

National Curriculum	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p><b>Mechanisms:</b> Make a card with sliders, levers and pivots.</p> <p><b>Structures:</b> Build a bridge for the 3 Billy Goats Gruff.</p> <p><b>Cooking &amp; Nutrition:</b> Prepare a Fruit salad, skewer or smoothie.</p>	<p><b>Structures:</b> Design and make an animal shelter.</p> <p><b>Textiles:</b> Design and make a puppet using joining techniques.</p> <p><b>Cooking &amp; Nutrition:</b> Design and prepare dips, salads and crudities.</p>	<p><b>Cooking &amp; Nutrition:</b> Design and prepare a healthy packed lunch.</p> <p><b>Mechanisms:</b> Design and make a poster with moving parts using levers and links.</p> <p><b>Structures:</b> Design and make a structure to keep something safe.</p>	<p><b>Electronics:</b> Design and make a night light or torch using a switch.</p> <p><b>Cooking &amp; Nutrition:</b> Combine ingredients to make healthy pancakes or bread.</p> <p><b>Structures &amp; Mechanisms:</b> Design and make a playground for play people.</p>	<p><b>Mechanisms &amp; Pneumatics:</b> Design and make a moving toy.</p> <p><b>Cooking &amp; Nutrition:</b> Make a soup from seasonal ingredients.</p> <p><b>Control:</b> Use a computer control program to enable an electrical product to work.</p>	<p><b>Cooking &amp; Nutrition:</b> Design and create a dish to reflect a culture or celebration.</p> <p><b>CAD:</b> Design an outdoor shelter for the school grounds.</p> <p><b>Textiles:</b> Design and make a fabric phone holder.</p>

**Cooking and Nutrition**

Children should use the correct technical vocabulary for the projects they are undertaking.  
 Children should work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.  
 Children should follow procedures for safety and hygiene.

<p><b>EYFS: Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices</b></p> <p>Key stage 1 ♣ use the basic principles of a healthy and varied diet to prepare dishes ♣ understand where food comes from.</p> <p>Key stage 2 ♣ 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</p>	<p><i>Food Hygiene and safety:</i> Wash hands before and after cooking.</p> <p><i>Where Food Comes From:</i> Know that all food comes from plants or animals. Observe food grown in school garden. Eg, beans and salad vegetables.</p> <p><i>Food Groups:</i> Know that some food you can eat a lot, some a limited amount. Know the difference between sweet and savoury dishes.</p>	<p><i>Food Hygiene and safety:</i> Know the importance of hand washing and cleaning preparation areas. Clean up after themselves with adult assistance.</p> <p><i>Where Food Comes From:</i> Know that all food comes from plants or animals. Know that food has to be farmed, grown elsewhere (Eg, home) or caught. Make observations about food grown in the school garden. Eg, vegetables and tomatoes.</p> <p><i>Food Groups:</i> Sort foods into the five groups in The Eatwell Guide. Know that everyone should eat at least five portions of fruit and vegetables every day.</p>	<p><i>Food Hygiene and safety:</i> Explain why hygiene and safe preparation procedures are important. Clean preparation area well after themselves with little adult assistance. Describe how to maintain hygienic preparation areas.</p> <p><i>Where Food Comes From:</i> Know that all food comes from plants or animals. Know that food has to be farmed, grown elsewhere (Eg, home) or caught. Make observations about crops growing locally. Explain observations about food grown in school gardens. Eg fruit, herbs and root vegetables.</p> <p><i>Food Groups:</i> Describe the five main food groups and their importance to good nutrition. Describe the importance of five a day on nutrition. Know the difference between sweet and savoury dishes.</p>	<p><i>Food Hygiene and safety:</i> Describe how to maintain hygienic preparation areas. Identify and explain safe/unsafe preparation and hygienic practices.</p> <p><i>Where Food Comes From:</i> Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. Describe how some foods are processed into ingredients that can be eaten fresh or used in cooking.</p> <p><i>Food Groups:</i> Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in the 'Eatwell Guide'. Know that to be active and healthy, food and drink are needed to provide energy for the body.</p>	<p><i>Food Hygiene and safety:</i> Know about allergy and intolerance and most likely foods to cause them. Explain some procedures to follow for safety and hygiene when preparing and cooking food.</p> <p><i>Where Food Comes From:</i> Know that food ingredients can be fresh, pre-cooked and processed from UK, Europe and the wider world. Explain how some foods are processed into ingredients that can be eaten or used in cooking.</p> <p><i>Food Groups:</i> Explain what constitutes a healthy, balanced meal as depicted in the 'Eatwell Guide'. Describe the role of each of the 5 main food groups.</p>	<p><i>Food Hygiene and safety:</i> Know about allergy and intolerance and most likely foods to cause them. Know that meat and vegetables should be prepared separately. Prepare and cook food safely and hygienically.</p> <p><i>Where Food Comes From:</i> Explain simply, the process of manufacturing mass production of food. Know that seasonality affects what food can be grown. Explore the costs of food products.</p> <p><i>Food Groups:</i> Name the 5 main food groups and explain their role, as depicted in the 'Eatwell Guide'. Be aware that not everyone eats meat, or meat products and that there are meat substitutes. Discuss how different food and drink contain different substances - nutrients, water and fibre - that are needed for health.</p>	<p><i>Food Hygiene and safety:</i> Handle/cook meat safely, understanding and avoiding cross contamination. Follow safety and hygiene procedures during food preparation and cooking.</p> <p><i>Where Food Comes From:</i> Name the source of different food products. Explain how seasons may affect the food available. Describe how sustainable the materials in food products are. Talk about how much products cost to make.</p> <p><i>Food Groups:</i> Know that different food and drink contain different substances - nutrients, water and fibre - that are needed for health. Explain what portions of different foods people should eat.</p>
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### Design

