

What must be taught in Design Technology?

Early years

- Use all their senses in hands-on exploration of natural materials'
- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.
- Explore how things work.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Choose the right resources to carry out their own plan.
- Use one-handed tools and equipment: To us scissors to make small cuts in materials such as paper
- Join different materials and explore different textures.
- Operate mechanical toy e.g. turns knob on a wind up toy or pulls back friction car.
- To use and explore various construction materials e.g. construction blocks, stickle bricks, Lego, junk modelling
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Create collaboratively, sharing ideas, resources and skills.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour.
- To use blocks and construction kits to build their own simple 'worlds' e.g. buildings.
- To use blocks and construction kits to build their own more complex 'worlds' including a variety of different places e.g. buildings and a park.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Make healthy choices about food, drink, activity and tooth brushing.
- Talk about simple health eating choices for example fruit is a healthier choice than a bar of chocolate.

Early Years Goals:

- 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
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Manage their own basic hygiene and personal needs including...understanding the importance of healthy food choices.

KS1 NC requirements:

When designing and making, pupils should be taught to:

Design

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

Make

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

Evaluate

Explore and evaluate a range of existing products

Evaluate their ideas and products against design criteria

Technical knowledge

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

KS2 NC requirements:

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

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

Make

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

Evaluate

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

Technical knowledge

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.

DESIGN AND TECHNOLOGY SKILLS AND PROGRESSION

<u>Skills</u>	<u>Early Years</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	Nursery	Begin to draw on their	Start to generate own	Use knowledge of a	Begin to use knowledge	With growing	With confidence use
Developing,		own experience of	ideas by drawing on	wider range of existing	of a broad range of	confidence use	knowledge of a broad
planning and		existing products to help	their own and other	products to help	existing products to	knowledge of a broad	range of existing
communicating	'Use all their senses in	generate ideas.	people's experiences of	generate design ideas.	help generate their	range of existing	products to help
ideas	hands-on exploration of		existing products and		own design ideas.	products to help	generate their own
lueus	natural materials'	Begin to understand the	from the world around	With growing		generate their own	design ideas.
		development of existing	them.	confidence generate	To design an appealing	design ideas.	
	Select and use	products: What they are		ideas for an appealing	product that has a		Design products that
	activities and	for, how they work,	Identify a purpose and	item, considering its	clear purpose and	Design products that	have a clear purpose
	resources, with help	materials used.	a user for what they	purpose and the	aimed at a specific	have a clear purpose	and specific
	when needed. This helps		intend to design and	user/s.	user	and specific targeted	targeted user e.g.
	them to achieve a goal	Start to suggest ideas	make.			user e.g. children, and	children, and with
	they have chosen or one	and explain what they are		Know to make	Use annotated and	begin to indicate design	increasing
	which is suggested to	going to do.	Begin to develop their	drawings/sketches	cross sectional	features of their	confidence indicate
	them.		design ideas and plan	with accurate	diagrams to develop	designed product that	design features of
		Understand how to	what to do next	annotation when	and communicate ideas.	would specifically appeal	their designed
		identify a target group	through discussion,	designing		to the intended user.	product that would
	Explore how things	for what they intend to	observation, drawing		Test ideas out through		specifically appeal to
	work.	design and make based on	and modelling.	Start to order the	using prototypes	Start to generate	the intended user.
		a design criteria.		main stages making a		develop, and	
	Explore different		To plan and test ideas	step by step plan which	Develop a clear idea of	communicate their ideas	Communicate and
	materials freely, in	Begin to develop their	using templates and	shows the order and	what has to be done,	through discussion,	develop their ideas
	order to develop their	ideas through talk and	mock ups	also what equipment	planning how to use	annotated sketches,	through discussion,
	ideas about how to use	drawings.		and tools I need in the	materials, equipment	cross-sectional and	annotated sketches,
	them and what to make.		Understand how to	making of a product.	and processes, and	exploded diagrams and	cross-sectional and
	No. 1 and the set for a	Make templates and mock	identify a target group	There	suggesting alternative	prototypes to show	exploded diagrams
	Develop their own ideas	ups of their ideas in card	for what they intend to	Identify a purpose and	methods of making, if	their design.	and prototypes, to
	and then decide which	and paper or using ICT	design and make based	establish a specific	the first attempts fail.		show their design.
	materials to use to	following a design	on a design criteria.	criteria for a		Confidently develop a	11
	express them.	criteria.	Name and the state of the second	successful product.	Identify the strengths	clear idea of what has	Use research to
	Country also and also and	To be able to follow a	Develop their ideas	Understand how well	and areas for	to be done, planning	develop design
	Create closed shapes	· · · · · · · · · · · · · · · · · · ·	through talk and		development in their	step by step how to use	criteria to inform
	with continuous lines, and begin to use these	simple design criteria	drawings and label parts. Make templates	products have been designed, made and	ideas and products.	materials, equipment and processes.	the design of
	shapes to represent		and mock ups of their	what materials have		and processes.	innovative, functional, appealing
	objects.		ideas in card and paper	been used and the	Learn about inventors,	Suggest some	products that are fit
	objects.		or using ICT.	construction technique.	designers, engineers,	alternative plans to give	for purpose.
	Reception		or using ICT.	construction rechnique.	chefs and	a range of ideas and say	tor purpose.
	Reception			Learn about inventors,	manufacturers who	what the good points	Draw up a
				designers, engineers,	have developed	and drawbacks are	specification for
				acorginero, engineero,		and unuwbucks une	sherilication for.

