select appropriate materials, fit for purpose; explain choices. (knife, grater, peeler) • Know that a plan needs to be worked through in order. • Realise if the product is going to be good quality. • Know how to measure, mark out, cut and shape materials/components with some accuracy. • Know how to assemble, join and combine materials and components with some accuracy. • Know how to apply a range of finishing techniques with some accuracy	• Know how to use selected tools/equipment with good level of precision. Knife – raw meat what do we do? • Know how to produce suitable lists of tools, equipment/materials needed. • Know how to select appropriate materials, fit for purpose; explain choices, considering functionality. • Know how to create and follow a detailed step-by-step plan. • Know how to explain how a product will appeal to an audience. • Know how to accurately measure, mark out, cut and shape materials/components most of the time and independently. • Know how to accurately assemble, join and combine materials/components, including the use of blanket stitch and glue gun. • Know how to independently and accurately apply a range of finishing techniques. • Know that there may be techniques that involve a smaller number of steps. • Know how to be resourceful with practical problems.	• Know how to use selected tools and equipment precisely. • Know how to produce suitable lists of tools, equipment, materials needed, considering constraints. • Know how to select appropriate materials, fit for purpose; explain choices, considering functionality and aesthetics. • Know how to create, follow, and adapt detailed step-by-step plans. • Know how to explain how a product will appeal to audience; make changes to improve quality. • Know how to accurately measure, mark out, cut and shape materials/components • Know how to accurately assemble, join and combine materials/components. • Know how to accurately apply a range of finishing techniques • Know of some techniques that involve a number of steps. • Know how to be resourceful with practical problems
Cultural Capital	To be able to choose the correct tool to help with construction.	To know the difference between fabric and material. To know what tools are and their names and uses.	To know what sort of materials would help me make my design. To know how different components can work together.	To know how to construct and join different materials together. To know how to select and use the correct material to meet the needs of my target audience. To know what equipment is available when I make my product. To know where my product originated from			
Vocabulary	Build, make, cut, glue, stick, connect	Tool, wheel, habitat,	Technology, construct, materials, fabric sew, textiles	Dwelling, materials, function, purse, sew	Electric, alarm, function	Hinge, pulley, shape, finish, function	Cut, shape, join, finish, accurate, aesthetic
Sticky Knowledge	To know which tool I chose, such as scissors, and why I chose it. To know which material I used and why I chose it	To know how the wheel worked on the vehicle I made. Know how to make a strong habitat out of natural materials. Understand how I made my habitat and the steps I took.	To know how I made each of my products, step by step and what material I used. Know how to join fabrics together (running stitch). Understand how I made my clothing item and recall the steps.	To know which tools are best for joining the natural materials I have. To know how needles help with sewing and thread is needed in joining fabrics (blanket stitch) Know which material was useful for my purse.	To know what material I needed for my Shaduf and the tools I used. To know how I made my alarm using electrical circuit.	To know what stitches are best for joining materials and adding detail To know how my product's material was strong, sturdy and how it went up and down.	To know how I made the shelter to be strong, using materials with strength, and how the light could be switched off and on. To know how I made my fairground ride and what it is for.

Evaluate							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	• Adapt work if necessary. • Dismantle, examine, talk about existing objects/structures. • Consider and manage some risks. • Practise some appropriate safety measures independently. • Talk about how things work. • Look at similarities and differences between existing objects / materials / tools. • Show an interest in technological toys. • Describe textures.	• I know that I need to talk about my work, linking it to what I was asked to do • I know about existing products, and can say what is and isn't good • I know that I can talk about things that other people have made confidently • Know how to talk about what could make product better	• Know how to describe what went well, thinking about design criteria. • Know how to talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion • Know that evaluations show how good existing products are. • Know what I like about my product and why.	• Know that I need to look at design criteria while designing and making. • Know how to use design criteria to evaluate a finished product. • Know what I would change to make design better. • Know how to evaluate existing products, considering: how well they have been made, materials, whether they work, how they have been made, fit for purpose • Have an understanding by whom, when and where products were designed. • Learn about some inventors/designers/ engineers/chefs/ manufacturers of ground breaking products.	• Know that I need to refer to design criteria while designing and making. • Know how to use criteria to evaluate a product. • Know how to explain how I could improve original design • Know how to evaluate existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose • Discuss by whom, when and where products were designed. • Know that I can research whether products can be recycled or reused. • Know about some inventors/designers/ engineers/chefs/manufacturers of ground-breaking products	• Know that I need to evaluate the quality of design while designing and making • Know how to evaluate ideas and finished product against specification, considering purpose and appearance. • Know that I need to test and evaluate final product. • Know how to evaluate and discuss existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose • Know that I need to evaluate how much products cost to make and how innovative they are. • Know how to research how sustainable materials are. • Talk about some key inventors/designers/ engineers/ chefs/manufacturers of ground-breaking products	• Know that I need to evaluate quality of design while designing and making; is it fit for purpose? • Know that I need to keep checking the design is best it can be. • Know how to evaluate ideas and finished product against specification, stating if it's fit for purpose. • Know that I need to test and evaluate my final product; explain what would improve it and the effect different resources may have had. • Know how to do thorough evaluations of existing products considering: how well they've been made, materials, whether they work, how they've been made, fit for purpose • Know how to evaluate how much products cost to make and how innovative they are. • Know how to research and discuss how sustainable materials are. • I know that I need to consider the impact of products beyond their intended purpose. • Discuss some key inventors/designers/ engineers/ chefs/manufacturers of ground-breaking products.
Cultural Capital	Understanding that we can improve	To know that we can improve on anything. To know how to compare my work.	To know how to evaluate my own work and what skills I might need to improve it.	To know how different stitches have a purpose.	To understand how engineers change designs depending on needs and investigations.	To know how stuffed toy designs have changed through the years	To know how to analyse products by thinking about how we might need them. To know how my product intends to shape the world.
Vocabulary	Change	Compare, evaluate, explore	Criteria, improve, product, develop, test	Change, adapt, key events, dwelling	Opinion, research, technology	Adapt, expand, opinion, develop, create	Views, design criteria, compare, evaluate, improve

