

Progression of Knowledge and Skills



Nursery	Reception
<p>Self-confidence and Self-awareness 22-36</p> <ul style="list-style-type: none"> • Expresses own preferences and interests. <p>30-50</p> <ul style="list-style-type: none"> • Can select and use activities and resources with help. • Shows confidence in asking adults for help <p>Understanding the World: The World 22-36</p> <ul style="list-style-type: none"> • Notices detailed features of objects in their environment. <p>30-50</p> <ul style="list-style-type: none"> • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work <p>Understanding the World: Technology 22-36</p> <ul style="list-style-type: none"> • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. <p>30-50</p> <ul style="list-style-type: none"> • Knows how to operate simple equipment • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. <p>Expressive arts and design: Exploring using media and materials 22-36</p> <ul style="list-style-type: none"> • Experiments with blocks, colours and marks. <p>30-50</p> <ul style="list-style-type: none"> • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. <p>Expressive arts and design: Being Imaginative 22-36</p> <ul style="list-style-type: none"> • Beginning to use representation to communicate, e.g. drawing a line 	<p>Self-confidence and Self-awareness 40-60+</p> <ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. <p>Early Learning Goal</p> <ul style="list-style-type: none"> • Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. <p>Understanding the World: The World 40-60+</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. <p>Early Learning Goal</p> <ul style="list-style-type: none"> • Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another <p>Understanding the World: Technology 40-60+</p> <ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. <p>Early Learning Goal</p> <ul style="list-style-type: none"> • Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. <p>Expressive arts and design: Exploring using media and materials 40-60+</p> <ul style="list-style-type: none"> • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using.

and saying 'That's me.'

- Beginning to make-believe by pretending

30-50

- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
- Uses available resources to create props to support role-play.
- Captures experiences and responses with a range of media,

Early Learning Goal

- They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive arts and design: Being Imaginative

40-60+

- Chooses particular colours to use for a purpose.
- Plays cooperatively as part of a group to develop and act out a narrative.

Early Learning Goal

- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Exploring Context		
Year 1 and 2	Year 3 and 4	Year 5 and 6
<p>Objectives</p> <p>Y1</p> <ul style="list-style-type: none"> • Understand what a product is and who it is for. • Understand how a product works and how it is used. • Identify where you might find this product. <p>Y2</p> <ul style="list-style-type: none"> • Understand what a product is and who it is for. • Understand how a product works and how it is used. • Identify where you might find this product. • Identify the materials used to make the product • Express an opinion about the product 	<p>Objectives</p> <p>Y3</p> <ul style="list-style-type: none"> • Identify who made the product, when it was made and what its purpose is. • Identify what the product has been made from. • Evaluate the product on design and use. • Research facts about famous inventors/chefs/designers linked to the product. <p>Y4</p> <ul style="list-style-type: none"> • Identify who made the product, when it was made and what its purpose is. • Identify what the product has been made from. • Evaluate the product on design and use. • Research facts about famous inventors/chefs/designers linked to the product. 	<p>Objectives</p> <p>Y5</p> <ul style="list-style-type: none"> • Identify who made the product, when it was made and what its purpose is. • Identify what the product has been made from and how environmentally friendly the materials are. • Evaluate the product on design, appearance and use. • Identify the cost to make the product. • Research facts about famous inventors/chefs/designers linked to the product. <p>Y6</p> <ul style="list-style-type: none"> • Identify who made the product, when it was made and what its purpose is. • Identify what the product has been made from and how environmentally friendly the materials are. • Evaluate the product on design, appearance and use. • Identify the cost to make the product and whether it has any other purposes e.g. leading innovation of the time, trend setting. • Research facts about famous inventors/chefs/designers linked to the product.