Use their core muscle	Design a number of the	als a for an el	analysis of the stations	all and a set of a second to be	Alexia destant lint:
	Design a product for	chefs and	ground-breaking	about each suggesting	their design- link
strength to achieve a	others following a	manufacturers who	products.	alternative methods of	with Mathematics
good posture when	design criteria.	have developed ground-		making if the first	and Science.
sitting at a table or		breaking products.	Evaluate existing	attempts fail.	
sitting on the floor.	Choose the best		products and identify		Plan the order of
	materials and tools for	Start to understand	criteria that can be	Begin to use research	their work, choosing
Explore, use and refine	the product and give	whether products can	used for their own	and develop design	appropriate
a variety of artistic	reasons why	be recycled or reused.	designs.	criteria to inform the	materials, tools and
effects to express			5	design of innovative,	techniques.
their ideas and feelings.		Explore, develop and	When planning explain	functional, appealing	
		communicate design	their choice of	products that are fit	Suggest alternative
		proposals by modelling	materials and	for purpose.	methods of making if
		ideas and begin to	components according		the first attempts
		explain their choices	to function and	Use the results of	fail.
		of materials and	appearance.	investigations,	
		components.		information sources,	Identify the
		· · · · · ·	Be able to devise a	including ICT when	strengths and areas
			template.	developing design ideas.	for development in
			remplare.		their ideas and
				With growing	products.
				confidence select	producio.
				appropriate materials,	Know how much
				tools and techniques.	products cost to
				roois and reeningues.	make, how
				Start to understand	sustainable and
				how much products cost	innovative they are
				to make, how	and the impact
				,	
				sustainable and	products have
				innovative they are and	beyond their
				the impact products	intended purpose.
				have beyond their	
				intended purpose	To justify their plan
					to others.