Sticky Knowledge	To know key features of my model such as strength, material, and movement	Know what worked well and what needed improving.	Know what criteria I used to evaluate all of my products- like my bridge had to be strong enough to hold a car.	Use research and develop design criteria to inform the design of functional products that are fit for purpose, aimed at individuals I know. Generate, develop, model and communicate their ideas through discussion, annotated sketches and pattern pieces Describe design using an accurately labelled sketch and words Make design decisions Explain how product will work	Know how my product was the same and how it was different to real life examples. Understand how shaduf changed life for the people using it. Understand how alarms help people today.	Know how I changed my product based on evaluation from my teacher and peers. To know how the design of a teddy has changed over the years	Know how I changed my shelter with electrical light to be more sturdy. To know how my fairground worked and what was needed to improve its structure or electrical component.

Technical Knowledge

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Technical Knowledge –Structures		• Measure and join materials, with some support. • Describe differences in materials. • Suggest ways to make material/product stronger. • Design purposeful, functional, appealing products for themselves and other users based on design criteria	• Measure materials • Describe some different characteristics of materials • Join materials in different ways • Use joining, rolling or folding to make it stronger • Use own ideas to try to make product stronger • Design purposeful, functional products for themselves and other users based on design criteria. • Evaluate their ideas and products against design criteria.		• *Use appropriate materials* • *Work accurately to make cuts and holes* • *Join materials* • *Begin to make strong structures* • Measure carefully to avoid mistakes • Attempt to make product strong • Continue working on product even if original didn't work • Make a strong, stiff structure		• *Select materials carefully, considering intended use of product and appearance* • *Explain how product meets design criteria* • *Measure accurately enough to ensure precision* • *Ensure product is strong and fit for purpose* • *Begin to reinforce and strengthen a 3D frame* • Select materials carefully, considering intended use of the product, the aesthetics and functionality. • Explain how product meets design criteria • Reinforce and strengthen a 3D frame
Technical Knowledge – Mechanisms		• *Begin to understand how to use wheels and axles* • Identify what mechanism makes a toy or vehicle roll forwards (through exploration). • Learn that for a wheel to move it must be attached to an axel		• Select appropriate tools / techniques. • Alter product after checking, to make it better. • Try new/different ideas. • Explain alterations to product after checking it. • Explore and use pneumatics to create movement • Use research and develop design criteria to inform the design • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work		• Refine product after testing • Grow in confidence about trying new / different ideas • Refine product after testing, considering aesthetics, functionality and purpose • Be confident to try new / different ideas • Use lever and linkages to create movement • *Grow in confidence about trying new / different ideas.* • Use cams, pulleys or gears to create movement (LegoWeDo)	