Design		
Year 1 and 2	Year 3 and 4	Year 5 and 6
<p>Objectives</p> <p>Y1</p> <ul style="list-style-type: none"> • Develop purposeful products based on criteria, explaining who it will be for. • Develop ideas through talking. • Model and communicate ideas through drawing and making models. <p>Y2</p> <ul style="list-style-type: none"> • Develop purposeful products based on criteria, explaining who it will be used by. • Develop ideas through talking and own experiences and existing products. • Model and communicate ideas through drawing and making models. • Use technology to communicate ideas. 	<p>Objectives</p> <p>Y3</p> <ul style="list-style-type: none"> • Use given research tool to develop designs, showing an understanding of what people want from a product. • Develop innovative, functional and appealing products that are designed for a particular purpose, describing how it will work. • Generate, develop and communicate ideas through discussion with others. • Use annotated sketches and technology to generate, develop and communicate ideas. <p>Y4</p> <ul style="list-style-type: none"> • Use given research tool to develop designs, showing an understanding of what people want from a product. • Generate realistic ideas that meets the needs of the user and considers availability of resources. • Develop innovative, functional and appealing products that are designed for a particular purpose, describing how it will work. • Generate, develop and communicate ideas through discussion with others. • Use prototypes, pattern pieces and technology to generate, develop and communicate ideas. • Order the main stages of making 	<p>Objectives</p> <p>Y5</p> <ul style="list-style-type: none"> • Use research and develop criteria to inform design. Develop innovative, functional and appealing products that are aimed at individuals or groups. • Describe the purpose of their product. • Generate, develop, and communicate ideas through discussion, actively seeking the views of others. • Use annotated sketches, prototypes, pattern pieces and technology to generate, develop, model and communicate ideas. • Record a step-by-step plan for making and produce lists for the tools, equipment and materials they will be using. • Choose materials to use based on suitability of their properties and aesthetic qualities. <p>Y6</p> <ul style="list-style-type: none"> • Use research and develop criteria to inform design. • Develop innovative, functional and appealing products aimed at individuals or groups. • Generate, develop, and communicate ideas through discussion, actively seeking the views of others. • Use annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and technology to generate, develop, model and communicate ideas. • Record a step-by-step plan for making and produce lists for the tools, equipment and materials they will be using. • Choose materials to use based on suitability of their properties and aesthetic qualities.

Make		
Year 1 and 2	Year 3 and 4	Year 5 and 6
<p>Objectives</p> <p>Y1</p> <ul style="list-style-type: none"> • Fold, tear and cut paper and card. • Cut along lines, straight and curved. • Use a hole punch. • Investigate temporary joining - fixed and moving. • Join appropriately for different materials and situations e.g. glue, tape etc. • Explore and use a wide range of different materials according to their characteristics. <p>Y2</p> <ul style="list-style-type: none"> • Mark out materials to be cut using a template. • Curl paper. • Insert paper fasteners for card linkages. • Create hinges. • Use simple pop ups. • Explore different ways of finishing their product. • Choose materials to use based on suitability of their properties. • Choose suitable tools for making whilst explaining why they should be used. 	<p>Objectives</p> <p>Y3</p> <ul style="list-style-type: none"> • Cut slots. • Use lolly sticks/card to make levers and linkages. • Measure, mark, cut and shape materials with some accuracy. • Join, assemble and combine materials and components with some accuracy. • Create pattern pieces and prototypes. • Choose suitable tools for making whilst explaining why they should be used. <p>Y4</p> <ul style="list-style-type: none"> • Cut internal shapes. • Use linkages and sliders to make movements larger or more varied. • Use and explore complex pop-ups. • Create nets to support the design process. • Measure, mark, cut and shape materials with some accuracy. • Join, assemble and combine materials and components with some accuracy. • Explore and evaluate different ways of joining materials. • Explore different finishes for their product using a range of materials. 	<p>Objectives</p> <p>Y5</p> <ul style="list-style-type: none"> • Cut slots. Join and combine materials with temporary, fixed or moving joinings. • Use a glue gun with close supervision. • Use nets and models to build prototypes. • Select from a wide range of materials based on functional and aesthetic properties. • Explore and use different finishes considering the aesthetics of their product. • Create pattern pieces and prototypes. • Choose suitable tools for making whilst explaining why they should be used. <p>Y6</p> <ul style="list-style-type: none"> • Cut slots. • Join and combine materials with temporary, fixed or moving joinings. • Use a glue gun with close supervision. • Use nets and models to build prototypes. • Select from a wide range of materials based on functional and aesthetic properties. • Explore and use different finishes considering the aesthetics of their product. • Create pattern pieces and prototypes. • Choose suitable tools for making whilst explaining why they should be used. • Demonstrate problem solving skills when encountering a mistake or practical problem.