<u>Skills</u>	<u>Early Years</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Working	Nursery	Begin to select tools and	Begin to select tools and	Select a range of tools	Select a wider range of	Select appropriate	Confidently select
with tools,		materials; use correct	materials; use correct	and techniques for	tools and techniques	materials, tools and	materials, tools and
equipment,		vocabulary to name and	vocabulary to name and	making their product	with growing	techniques with more	techniques being able
materials	Choose the right	describe them such as	describe them.	beginning to explain	confidence for making	confidence being able to	to explain their
and	resources to carry out	scissors and safe knives.		their choices.	their product safely	explain their choices	choices in detail and
	their own plan.		Measure, cut and score		explaining their		how this is fit for
components		With help measure, mark	with some accuracy.	Measure, mark out, cut,	choices.	Independently cut,	their product.
to make	Use one-handed tools	out, cut and shape a range		score with more		score, measure and mark	
quality	and equipment: To us	of materials.		accuracy to the	Measure, mark out,	out with more accuracy	Independently cut,
products.	scissors to make small		Start to assemble, join	nearest cm.	cut, and score with	to take exact	score, measure and
	cuts in materials such as	Begin to assemble, join	and combine materials in		more accuracy to the	measurements to the	mark out with more
	paper	and combine materials and	different ways in order	To begin assemble join	nearest cm and	nearest cm and	accuracy to take
		components together	to make a product.	and combine materials	millimetre.	millimetre.	exact measurements
	Join different materials	using a variety of		and components with			within 1 millimetre.
	and explore different	temporary methods e.g.		some degree of	To assemble join and	To assemble join and	
	textures.	glues or masking tape.	Start to choose and use	accuracy in temporary	combine materials and	combine materials and	To assemble join and
			appropriate finishing	and permanent ways.	components with some	components with	combine materials
	Operate mechanical toy	Begin to use simple	techniques based on own		degree of accuracy in	growing confidence	and components with
	e.g. turns knob on a wind	finishing techniques to	ideas such as adding	Begin to select and use	temporary and	accuracy in temporary	confidence accuracy
	up toy or pulls back	improve the appearance	simple decorations.	different appropriate	permanent ways.	and permanent ways.	in temporary and
	friction car.	of their product.		finishing techniques to	Design of the		permanent ways.
				improve the	Begin to use finishing	Use finishing techniques	
	To use and explore	Explore using tools e.g.	Demonstrate how to	appearance of a	techniques to	to refine the finish to	Assemble
	various construction	scissors and a hole punch	cut, shape and join	product such as	strengthen and improve	improve the appearance	components to make
	materials e.g.	safely to cut, shape, join	fabric to make a simple	hemming, tie-dye and	the appearance of	of their product such as	working models.
	construction blocks,	fabric.	product.	fabric paints.	their product using a range of equipment	sanding or precise	Construct products
	stickle bricks, Lego, junk modelling	Begin to choose materials	Use basic sewing	Demonstrate how to	including ICT for	cutting with precise	using permanent
	modelling	and explain why they are	techniques such as a	cut, shape and join	digital graphics.	accuracy.	joining techniques.
	Use large-muscle	being used.	running stitch.	fabric to make a simple	aignaí graphics.	Select with growing	joining rechniques.
	movements to wave flags	being used.	running strict.	product with some	Measure, tape or pin,	confidence from and use	Use finishing
	and streamers, paint and	To use hand tools and	Choose materials and	accuracy.	cut and join fabric with	a wider range of	techniques with
	make marks.	kitchen equipment safely	explain why they are	accuracy.	some degree of	materials and	confidence to refine
	make marks.	such as safe knives and	being used depending on	Begin to sew using a	accuracy.	components, including	the finish to improve
		scissors.	their characteristics.	range of different	accuracy.	construction materials,	the appearance of
	Reception	50155015.	men endracteristics.	stitches including	Select from and use a	textiles and ingredients,	their product such as
		To with support follow a	To use hand tools and	running stitch and	wider range of	according to their	sanding or precise
		simple plan or recipe	kitchen equipment	basting stitch, to	materials and	functional properties	cutting with precise
	Develop their small	empio plan or rooipo	safely such as safe	weave and knit to join	components, including	and aesthetic qualities	accuracy.
	motor skills so that they		knives, grater and	textiles together.	construction materials,	which fit the purpose of	
	can use a range of tools		zester.		textiles and	the product.	With confidence use
	competently, safely and			Start to measure, tape	ingredients, according		a greater variety of
	confidently.			or pin, cut and join	to their functional		stitches to join