Technical Knowledge - Textiles			• *Measure, cut and join textiles to make a product, with some support* • *Choose suitable textiles* • Explain how I can join textiles together. • Carefully cut textiles to produce accurate pieces • Explain choices of textile • Understand that a 3D textile structure can be made from two identical fabric shapes. • Evaluation their ideas and products against design criteria.	• Join different textiles in different ways • Choose textiles considering appearance and functionality • Begin to understand that a simple fabric shape can be used to make a 3D textiles project • *Think about user when choosing textiles* • *Think about how to make product strong* • *Begin to devise a template* • *Explain how to join things in a different way* • *Understand that a simple fabric shape can be used to make a 3D textiles project*		• Think about user and aesthetics when choosing textiles • Use own template • Think about how to make product strong and look better • Think of a range of ways to join things • Begin to understand that a single 3D textiles project can be made from a combination of fabric shapes. • *Think about user's wants/needs and aesthetics when choosing textiles* • *Make a prototype* • *Use a range of joining techniques* • *Think about how product might be sold* • *Think carefully about what would improve product* • *Understand that a single 3D textiles project can be made from a combination of fabric shapes*	
Technical Knowledge – Electrical Systems					• *Use simple circuit in product.* • Use number of components in circuit • Evaluate the effectiveness of their system • Select suitable tools and equipment, explain choices in relation to required techniques and use accurately. • Learn about how to program a computer to control product • Program a computer to control product		• *Incorporate switch into product.* • *Confidently use number of components in circuit* • *Begin to be able to program a computer to monitor changes in environment and control product.* • Use different types of circuit in product. • Think of ways in which adding a circuit would improve product. • Program a computer to monitor changes in environment and control product.

Technical Knowledge – Food and Nutrition	• Understand food preparation tools, techniques and processes • Practice stirring, mixing, pouring, blending • Discuss how to make an activity safe and hygienic • Discuss use of senses • Understand need for variety in food • Understand that eating well contributes to good health	• Describe textures • Wash hands & clean surfaces • Think of interesting ways to decorate food • Say where some foods come from, (i.e. plant or animal) • Describe differences between some food groups (i.e. sweet, vegetable etc.) • Discuss how fruit and vegetables are healthy • Cut, peel and grate safely, with support • Describe how they like their product.	• Explain hygiene and keep a hygienic kitchen • Describe properties of ingredients and importance of varied diet • Say where food comes from (animal, underground etc.) • Describe how food is farmed, home-grown, caught • Draw eat well plate; explain there are groups of food • Describe "five a day" • Cut, peel and grate with increasing confidence • Say what they liked or didn't like about their product.	• Carefully select ingredients • Use equipment safely • Make product look attractive • Think about how to grow plants to use in cooking • Begin to understand food comes from UK and wider world • Describe how healthy diet= variety/balance of food/drinks • Explain how food and drink are needed for active/healthy bodies. • Prepare and cook some dishes safely and hygienically • Grow in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	• Explain how to be safe/hygienic • Think about presenting product in interesting/ attractive ways • Understand ingredients can be fresh, pre-cooked or processed • Begin to understand about food being grown, reared or caught in the UK or wider world • Describe eat well plate and how a healthy diet=variety / balance of food and drinks • Explain importance of food and drink for active, healthy bodies • Prepare and cook some dishes safely and hygienically • Use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. • Evaluate their product against their design criteria and consider what they have to do to improve, using feedback to help if needed.	• Explain how to be safe / hygienic and follow own guidelines • Present product well - interesting, attractive, fit for purpose • Begin to understand seasonality of foods • Understand food can be grown, reared or caught in the UK and the wider world • Describe how recipes can be adapted to change appearance, taste, texture, aroma • Explain how there are different substances in food / drink needed for health • Prepare and cook some savoury dishes safely and hygienically including, where appropriate, use of heat source • Use range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. • Evaluate finished product, looking at design criteria and suggest what they have to do to improve their product	• Understand a recipe can be adapted by adding / substituting ingredients • Explain seasonality of foods • Learn about food processing methods • Name some types of food that are grown, reared or caught in the UK or wider world • Adapt recipes to change appearance, taste, texture or aroma. • Describe some of the different substances in food and drink, and how they can affect health • Prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of heat source. • Use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. • Evaluate how the design criteria helped to make the product and what part of the criteria needs changing in order for it to improve.
Cultural Capital	Understanding that we can improve	To know that we can improve on anything. To know how to compare my work.	To know how to evaluate my own work and what skills I might need to improve it.	To understand the systems to why toys move.	To understand how a castle needed to be a stiff structure.	To understand how the stitches are very important when constructing a stuffed toy.	To know how to analyse products by thinking about how we might need them. To know how my product intends to shape the world.
Vocabulary	Change	Compare, evaluate, explore	Criteria, improve, product, develop, test	Change, adapt, key events, dwelling	Opinion, research, technology	Adapt, expand, opinion, develop, create	Views, design criteria, compare, evaluate, improve
Sticky Knowledge	To know key features of my model such as strength, material, and movement	Know what worked well and what needed improving.	Know what criteria I used to evaluate all of my products- like my bridge had to be strong enough to hold a car.	Use research and develop design criteria to inform the design of functional products that are fit for purpose, aimed at individuals I know. Generate, develop, model and communicate their ideas through discussion, annotated sketches and pattern pieces Describe design using an accurately labelled sketch and words. Make design decisions. Explain how product will work.	Know how my product was the same and how it was different to real life examples. Understand how a castle changed life for the people using it. Understand how alarms help people today.	Know how I changed my pop-up book based on evaluation from my teacher and peers. To understand how a pop up book uses a mechanical system.	Know how I changed my shelter with electrical light to be sturdier. To know how my fairground worked and what was needed to improve its structure or electrical component.