Know about key events in design and technology and about their impact. Understand how key events in design and technology have helped shape the world.

		<p style="color: blue;">Work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment.</p>	<p style="color: blue;">Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.</p>
<p><b>KS1 Design</b></p> <p>♣ design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>♣ generate, develop, model and communicate their ideas through talking, drawing,</p>	<p>using construction kits to build walls, towers and frameworks. Experience of using basic tools e.g. scissors or hole punches with construction materials</p>	<p>Investigate simple products and ask questions: what a product is called, what products are for, who products are for, where products might be used how products work, how products are used, what</p>	<p>Research and evaluate some relevant products to inform design ideas. Ask and answer questions about products: What a product is called, What products are for, Who products are for, Where products might be used</p>

<p>templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>KS2 Design</b></p> <p>♣ 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</p> <p>♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>e.g. plastic, card. Experience of different methods of joining card and paper.</p>	<p>materials products are made from.</p> <p>Generate ideas by drawing on their own experiences.</p> <p>Say how they will make their products suitable for their intended user.</p> <p>Talk about their design ideas and what they are making.</p> <p>Communicate ideas effectively in a range of ways, including drawings.</p> <p>State what products they are designing and making describe what their products are for.</p>	<p>How products work, How products are used, What materials products are made from?</p> <p>State what they like and dislike about products.</p> <p>Use knowledge of existing products to help come up with ideas.</p> <p>Explain how they will make their products suitable for their intended user in simple terms.</p> <p>Use simple design criteria to help develop their ideas.</p> <p>Develop and communicate ideas by talking and using labelled or annotated drawings.</p> <p>Describe the products they are designing and making, what their products are for, and how their products will work.</p> <p>Use information and communication technology, where appropriate, to develop and communicate their ideas.</p>	<p>construction have been used; how well products work; how well products meet user needs and wants?</p> <p>Use knowledge of existing products to help develop ideas.</p> <p>Indicate the design features of their products that will appeal to intended users.</p> <p>Develop their own design criteria and use these to inform their ideas.</p> <p>Use annotated sketches and simple exploded drawings to develop and communicate their ideas.</p> <p>Share and clarify ideas through discussion.</p> <p>Refer to their design criteria as they design and make.</p> <p>Explain how particular parts of their products work and the purpose of their products.</p>	<p>and structures have been used?</p> <p>Explain how well products achieve their purposes.</p> <p>Explain how well products meet user needs and wants.</p> <p>Develop their own design criteria and use these to inform their ideas.</p> <p>Use annotated sketches and exploded drawings to develop and communicate their ideas.</p> <p>Generate realistic ideas, focusing on the needs of the user.</p> <p>Make design decisions that take account of the availability of resources.</p> <p>Explain how particular parts of their products work and the functions of their products.</p>	<p>Explain how well products work.</p> <p>Indicate the design features of their products that will appeal to intended users.</p> <p>Develop a simple design specification to guide their thinking.</p> <p>Use annotated sketches and exploded diagrams to develop and communicate their ideas.</p> <p>Generate representative, appealing ideas based on focused research.</p> <p>Make design decisions that take account of the availability of resources and time.</p> <p>Explain how particular parts of their products work. Describe the purpose of their products</p>	<p>used; How well products have been made; Why materials have been chosen; How well products meet user needs and wants?</p> <p>Research, using surveys, interviews, questionnaires and web-based resources to: Identify what our users want and find out preferences and values of particular individuals and groups.</p> <p>Explain how design features of their products meet the needs and wants of the intended users.</p> <p>Develop a simple design specification to guide their thinking.</p> <p>Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas.</p> <p>Generate innovative ideas, drawing on research.</p> <p>Make design decisions, taking account of constraints such as time, resources and cost.</p> <p>Describe the purpose of their products.</p>
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## Make