Evaluate		
Year 1 and 2	Year 3 and 4	Year 5 and 6
<p><u>Objectives</u></p> <p><u>Y1</u></p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products. • Discuss ideas and products with others. • Make simple judgements of how the product met their design ideas. <p><u>Y2</u></p> <ul style="list-style-type: none"> • Evaluate ideas and products against design criteria. • Suggest how their product could be improved. 	<p><u>Objectives</u></p> <p><u>Y3</u></p> <ul style="list-style-type: none"> • Evaluate their ideas and products against design criteria and seek the views of others to improve their work. • Understand how key events and individuals in design technology have helped to shape the world. <p><u>Y4</u></p> <ul style="list-style-type: none"> • Investigate and evaluate a range of existing products, for a variety of purposes. • Evaluate their ideas and products against design criteria and seek the views of others to improve their work. • Understand how key events and individuals in design technology have helped to shape the world. 	<p><u>Objectives</u></p> <p><u>Y5</u></p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products based on functional qualities. • Evaluate their ideas and products against their own design criteria. • Actively seek and consider the views of others to improve their work. • Understand how key events and individuals in design technology have helped to shape the world. <p><u>Y6</u></p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products based on functional and aesthetic qualities. • Evaluate their ideas and products against their own design criteria. • Actively seek and consider the views of others to improve their work. • Understand how key events and individuals in design technology have helped to shape the world.

Technical Knowledge		
Year 1 and 2	Year 3 and 4	Year 5 and 6
<p>Objectives</p> <p>Y1</p> <ul style="list-style-type: none"> • To be able to build simple structures • Explore ways of making their structure stronger, stiffer and more stable. • Understand that food comes from plants and animals. • Understand that food has to be farmed, caught or grown. <p>Y2</p> <ul style="list-style-type: none"> • Make vehicles with construction kits • Use a range of materials to create models with wheels and axles. • Explore and use sliders and levers in their products. • Understand that food comes from plants and animals. • Understand that food has to be farmed, caught or grown. 	<p>Objectives</p> <p>Y3</p> <ul style="list-style-type: none"> • Use mechanical systems in their products (Eg: levers, linkages). • Create shell or frame structures. • Understand which foods are reared, caught or grown and that this happens in the UK and across the globe. • Understand that the seasons can affect produce. <p>Y4</p> <ul style="list-style-type: none"> • Incorporate a circuit with a bulb or buzzer into a model. • Use mechanical systems in their products (Eg: levers and linkages) • Create shell or frame structures - strengthen frames with diagonal struts. • Make structures more stable by giving them a wide base. • Prototype frame and shell structures. • Understand which foods are reared, caught or grown and that this happens in the UK and across the globe. • Understand that the seasons can affect produce. 	<p>Objectives</p> <p>Y5</p> <ul style="list-style-type: none"> • Understand and use mechanical systems in their products (Eg: gears, pulleys and cams). • Apply their understanding of how to reinforce and strengthen increasingly complex structures using a range of materials. • Understand which foods are reared, caught or grown and that this happens in the UK and across the globe. • Understand that the seasons can affect produce. • Understand that sometimes raw ingredients need to be processed before they can be used in cooking e.g. de-feathering a chicken <p>Y6</p> <ul style="list-style-type: none"> • Incorporate motor and a switch into a model. • Control and monitor a product using a computer/tablet/data-logging equipment. • Understand which foods are reared, caught or grown and that this happens in the UK and across the globe. • Understand that the seasons can affect produce. • Understand that sometimes raw ingredients need to be processed before they can be used in cooking e.g. de-feathering a chicken