Church Vale Values

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Possibility	Builder, constructor, inventor	Farmer, designer, biologist, chef, mechanic, engineer, driver,	Baker, mechanic, engineer, designer, architect, clothing designer	Architect, fashion designer, baker, chef, farmer, pizza maker	Baker, plumber, electrician	Engineer, baker, butcher, mine rescue, seamstress,	Farmer, chef, engineer, electrician, welder,
Community	Where have I seen things like my design before? Who can help me?	Where do I get my food from? What furniture do I have in my house? How does it differ to others? What can I find that needs wheels?	Where are the bridges in my area? What clothes do I have at home? Where can I buy a sandwich?	Where can I buy purses here? Do my toys move? What is my favourite family meal?	Who has a greenhouse? What do they use them for? Where can I find alarm systems? Where can I buy a cottage pie in my community?	When do I have curry? Can I get the ingredients locally? Where are books in my community? Where is my nearest library? Where can I buy a stuffed toy in my community?	What grows in my local farm compared with farms in Italy? Did we use Anderson Shelters in Warsop? Are there any playgrounds left in my community?
Self-Awareness	How did I make something great? How can I make something even better?	Talk about how transport can help me. Talk about my diet and what other foods I should try. How could I change a structure to meet a purpose?	Talk about how bridges bring two places together. Talk about what a balanced diet is. Talk about what I like and how I can design it. Would I follow a fashion?	How might my family meals change for a balanced diet? How would I use my knowledge to design other products? What would I put in my own purse?	Which ingredients do I prefer for flavour? What could I improve to make my life better? Why would I need an alarm?	Am I a soft toy owner? How does it make me feel? How do I feel about po up books? Do I eat curry? Can I change the ingredients according to my preferences?	How can I change the world using my design and technology skills?
Spoken Language	During play, be able to talk about my structure to another child or in a small group. Use my ideas and feelings to talk about my structures.	Listen to adults by showing understanding during the activity. Know why I chose a specific method. Evaluate my work using criteria set by a teacher, by noticing what I have achieved out loud. Use my work to role play my product with a friend.	Listen to adults and respond using keywords. Ask a question relating to the work. Justify my answers using what I know or prefer. Be able to discuss my work with a partner. Evaluate my work using criteria set by the class, and thinking out loud.	Listen to adults, respond using keywords in context. Ask a question to extend my knowledge on a key part of a topic. Give my own opinion and reasons behind it. Be able to discuss my work with a group. Evaluate my work using reasoning and considering improvements.	Listen to adults, respond using keywords in context and start to listen to peers. Ask a question to highlight clarity within my work. Give my own opinion on someone else's work and explain how I came to that thought. Be able to present my work to my class. Evaluate my work by hypothesising using 'what if' sentences.	Listen to both adults and peers, responding using key vocabulary in context. Give my own opinion on someone else's work, explaining the reasons why. Speculate, out loud, how a change could improve my product. Be able to present my work to a potential consumer. Evaluate my work by hypothesising using 'what if' sentences and building on other's views.	Look for new vocabulary related to the topic myself and use in context. Give my own opinion on someone else's work, taking into account the consumer's needs. Speculate, out loud, how a change could improve my product and why. Present my work to a consumer, using key vocabulary and pioneering vocabulary. Hypothesis to evaluate my work, using key vocabulary and gaining other's views.
Themes	Transport, religion, dinosaurs, celebration	Wheels and axles Food Purpose	Architecture Food, Purpose, Sewing, farming, baking	Sewing, links, structure, architecture, food Software	Electricity, food, health, abroad, pulley, cam, lever	Electricity, food, health, cam, lever, pulley, software, children, toys	Food, health, electricity, cam, lever, software

Digging Deeper Questions	What would you do to make your design better? How can you make your design move?	What would you change about your design? How could you make your design faster/stronger etc? What do you like about someone else's design? What would happen if you changed….?	What could you do to make your design better? Find one thing that is better about someone else's design. How would you help someone who wanted to make their own…? What is the best/worst thing about your design?	What could you change to improve your design? What made creating your design difficult? What questions would you ask if…?	Explain what you could change and how it would improve your design? How would you change your design for the 'real world'? How effective at…. Is your…?	How could you make your design more suited to mass production? What developments would need to be made for your design to….? What tests would you need to do to…?	What would you need to change to be able to sell your design? How could you adapt… to make…? What do you predict would happen if…? Judge whether…. would cause/change/affect….