Children should follow procedures for safety and consider hazards as they work practically.

<p><b>KS1 Make</b>                  ♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]                  ♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>KS2 Make</b>                  ♣ 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</p>	<p>Explore resources and materials, including construction materials. Explore cutting, shaping, assembling and joining materials with increasing control.</p> <p>Construct with a purpose in mind with a range of objects and structures. Construct safely. Enjoy making products individually and with others. Make products which allow movement.</p>	<p>Talk about their design ideas and what they are making.</p> <p>Select and use appropriate tools from a given range explaining their choices.</p> <p>Measure, mark out, cut and shape materials and components.</p> <p>Select from a range of materials and components according to their characteristics.</p> <p>Assemble, join and combine materials and components.</p> <p>Use finishing techniques, including those from art and design.</p> <p>Explain about the simple working characteristics of materials and components.</p>	<p>Model ideas by exploring materials, components and construction kits and by making templates and mock ups.</p> <p>Plan by suggesting what to do next.</p> <p>Select and use appropriate tools and equipment from a wider range linked to the suitability of the product.</p> <p>Measure, mark out, cut and shape materials and components with increasing competence.</p> <p>Select from a range of materials and components according to their characteristics.</p> <p>Assemble, join and combine materials and components.</p> <p>Use finishing techniques, including those from art and design.</p>	<p>Make prototypes to practise techniques.</p> <p>Order the main stages of making.</p> <p>Select tools and equipment suitable for the task, (for example, Stanley knives, hammers, hacksaws and hot glue guns, bench hooks, G-clamps, etc.)</p> <p>Measure, mark out, cut and shape materials and components with some accuracy.</p> <p>Select and use a wider range of materials and components than KS1, including mechanical components.</p> <p>Assemble, join and combine materials and components with some accuracy.</p> <p>Apply a range of finishing techniques, including those from art and design, with some accuracy.</p> <p>Make adjustments whilst making to refine their product.</p>	<p>Order the main stages of making.</p> <p>Select components and tools suitable for the task (for example, Stanley knives, hammers, screw drivers, hacksaws and hot glue guns, bench hooks, G-clamps, etc.)</p> <p>Measure, mark out, cut and shape materials and components with some accuracy.</p> <p>Use a wider range of materials and components than KS1, including wire, plastic sheet, wooden doweling, square sectioned wood and electrical components.</p> <p>Assemble, join and combine materials and components with increased control and accuracy.</p> <p>Apply a range of finishing techniques, including those from art and design, with some accuracy.</p> <p>Amend and refine the quality of the product during making to improve the product.</p>	<p>Formulate step-by-step plans as a guide to making their product.</p> <p>Select tools and equipment suitable for the task (for example, pliers, wire cutters, etc.)</p> <p>Measure, mark out, cut and shape materials and components with increased accuracy and control.</p> <p>Use a wider range of materials and components than Key Stage 1, including electrical components.</p> <p>Accurately assemble, join and combine materials and components.</p> <p>Accurately apply a range of finishing techniques, sometimes involving a number of steps, considering functional and aesthetic properties.</p> <p>Make simple mechanical components.</p> <p>Make or explain adjustments to improve performance of movement.</p>	<p>Model their ideas using prototypes.</p> <p>Formulate step-by-step plans and make lists of tools, equipment and materials that they need.</p> <p>Select tools and equipment suitable for the task (for example, pins, needles, thread, unpickers, measuring tape, etc.)</p> <p>Accurately measure, mark out, cut and shape materials and components.</p> <p>Explain their choice of materials, fabrics and components according to functional properties and aesthetic qualities.</p> <p>Accurately assemble, join and combine materials and components.</p> <p>Accurately apply a range of finishing techniques, sometimes involving a number of steps, considering functional and aesthetic properties.</p> <p>Use computer-aided design to communicate their product.</p>
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Evaluate							
<p><b>KS1 Evaluate</b></p> <ul style="list-style-type: none"> <li>♣ explore and evaluate a range of existing products</li> <li>♣ evaluate their ideas and products against design criteria</li> </ul> <p><b>KS2 Evaluate</b></p> <ul style="list-style-type: none"> <li>♣ investigate and analyse a range of existing products</li> <li>♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>♣ understand how key events and individuals in design and technology have helped shape the world</li> </ul>	Be excited and proud about what they make and say why.	Describe what they like and dislike about existing products.  Say what they like/dislike about their own product and why.  Talk about how their products could be improved.	Describe what they like and dislike about existing products and why.  Suggest how their products could be improved.  Make simple judgements about their products and ideas against design criteria.  Respond to the views and judgements of their design from others.	Explain what they like and dislike about existing products and give reasons.  Identify the strengths and areas for development in their ideas and products.  Use their design criteria to evaluate their completed products.  Consider the views of others, including intended users, to improve their work.	Explain how particular parts of their products work.  Identify the strengths and areas for development in their ideas and products.  Evaluate the extent to which their product fulfils the design criteria.  Consider the views of others, including intended users, to improve their work.  Discuss how well products meet user needs and wants.	Explain how particular parts of their products work.  Identify the strengths and areas for development in their ideas and products.  Evaluate their ideas and products against their original design specification.  Consider the views of others, including intended users, to improve their work.  Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make.  Ask and answer questions about refining and adjusting the movements in their models.	Explain how particular parts of their products work.  Identify the strengths and areas for development in their ideas and products.  Evaluate their ideas and products against their original design specification.  Consider the views of others, including intended users, to improve their work.  Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make.  Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make.