Cooking and Nutrition		
Year 1 and 2	Year 3 and 4	Year 5 and 6
<p>Objectives</p> <p>Y1</p> <ul style="list-style-type: none"> • Develop a food vocabulary using taste, smell, texture and feel. • Group familiar food products (eg: fruit and vegetables) and use The Eatwell Plate. • Cut, peel, grate and chop a range of ingredients, making simple dishes without a heat source. • Work safely and hygienically. • Identify that people should eat at least 5 portions of fruit and vegetables a day. <p>Y2</p> <ul style="list-style-type: none"> • Develop a food vocabulary using taste, smell, texture and feel. • Group familiar food products (eg: fruit and vegetables) and use The Eatwell Plate. • Cut, peel, grate and chop a range of ingredients, making simple dishes without a heat source. • Work safely and hygienically. • Measure and weigh food items using non-statutory measures e.g. spoons, cups. 	<p>Objectives</p> <p>Y3</p> <ul style="list-style-type: none"> • Develop sensory vocabulary/knowledge using smell, taste, texture and feel. • Analyse the taste, texture, smell and appearance of a range of foods. • Follow instructions. • Sort foods into the 5 groups using the Eatwell Plate and identify that this makes up a ‘balanced diet’. • Identify that people should eat at least 5 portions of fruit and vegetables a day. • Join and combine a range of ingredients understanding how this changes a recipe. • Work safely and hygienically to prepare simple dishes, where needed with a heat source. • Measure and weigh ingredients appropriately. • Use cooking techniques such as chopping, peeling, grating, slicing, mixing, spreading, kneading and baking <p>Y4</p> <ul style="list-style-type: none"> • Develop sensory vocabulary/knowledge using smell, taste, texture and feel. • Analyse the taste, texture, smell and appearance of a range of foods. • Follow instructions. • Sort foods into the 5 groups using the Eatwell Plate and identify that this makes up a ‘balanced diet’. • Identify that people should eat at least 5 portions of fruit and vegetables a day. • Join and combine a range of ingredients understanding how this changes a recipe. • Work safely and hygienically to prepare simple dishes, where needed with a heat source. • Measure and weigh ingredients appropriately. • Use cooking techniques such as chopping, peeling, grating, slicing, mixing, spreading, kneading and baking. 	<p>Objectives</p> <p>Y5</p> <ul style="list-style-type: none"> • Analyse food products taking into account the properties of ingredients and sensory characteristics. • Select and prepare foods for a particular purpose. • Taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing. • Weigh and measure using scales. • Cut and shape ingredients using appropriate tools and equipment. • Join and combine food ingredients appropriately (Eg: beating, rubbing-in). • Work safely and hygienically to prepare simple dishes, where needed with a heat source. • Sort foods into the five groups using the Eatwell Plate and identify that this makes up a healthy diet. • Identify that food and drink provide certain nutritional and health benefits which support a healthy lifestyle. • Identify that people should eat at least 5 portions of fruit and vegetables a day. • Understand that recipes can be adapted to change the appearance, taste and aroma of a dish. <p>Y6</p> <ul style="list-style-type: none"> • Analyse food products taking into account the properties of ingredients and sensory characteristics. • Select and prepare foods for a particular purpose. • Taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing. • Weigh and measure using scales. • Cut and shape ingredients using appropriate tools and equipment. • Join and combine food ingredients appropriately (Eg: beating, rubbing-in). • Work safely and hygienically to prepare simple dishes, where needed with a heat source. • Sort foods into the five groups using the Eatwell Plate and identify that this makes up a healthy diet.

		<ul style="list-style-type: none">• Identify that food and drink provide certain nutritional and health benefits which support a healthy lifestyle.• Identify that people should eat at least 5 portions of fruit and vegetables a day.• Understand that recipes can be adapted to change the appearance, taste and aroma of a dish.
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PROGRESSIVE VOCABULARY

Year 1&2

Aspect of D&T

Mechanisms

Focus

Sliders and Leavers

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

Year 3 &4

Aspect of D&T

Mechanical systems

Focus

Levers and linkages

mechanism, lever, linkage, pivot, slot, bridge, guide
system, input, process, output
linear, rotary, oscillating, reciprocating
user, purpose, function
prototype, design criteria, innovative, appealing, design brief

Year 5&6

Aspect of D&T

Mechanical systems

Focus

Cams

cam, snail cam, off-centre cam, peg cam, pear shaped cam
follower, axle, shaft, crank, handle, housing, framework
rotation, rotary motion, oscillating motion, reciprocating
motion

annotated sketches, exploded diagrams
mechanical system, input movement, process, output
movement
design decisions, functionality, innovation, authentic, user,
purpose, design specification,

Year 1&2

Aspect of D&T

Mechanisms

Focus

Wheels and axles

components, fixing, attaching, tubing, syringe, plunger, split
pin, paper fastener pneumatic system, input movement,
process, output movement, control, compression, pressure,
inflate, deflate, pump, seal, air-tight
linear, rotary, oscillating, reciprocating
user, purpose, function, prototype, design criteria, innovative,
appealing, design brief, research, evaluate, ideas,
constraints, investigate