Create collaboratively, sharing ideas, resources and skills. Safely use and explore a variety of materials, tools and techniques, experimenting with colour.			fabric with some accuracy. Begin to 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. Start to work safely and accurately with a range of simple tools. Explain their choice of tools and equipment in relation to the skills and techniques they will be using. Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work.	properties and aesthetic qualities. To work safely with a range of tools	Demonstrate how to use skills such as using different tools and equipment safely and accurately with growing confidence. To cut and join with accuracy to ensure a good-quality finish to the product. Weigh and measure accurately (time, dry ingredients, liquids).	fabric with precision including back stitch, whip stitch and blanket stitch. Measure, make seam allowance, tape, cut, pin and shape fabric with precision to make a more complex product. Select confidently from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities which fit the purpose of the product. Use tools safely and precisely. Demonstrate when make modifications as they go along.
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<u>Skills</u>	<u>Early Years</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Technical	Nursery	Begin to build simple	Build simple structures,	Begin to apply their	Apply their	Apply their	Confidently apply
Knowledge		structures, exploring how	exploring with more	understanding of how	understanding of how	understanding of how to	their understanding
2	To use blocks and	they can be made	confidence how they can	to strengthen and	to strengthen, stiffen	strengthen, stiffen and	to how to stiffen
	construction kits to	stronger, stiffer and	be made stronger,	stiffen to more	and reinforce to more	reinforce to more	reinforce and
	build their own simple	more stable.	stiffer and more stable.	complex structures.	complex structures of	complex structures with	strengthen complex
	'worlds' e.g. buildings.				3D framework.	increasing confidence.	structures including
		Explore, use and create	Explore, use and create	Start to understand			3D framework.
		products using	products using	and begin to use	To know how to explain	Understand and explain	
		mechanisms including [for	mechanisms including	mechanical systems	how and use mechanical	how mechanical systems	Understand and
	Reception	example, levers, sliders in	levers, sliders, wheels	such as levers and	systems such as levers	such as cams or pulleys	explain in more
		their products.	and axles.	linkages to create	and linkages, gears,	or gears create	confidence how
	To use blocks and			movement in their	cams and pulleys to	movement.	mechanical systems
	construction kits to			product.	create movement in		such as cams or
	build their own more				their product.		pulleys or gears
	complex 'worlds'						create movement.
	including a variety of				To be able to name,		
	different places e.g.				explain and be able to		To be able to explain
	buildings and a park.				represent a simple		how more complex
					circuit and its parts		electrical circuits
					including a series and		and components can
					parallel circuit.		be used to create
							functional products
					Make a simple		e.g. a torch.
					electrical circuit to		
					include a bulb within		Apply knowledge of
					their product for a		computing to program
					functional purpose.		and control a
							product.
					Know how simple		
					electrical circuits and		Understand and be
					components such as		able to demonstrate
					switch or a light can be		and explain that
					used to create		mechanical and
					functional products.		electrical systems
							have an input,
					Start to understand		process and output.
					that mechanical and		
					electrical systems have		Make a product
					an input, process and		which uses both
					output.		electrical and
							mechanical
							components.

<u>Skills</u>	Early Years	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Evaluating processes and products	Nursery Reception Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Evaluate their product by discussing how well it works in relation to the purpose. Evaluate their products as they are developed, identifying strengths and possible changes they might make. Evaluate their product by being able to answer questions about what they have made and how they have gone about it. Be able to say how existing products work.	Evaluate their work against their design criteria. Look at a range of existing products explain what they like and dislike about products and why. Start to evaluate their products as they are developed, identifying strengths and what went well as well as possible changes they might make. With confidence talk about their ideas, saying what they like and dislike about them. Start to evaluate what they would do differently if they did it again saying why.	Start to evaluate their product against original design criteria e.g. how well it meets its intended purpose - has it been successful? Begin to disassemble and evaluate familiar existing products and consider the views of others to improve them. Evaluate the key designs of individuals in design and technology has helped shape the world.	Be able to evaluate their product against original design criteria e.g. how well it meets its intended purpose - has it been successful? Evaluate their products carrying out appropriate tests. Start to evaluate their work both during and at the end of the assignment to improve the original design. Be able to disassemble and evaluate familiar products and consider the views of others to improve them. Evaluate the key designs of individuals in design and technology has helped shape the world.	Start to evaluate a product against the original design specification and by carrying out tests. Evaluate their work both during and at the end of the assignment to ensure that the design is the best it can be. Begin to evaluate it personally and seek evaluation from others. Evaluate the key designs of individuals in design and technology has helped shape the world. Evaluate the final products appearance and functionality against original criteria.	Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests. Evaluate their work both during and at the end of the assignment. Record their evaluations using drawings with labels. Evaluate against their original criteria and suggest ways that their product could be improved. Evaluate the key designs of individuals in design and technology has helped shape the world. Confidently evaluate the final products appearance and functionality against original criteria.