Technical Knowledge							
<p><b>KS1 Technical knowledge</b></p> <ul style="list-style-type: none"> <li>♣ build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul> <p><b>KS2 Technical knowledge</b></p> <ul style="list-style-type: none"> <li>♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>♣ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>♣ understand and use electrical systems in their products [for example, series</li> </ul>	<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>Structures:</b> Suggest ideas of how freestanding structures can be made stronger, stiffer and more stable.</p> <p><b>Mechanisms:</b> Learn about the movement of simple mechanisms such as levers, sliders, wheels and axles.</p> <p>Make products which allow movement using levers, sliders or wheels and axles.</p>	<p><b>Structures:</b> Experience using tools to cut/saw, drill, screw, nail, glue, file and sand wood and other relevant materials to build, stiffen and strengthen structures.</p> <p>Talk about the simple working characteristics of materials and components.</p> <p><b>Textiles:</b> Know that a 3-D textile product can be assembled from two identical fabric shapes.</p>	<p><b>Mechanisms:</b> Explain how mechanical systems such as levers and linkages or pneumatic systems create movement.</p> <p><b>Structures:</b> Demonstrate how to make strong, stiff shell structures.</p> <p>Know that a net shape can be assembled to create a 3D shape.</p>	<p><b>Electronics:</b> Describe how simple electrical circuits and components can be used to create functional products.</p> <p>Know that mechanical and electrical systems have an input, process and output.</p> <p>Link learning from science to help design and make products that work.</p> <p><b>Structures:</b> Learn skills such as cutting/sawing, drilling, screwing, nailing, gluing, filing and sanding.</p> <p>Demonstrate reinforcing and strengthening techniques on a framework.</p>	<p><b>Mechanisms:</b> Explain how simple mechanisms, EG, a crank, a cam and lever, and a crank and slider produce movement.</p> <p>Know that mechanical and electrical systems have an input, process and output.</p> <p><b>Control:</b> Describe how more complex electrical circuits and components can be used to create functional products.</p> <p>Talk about how to program a computer to monitor changes in the environment and control their products.</p> <p>Discuss new and emerging technology.</p>	<p><b>CAD:</b> Talk about designers and engineers who have developed ground-breaking products.</p> <p>Use Tinkercad successfully to illustrate design ideas.</p> <p><b>Textiles:</b> Explain that a 3D textile product can be made from a combination of fabric shapes.</p> <p>Know that modern and smart textile materials exist.</p> <p>Explain what the different properties of fabrics are (functional and /or aesthetic?)</p> <p>Demonstrate some different types of stitches used in textiles.</p>

