



## Sequence of Learning – Design and Technology

	2 Yr Olds	FS1	FS2	Y1	Y2	Y3	Y4	Y5	Y6
<u>Knowledge</u>				<ul style="list-style-type: none"><li>-I know how to draw on my own experience to help generate ideas</li><li>- I can suggest ideas and explain what I am going to do</li><li>- I can Identify a target group for what I intend to design and make.</li></ul>	<ul style="list-style-type: none"><li>- I know how to generate ideas by drawing on my own and other people's experiences</li><li>- I know how to develop my design ideas through discussion, observation, drawing and modelling.</li><li>- I can identify a purpose for what I intend to design and make</li><li>- I can Identify simple design criteria</li></ul>	<ul style="list-style-type: none"><li>- I know how to generate ideas for an item considering its purpose and the user/s</li><li>- I know how to identify a purpose and establish criteria for a successful product.</li><li>- I know how to plan the order of my work before starting</li></ul>	<ul style="list-style-type: none"><li>- I know how to generate ideas, considering the purposes for which they are designing</li><li>- I know how to develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail</li><li>- I can evaluate products and</li></ul>	<ul style="list-style-type: none"><li>- I know how to generate ideas through brainstorming and identify a purpose for their product</li><li>- I know how to develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail</li></ul>	<ul style="list-style-type: none"><li>- I know how to communicate my ideas through detailed labelled drawings.</li></ul> <p>Skills</p>



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							identify criteria that can be used for my own designs		
<u>Skills</u>	- I can experiment with blocks colours and marks	- I can use various construction materials - I can begin to construct stacking blocks vertically and horizontally making enclosed spaces - I can join construction pieces together to build and balance	- I can safely use and explore a variety of materials, tools and techniques - I can experiment with colour, design, texture, form, and function - I can Share my creations, explaining the process I have used - I can make use of props and	- I can model my ideas in card and paper - I am able to develop my design ideas by applying findings from earlier research - I can make my design using appropriate techniques - I am able, with help to measure, mark out, cut and shape a range of materials	- I can make simple drawings and label parts - I have begun to select tools and materials; use vocab' to name and describe them - I can measure, cut and score with some accuracy - I can use hand tools safely and appropriately - I am able to assemble, join and combine materials	- I can explore, develop and communicate design proposals by modelling ideas - I can make drawings with labels when designing - I can select tools and techniques for making my product - I am able to measure, mark out, cut, score and assemble components with more accuracy - I can work safely and accurately with a range of simple tools - I can think about my ideas as I make progress and I am	- I am able to make labelled drawings from different views showing specific features - I can select appropriate tools and techniques for making my product - I can measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.	- I am able to use results of investigations, information sources, including ICT when developing design ideas Knowledge - I know how to communicate my ideas through detailed labelled drawings. Skills - I can explore, develop and communicate aspects of my design proposals by modelling my ideas in a variety of ways. - I can plan the	- I can explore, develop and communicate aspects of my design proposals by modelling my ideas in a variety of ways. - I can plan the order of their work, choosing appropriate materials, tools and techniques. - I can develop a design specification - I can select appropriate tools, materials, components and techniques - I am able to assemble