<u>Skills</u>	Early Years	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	Nursery	Begin to understand that	Understand that all	Start to know food is	Understand that food	Understand that food is	Know that food is
Food and	Make healthy choices	all food comes from	food comes from	grown (such as	is grown (such as	grown (such as	grown (such as
Nutrition	about food, drink, activity	plants or animals and	plants or animals and	tomatoes, wheat and	tomatoes, wheat and	tomatoes, wheat and	tomatoes, wheat and
	and tooth brushing.	give simple examples e.g.	give examples such as	potatoes), reared	potatoes), reared	potatoes), reared (such	potatoes), reared
	_	eggs come from	milk from cows, apples	(such as pigs, chickens	(such as pigs, chickens	as pigs, chickens and	(such as pigs,
	Reception	chickens.	from trees.	and cattle) and caught	and cattle) and caught	cattle) and caught (such	chickens and cattle)
	Talk about simple health			(such as fish) in the	(such as fish) in the	as fish) in the UK,	and caught (such as
	eating choices for example	Explore the	Know that food has to	UK, Europe and the	UK, Europe and the	Europe and the wider	fish) in the UK,
	fruit is a healthier choice	understanding that food	be farmed, grown	wider world.	wider world and be	world.	Europe and the
	than a bar of chocolate.	has to be farmed, grown	elsewhere (e.g. home)		able to give examples		wider world.
		elsewhere (e.g. home) or	or caught.	Understand how to	of different fruits	Begin to understand	
		caught, from	Understand how to	prepare and cook a	grown in the UK and in	that seasons may affect	Understand that
		underground/on the	name and sort foods	variety of	another country from	the food available.	seasons may affect
		ground.	into the five groups in	predominantly savoury	around the world.		the food available.
		-	'The Eat well plate'	dishes safely and		Understand how food is	Understand how
		Start to understand how		hygienically including,	Understand how to	processed into	food is processed
		to name and sort foods	Know that everyone	where appropriate,	prepare and cook a	ingredients that can be	into ingredients
		into the five groups in	should eat at least five	the use of a heat	variety of	eaten or used in	that can be eaten or
		'The Eat well plate'	portions of fruit and	source.	predominantly savoury	cooking.	used in cooking.
		·	vegetables every day.		dishes safely and	5	5
		Begin to understand that	5	Begin to understand	hygienically including,	Know how to prepare	Know how to prepare
		everyone should eat at	Demonstrate how to	how to use a range of	where appropriate,	and cook a variety of	and cook a variety
		least five portions of	prepare simple dishes	techniques such as	the use of a heat	predominantly savoury	of predominantly
		fruit and vegetables	safely and hygienically,	peeling, chopping,	source.	dishes safely and	savoury dishes
		every day.	without using a heat	slicing, grating,		hygienically including,	safely and
		, ,	source.	mixing, spreading,	Know how to use a	where appropriate, the	hygienically
				kneading and baking.	range of techniques	use of a heat source.	including, where
		Know how to prepare	Demonstrate how to	5 5	such as peeling,		appropriate, the use
		simple dishes safely and	use techniques such as	Start to understand	chopping, slicing,	Start to understand	of a heat source.
		hygienically, without	cutting, peeling and	that a healthy diet is	grating, mixing,	how to use a range of	
		using a heat source.	grating.	made up from a	spreading, kneading	techniques such as	Understand how to
		5		variety and balance of	and baking.	peeling, chopping,	use a range of
		Know how to use	Describe the	different food and	····· ··· ·····	slicing, grating, mixing,	techniques such as
		techniques such as	properties of the	drink, as depicted in	Know that a healthy	spreading, kneading and	peeling, chopping,
		cutting and peeling.	ingredients they are	'The Eat well plate'	diet is made up from a	baking.	slicing, grating,
			using.		variety and balance of		mixing, spreading,
				Begin to know that to	different food and	Begin to understand	kneading and baking.
				be active and healthy,	drink, as depicted in	that different food and	
				food and drink are	'The Eat well plate'	drink contain different	Know different food
						substances - nutrients,	and drink contain

		needed to provide energy for the body.	Know that to be active and healthy, food and drink are needed to provide energy for the body. Know how to present their product well.	water and fibre - that are needed for health.	different substances - nutrients, water and fibre - that are needed for health.