<p>circuits incorporating switches, bulbs, buzzers and motors] ♣ apply their understanding of computing to program, monitor and control their products.</p>							<p>Know which stitch will be most suitable to join two pieces of fabric together.</p>
<p>Use the correct technical vocabulary for the projects they are undertaking.</p>							
<p><b>Vocab</b></p>		<p>Cut, fold, join, fix, structure, wall, tower, weak, thinner, thicker, corner, point, straight, curved, metal, wood, plastic, circle, triangle, square, rectangle, cube, cylinder, design, make, evaluate, purpose, ideas, stable, strong,</p> <p>slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards, design, make, evaluate, user, purpose, ideas, design criteria, product, function</p> <p>Fruit and vegetable names, names of equipment and utensils, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria</p>	<p>Scissors, shears, felt, cotton, template, pattern pieces, mark out, join, decorate, finish, features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function, identical, front, back</p> <p>Fruit and vegetable names, names of equipment and utensils, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria</p> <p>Natural, man-made, hollow, drainage, various, marking out, scoring, shaping, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, design, make, evaluate, user, purpose, ideas, design criteria, product, function</p>	<p>Texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested, healthy/varied diet, planning, design criteria, purpose, user, annotated sketch, sensory evaluations</p> <p>Mechanism, lever, linkage, pivot, slot, bridge, guide, system, input, output, linear, rotary, oscillating, reciprocating, user, purpose, function, prototype, design criteria, innovative, appealing, design brief</p> <p>Shell structure, frame structure, solid structure, combination structure, three-dimensional (3-D) shape, net, cube, cuboid, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics, decision, evaluating, design brief design criteria, innovative, prototype</p>	<p>Series circuit, fault, connection, toggle switch, push-to make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip, input device, output device, copper track, user, purpose, function, prototype, design criteria, innovative, appealing, design brief.</p> <p>Ingredients, batter, beat, flour, wholemeal, unleavened, baking soda, spice, herbs, fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality, utensils, combine, fold, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble, design specification, innovative, research, evaluate, design brief</p> <p>Framework, rigid, a-frame, wooden doweling, square sectioned wood, hinge, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, decision, evaluating, design brief design criteria, innovative, prototype</p>	<p>Outline, expression, net, length, mechanism, specification, shape, trace, width, height, slider, cam, shaft, cam and lever, cam and follower, crank, design decision, detail, proportion, movement, rotation, oscillation, reciprocation, adjustments, evaluation, review.</p> <p>Ingredients, stock, liquid, diced, chopped, sliced, season, spice, garnish, herbs, fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality, utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble, design specification, innovative, research, evaluate, design brief.</p> <p>Reed switch, toggle switch, push-to-make switch, push to-break switch, light dependent resistor (LDR), tilt switch, light emitting diode (LED) USB cable, wire, insulator, conductor, crocodile clip, control, microprocessor, program, system, input device, output device, function, innovative, design specification, design brief, user, purpose, exploded, isometric, prototype</p>	<p>Computer-aided design, (CAD), Computer-aided manufacture (CAM) augmented reality, face, plane, extrude, view cube, dimension, radius, align, empathy, scale, modify, repeat, copy, flip design brief, design criteria, design decisions, innovative, prototype</p> <p>Ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs, fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality, utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble, design specification, innovative, research, evaluate, design brief</p> <p>Seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, design criteria, annotate, design decisions, functionality, innovation, authentic, user, purpose, evaluate, mock-up, prototype, aesthetics, function, constraints</p>
<p><b>Cross curricular:</b></p>		<p>English RE PSHE Art and Design</p>	<p>Science English Art and Design</p>	<p>Science PSHE Art and Design</p>	<p>Maths Science Art and Design</p>	<p>Maths Science Computing Art and Design</p>	<p>Computing PSHE RE Art and Design</p>