Year 3 &4

Aspect of D&T

Mechanical systems

Focus

Pneumatics

components, fixing, attaching, tubing, syringe, plunger, split
pin, paper fastener
pneumatic system, input movement, process, output
movement, control, compression, pressure, inflate, deflate,
pump, seal, air-tight
linear, rotary, oscillating, reciprocating
user, purpose, function, prototype, design criteria, innovative,

appealing, design brief, research, evaluate, ideas,
constraints, investigate

Year 5 &6

Aspect of D&T

Mechanical systems

Focus

Pulleys or Gears

pulley, drive belt, gear, rotation, spindle, driver, follower,
ratio, transmit, axle, motor

circuit, switch, circuit diagram

annotated drawings, exploded diagrams

mechanical system, electrical system, input, process, output

design decisions, functionality, innovation, authentic, user,

purpose, design specification, design brief

Year 1 & 2

Aspect of D&T

Structures

Focus

Freestanding

structures

cut, fold, join, fix

structure, wall, tower, framework, weak, strong, base, top,
underneath, side, edge, surface, thinner, thicker, corner,

point, straight, curved

metal, wood, plastic

circle, triangle, square, rectangle, cuboid, cube, cylinder

design, make, evaluate, user, purpose, ideas, design

criteria, product, function

Year 3 & 4

Aspect of D&T

Structures

Focus

Shell structures

shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, 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

Year 5 & 6

Aspect of D&T

Structures

Focus

Frame structures

frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent
design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional

Year 3 & 4

Aspect of D&T

Structures

Focus

Shell structures

using computeraided design (CAD)

shell structure, three-dimensional (3-D) shape, net,

cube, cuboid, prism, vertex, 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

Year 1&2 fruit and vegetable names, names of equipment and utensils

Aspect of D&T

Food

Focus

Preparing fruit and vegetables

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

Year 3&4

Aspect of D&T

Food

Focus

Healthy and varied diet

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
planning, design criteria, purpose, user, annotated sketch,
sensory evaluations

Year 5&6

Aspect of D&T

Food

Focus

Celebrating culture and seasonality

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

Year 1&2

Aspect of D&T

Textiles

Focus

Templates and joining techniques

names of existing products, joining and finishing techniques,
tools, fabrics and components
template, pattern pieces, mark out, join, decorate, finish
features, suitable, quality mock-up, design brief, design
criteria, make, evaluate, user, purpose, function

Year 3&4

Aspect of D&T

Textiles

Focus

2-D shape to 3-D product

fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance

user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, aesthetics, function, pattern pieces

Year 5&6 seam, seam allowance, wadding, reinforce, right side, wrong

Aspect of D&T

Textiles

Focus

Combining different fabric shapes

side, hem, template, pattern pieces
name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings, iron transfer paper
design criteria, annotate, design decisions, functionality, innovation, authentic, user, purpose, evaluate, mock-up, prototype

Year3 &4

Aspect of D&T

Textiles

Focus

Using computeraided

design (CAD)

in textiles

computer aided design (CAD), computer aided manufacture (CAM)

font, lettering, text, graphics, menu, scale, modify, repeat, copy, flip

design brief, design criteria, design decisions, innovative, prototype

seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces

names of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings, iron transfer paper

annotate, functionality, innovation, authentic, user, purpose, evaluate, mock-up, prototype

Year 5&6

Aspect of D&T

Textiles

Focus

Using computeraided design (CAD)

in textiles

computer aided design (CAD), computer aided manufacture (CAM)

font, lettering, text, graphics, menu, scale, modify, repeat, copy, flip

design brief, design criteria, design decisions, innovative, prototype

seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces

names of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings, iron transfer paper

annotate, functionality, innovation, authentic, user, purpose, evaluate, mock-up, prototype

Year 3 & 4

Aspect of D&T

Electrical systems

Focus

Simple circuits and switches

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, system, input device, output device
user, purpose, function, prototype, design criteria, innovative, appealing, design brief

Year 5 & 6

Aspect of D&T

Electrical systems

Focus

Monitoring and control

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
control, program, system, input device, output device, series circuit, parallel circuit
function, innovative, design specification, design brief, user, purpose

Year 3 &4 series circuit, fault, connection, toggle switch, push-to**Aspect of D&T**

Electrical systems

Focus

Simple programming and control

make switch, push-to-break switch, battery, battery holder, light emitting diode (LED), bulb, bulb holder, USB cable, wire, insulator, conductor, crocodile clip control, program, system, input device, output device, process

user, purpose, function, prototype, design criteria, innovative, appealing, design brief

Year 5&6

Aspect of D&T

Electrical systems

Focus

More complex switches and circuits

series circuit, parallel circuit, names of switches and components, input device, output device, system, monitor, control, program, flowchart

function, innovative, design specification, design brief, user, purpose