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			<p>materials when role playing characters in narratives and stories.</p>	<ul style="list-style-type: none"> <li>- I can use tools e.g. scissors and a hole punch safely - Assemble, join and combine materials</li> <li>And components together using a variety of temporary methods e.g. glues or masking tape</li> <li>- I can select and use appropriate fruit and vegetables, processes and tools</li> <li>- I am able to use basic food handling, hygienic practices and personal</li> </ul>	<p>in order to make a product</p> <ul style="list-style-type: none"> <li>- I can cut, shape and join fabric to make a simple garment using basic sewing techniques</li> <li>- I am able to follow safe procedures for food safety and hygiene</li> <li>- I can choose and use appropriate finishing techniques</li> <li>- I can evaluate against my design criteria</li> <li>- I can value my products as they are developed, identifying strengths and</li> </ul>	<p>willing to change things if this helps me to improve my work</p> <ul style="list-style-type: none"> <li>- I can measure, tape or pin, cut and join fabric with some accuracy</li> <li>- I can demonstrate hygienic food preparation and storage</li> <li>- I am able to use finishing techniques to strengthen and improve the appearance of my product using a range of equipment including ICT</li> <li>- I can evaluate my product against original design criteria e.g. how well it meets its intended purpose</li> <li>- I can disassemble and evaluate</li> </ul>	<ul style="list-style-type: none"> <li>- I can Join and combine materials and components accurately in temporary and permanent ways</li> <li>- I am able to sew using a range of different stitches, weave and knit</li> <li>- I can measure, tape or pin, cut and join fabric with some accuracy</li> <li>- I am able to use simple graphical communication</li> </ul>	<p>order of their work, choosing appropriate materials, tools and techniques.</p> <ul style="list-style-type: none"> <li>- I can develop a design specification.</li> <li>-I can draw up a specification for my design</li> <li>- I can select appropriate materials, tools and techniques</li> <li>- I can measure and mark out accurately</li> <li>- I can use different tools and equipment safely and accurately</li> <li>-I am able to weigh and measure accurately (time, dry ingredients,</li> </ul>	<p>components and make working models</p> <ul style="list-style-type: none"> <li>- I can use tools safely and accurately</li> <li>- I am able to construct products using permanent joining techniques</li> <li>- I can make modifications as I go along</li> <li>- I can pin, sew and stitch materials together to create a product</li> <li>- I am able to achieve a quality product</li> <li>- I can evaluate my products identifying strengths and areas for</li> </ul>
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				<p>hygiene - I can use simple finishing techniques to improve the appearance of my product</p> <ul style="list-style-type: none"><li>- I can evaluate my product by discussing how well it works in relation to the purpose.</li><li>- I can evaluate my products as they are developed, identifying strengths and possible changes I might make.</li><li>- I can evaluate my product by asking questions</li></ul>	<p>possible changes I might make</p> <ul style="list-style-type: none"><li>- I can talk about my ideas, saying what they like and dislike about them.</li></ul>	<p>familiar products</p>	<p>techniques</p> <ul style="list-style-type: none"><li>- I can evaluate my work both during and at the end of the assignment</li><li>- I can evaluate my product carrying out appropriate tests</li></ul>	<p>liquids)</p> <ul style="list-style-type: none"><li>- I am able to apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens</li><li>- I can cut and join with accuracy to ensure a good quality finish to my product</li><li>I can evaluate a product against the original design specification</li><li>-I can evaluate my product personally and seek evaluation from others</li></ul>	<p>development, and carrying out appropriate tests.</p> <ul style="list-style-type: none"><li>- I am able to record my evaluations using drawings with labels.</li><li>- I can evaluate against my original criteria and suggest ways that my product could be improved.</li></ul>
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				about what I have made and how I have gone about it.					
<u>Key Vocabulary</u>				<p><b>Design, Make, Evaluate</b> planning, investigating design, evaluate, make, user, purpose, ideas, product</p> <p><b>Technical Knowledge</b> cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight,</p>	<p><b>Design, Make, Evaluate</b> investigating, planning, design, make, evaluate, user, purpose, ideas, design criteria, product, function</p> <p><b>Technical Knowledge</b> See Year 1</p> <p><b>Cooking and nutrition</b> fruit and vegetable names, names of equipment and utensils</p>	<p><b>Design, Make, Evaluate</b> user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, function, planning, design criteria, annotated sketch, appealing</p> <p><b>Technical Knowledge</b> shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs,</p>	<p><b>Design, Make, Evaluate</b> evaluating, design brief design criteria, innovative, prototype, user, purpose, function, prototype, design criteria, innovative, appealing, design brief, planning, annotated sketch, sensory evaluations</p> <p><b>Technical Knowledge</b> See Year 3</p>	<p><b>Design, Make, Evaluate</b> design decisions, functionality, authentic, user, purpose, design specification, design brief, innovative, research, evaluate, design criteria, annotate, evaluate, mock-up, prototype</p> <p><b>Technical Knowledge</b> frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary,</p>	<p><b>Design, Make, Evaluate</b> function, innovative, design specification, design brief, user, purpose design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional, mock-up, prototype</p> <p><b>Technical Knowledge</b> See Year 5</p> <p><b>Cooking and nutrition</b></p>



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				<p>curved, metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder, joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish</p> <p><b>Cooking and nutrition</b> fruit and vegetable names, names of equipment and utensils</p>	<p>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</p>	<p>adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics, decision, fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance, 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, control, program,</p>	<p><b>Cooking and nutrition</b> name of products, names of equipment, utensils, techniques and ingredients 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</p>	<p>permanent, seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings, reed switch, toggle switch, push-to-make switch, push-to-break switch, light dependent resistor (LDR), tilt switch, light emitting diode (LED), bulb, bulb holder, battery, battery holder, USB cable, wire, insulator, conductor, crocodile clip</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</p>
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				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,		system, input device, output device  <b>Cooking and nutrition</b> name of products, names of equipment, utensils, techniques and ingredients 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		control, program, system, input device, output device, series circuit, parallel circuit  <b>Cooking and nutrition</b> 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,	
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