Key Vocabulary	big, small, tall, high, low, build, design, model, cook, prepare, product, draw, cut, sketch, toy, mark make, tower, house, mould, clay join, measure, construct, texture, template, malleable	levers, sliders, wheels, axles, toys, turn, spin, roll, slide, move, push, pull, design, evaluation, measure, construct, template, model, food groups, protein, carbohydrates, vegetables, fruit, dairy, fats, sugars, balanced, diet, equipment, planning, two dimensional	levers, sliders, wheels, axles, toys, turn, spin, roll, slide, move, push, pull, tools, research, 2D, 3D, investigate, plan, design, Food groups, protein, carbohydrates, vegetables, fruit, dairy, fats, sugars, balanced, diet, recipe, ingredients, ingredients list, cutting, peeling, grating, lifestyle, stronger, stiffer.	glue, adhesive, design, model, evaluate, sketch, plan, patterns, cutting, shaping, malleable, diagrams, reusing, upcycling, paper mache, junk modelling, artefact, balanced, diet, recipe, ingredients, peeling, chopping, slicing, grating, mixing, spreading, kneading, baking, label, research, sew	Labelled diagram, design, balanced, diet, recipe, ingredients, peeling, chopping, slicing, grating, mixing, spreading, kneading, baking, recycling, build, girder, rafter, flexible, lever,	Aesthetics, annotated, diagram, balanced, diet, recipe, ingredients, peeling, chopping, slicing, grating, mixing, spreading, kneading, baking, recycling, scale, construct, structure, function, textile, flexible, product analysis, pneumatics, pivot, mechanism, lever, joint	Aesthetics, annotated, diagram, balanced, diet, recipe, ingredients, recycling, scale, construct, structure, function, prototype, textile, specification, functional, appealing, technique, evaluation, developing, product analysis, pivot, mechanism, lever, joint
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Topics/Suggested	Nursery	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	NUISELY		Construction -	Roman Shields -		Greenpower Challenge -	/ cur o
topics	Traditional tales,	Mechanisms - house and	mechanisms and models	History	Greenhouses - Link to	build an electric racing	Charles (Langer)
	People Who Help Us,	people	Healthy Eating (food	Pencils cases	Science (The water	car, design the body	Clocks (Leavers'
	Minibeasts	people	and nutrition)	Moving monsters	cycle) and Geography	work, learn to drive the	present)
	Minibed313	Make a moving picture		Moving monorers	(biomes)	car to race it at a public	
	Christmas Cards	focusing on cutting,			(5101105)	event.	Cooking and
	Mothers/Fathers Day	shaping, joining.			Chant project		nutrition- Global
	cards	enp			Short project 'switches' or longer	PIE Challenge - think of	food - pizza
		Toys			project 'Light up sign'	an appealing product to	
	Festivals and Celebrations	- / -			link to science	sell to a target audience	Electrical
	Halloween baking, Diwali	Healthy eating			(switches)	in order to make a	components-
	diva lamps.				(switches)	profit.	Battery operated
	arva lamps.					F	lights -
	Reception					Primary engineer	
					Seasonal cookery	leaders - interview an	
	Traditional tales,					engineer about their	
	Houses and homes, What a					field of work. Design	
	Wonderful World!					their own invention to	
						solve a problem. Enter a	
	Christmas Cards					competition.	
	Mothers/Fathers Day						
	cards						
	Food and Nutrition -						
	baking						
	-						

Texts/curriculum links	Nursery The Gingerbread man The Three Little Pigs Rapunzel The Very Hungry Caterpillar We're Going on a Bear Hunt Hansel and Gretel Mad about Minibeasts Reception The Gingerbread man The Three Little Pigs Rapunzel	Year 1 Non-fiction texts - toys, healthy eating?	Year 2 Non-fiction texts - Victorian toys, healthy eating?	Year 3 Non-fiction texts (link to history and geography topics)	Year 4 Greenhouses - Link to Science (The water cycle) and Geography (biomes) Short project 'switches' or longer project 'Light up sign' link to science (switches) Seasonal cookery	Year 5 Link with local area topic - bridges - building bridges Science - properties of materials	Year 6
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Suggested Visits	Nursery	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Discovery museum	Beamish Museum	Visit to local river	Potential visits to	Race at Gateshead	
	Broxfield Farm - to learn	Build a Bear workshop		(River Tyne - link to	local garden centre	Stadium - Greenhouse	Nissan factory
	about where our food	Broxfield Farm		local history study -		challenge (car)	
	comes from			Romans)	Local farm and	Visit to local river River	
	Forest schools				supermarket visits	Tyne - link to local	
	experiences, using natural					history study	
	objects, construction etc.					Visit to local	
						businesses/workplace to	
	Forest schools, minibeast					sell product (e.g.	
	hotel, minibeast habitats					Robertson)	
	Scotswood Gardens -						
	natural objects, building						
	habitats, clay model						
	Minibeasts						
	Reception						
	Forest schools						
	experiences, using natural						
	objects, construction etc.						
	-						
	Local churches/buildings						
	of interest						