

Wrockwardine Wood CE Junior School

Design and Technology Unit Progression Document



When planning in DT, we aim to ignite the ability in all to 'Love, Laugh and Learn'. This is achieved through recognising the extraordinary and wonderful in everything that we plan across the rich DT curriculum. When coupled with our Christian values and Jesus's promise 'I have come to give life and life in all its fullness'. (John 10:10) we are able to provide the children with experiences that will inspire them and ultimately support them to flourish. Our Design and Technology offer supports the children's cultural capital as we are able to offer experiences and opportunities that they perhaps do not always have outside of the school community setting. It is with these experiences that we can show our children that we are loving out loud; supporting their development, fostering positive futures and opening their minds to a future without limits.

Whilst teaching Design and Technology, we intend to ensure the children secure substantive knowledge throughout their design and technology unit. Substantive knowledge in design and technology is based on the four key elements of the design process:

Design

- ◆ Know how to design a product that is purposeful, functional and appealing to a specific group.

Make

- ◆ Know how to cut, join and finish a range of increasingly complex materials, ranging from paper to wood.

Evaluate

- ◆ Know how to investigate, evaluate and analyse a range of existing products and their own designs based on a specific design criteria.

Technical knowledge.

- ◆ Know how to apply their knowledge of specific materials to meet the criteria listed above in the design, make and evaluate stages.

Teaching these four elements will be achieved through carefully planned sequential learning built on previous year's learning.

In design and technology, disciplinary knowledge is the process of enabling children to use their substantive knowledge of products and materials around them to make links between and across different areas of the curriculum. Knowledge in design and technology will equip the children with the opportunity to explain how and why products have changed over time and how they might be further improved in the future. They can use their knowledge and understanding to suggest how existing products may be improved with the advances in modern technology. Children will demonstrate that they have the cultural capital to become global citizens in an ever changing and technologically advancing world.

Progression in the Lower Key Stage and Upper Key Stage is indicated with Green text throughout the document.

Design—Substantiative Knowledge

Year 3	Year 4	Year 5	Year 5 / 6	Year 6
<p>I know how to 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>I know how to generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design:</p> <p>I can identify the design features products that will appeal to consumers.</p> <p>I can use my knowledge of a broad range of existing products to help generate ideas.</p> <p>I can design innovative and appealing products that have a clear purpose and are aimed at a specific consumer.</p> <p>I can explain how particular parts of my product works.</p> <p>I can use annotated sketches to communicate my ideas.</p> <p>I can explore different initial ideas before coming up with a final design.</p> <p>I can start to explain my choice of materials and components.</p> <p>I can test my ideas out through using prototypes.</p> <p>I can use google forms to develop research to help my final design.</p> <p>I can develop and follow a simple design criteria</p> <p>I can work in a broader range of relevant contexts, the home and food industry.</p>	<p>I know how to 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>I know how to generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design:</p> <p>I can identify the design features products that will appeal to consumers.</p> <p>I can use my knowledge of a broad range of existing products to help generate ideas.</p> <p>I can design innovative and appealing products that have a clear purpose and are aimed at a specific consumer.</p> <p>I can explain how particular parts of my product works.</p> <p>I can use annotated sketches and cross-sectional drawings to develop and communicate their ideas;</p> <p>I can explore different initial ideas before coming up with a final design.</p> <p>I can start to explain my choice of materials and components including function and aesthetics</p> <p>I can test my ideas out through using prototypes.</p> <p>I can use computer-aided design to develop and communicate their ideas (Silhouette).</p> <p>I can develop and follow a simple design criteria</p> <p>I can work in a broader range of relevant contexts, the home, school and wider environment.</p>	<p>I know how to 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>I know how to generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design:</p> <p>I can use research to inform and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market;</p> <p>I can use my knowledge of a broad range of existing products to help generate my design ideas.</p> <p>I can design products that have a clear purpose and indicate the design features of my products that will appeal to the intended user.</p> <p>I can explain how particular parts of my product works, using annotated sketches, cross-sectional drawings and to develop and communicate my ideas.</p> <p>I can generate a range of design ideas and clearly communicate final designs.</p> <p>I can work in a broad range of relevant contexts, for example conservation, the home, school, leisure, culture, enterprise, industry and the wider environment.</p>	<p>I know how to 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>I know how to generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design:</p> <p>I can use research to inform and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market;</p> <p>I can use my knowledge of a broad range of existing products to help generate my design ideas.</p> <p>I can design products that have a clear purpose and indicate the design features of my products that will appeal to the intended user.</p> <p>I can explain how particular parts of my product works, using annotated sketches, cross-sectional drawings and to develop and communicate my ideas.</p> <p>I can generate a range of design ideas and clearly communicate final designs.</p> <p>I can work in a broad range of relevant contexts, for example conservation, the home, school, leisure, culture, enterprise, industry and the wider environment.</p>	<p>I know how to 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>I know how to generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design:</p> <p>I can use research (existing products and product research online) to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market;</p> <p>I can use my knowledge of a broad range of existing products to help generate my design ideas.</p> <p>I can design products that have a clear purpose and indicate the design features of my products that will appeal to the intended user.</p> <p>I can explain how particular parts of my product works, using annotated sketches, cross-sectional drawings and exploded diagrams to include CAD designs on TINKERCAD to develop and communicate their ideas.</p> <p>I can generate a range of design ideas and clearly communicate final designs (through presentation)</p> <p>I can consider the availability and costings of resources when planning out designs.</p> <p>I can work in a broad range of relevant contexts, for example conservation, the home, school, leisure, culture, enterprise, industry and the wider environment.</p>

Make—Substantiative Knowledge

Year 3	Year 4	Year 5	Year 5 / 6	Year 6
<p>I know how to select from and use a wider range of tools and equipment to perform practical tasks</p> <p>I know how to select from and use a wider range of materials and components and ingredients, according to their functional properties and aesthetic qualities.</p> <p>I can plan with growing confidence, carefully select from a range of tools .</p> <p>I can select from a range of materials and components according to their functional properties and aesthetic qualities.</p> <p>I can learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures;</p> <p>I can with growing independence, measure and weigh to the nearest gram .</p> <p>I can assemble, join and combine ingredients with some degree of accuracy to create my recipe.</p>	<p>I know how to select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately.</p> <p>I know how 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.</p> <p>I can with growing confidence, carefully select from a range of tools and equipment, explaining their choices.</p> <p>I can select from a range of materials and components according to their functional properties and aesthetic qualities and place the main stages of making in a systematic order.</p> <p>I can learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures.</p> <p>I can use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components.</p> <p>I can with growing independence, measure and mark out to the nearest cm and millimetre and weigh to the nearest gram.</p> <p>I can cut, shape and score materials with some degree of accuracy.</p> <p>I can assemble, join and combine material and components with some degree of accuracy.</p> <p>I can demonstrate how to measure, cut, shape and join fabric with some accuracy to make a simple product;</p> <p>I can join textiles using a greater variety of stitches, such as backstitch, whip stitch, blanket stitch.</p> <p>I can begin to select and use different and appropriate finishing techniques to improve the appearance of a product such as hemming, tie-dye, fabric paints and digital graphics (Silhouette) .</p>	<p>I know how to select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>I know how 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>I can plan independently by suggesting what to do next; with growing confidence, select from a wide range of tools and equipment, explaining my reason for that choice.</p> <p>I can select from a range of materials and components according to their functional properties and aesthetic qualities.</p> <p>I can follow a step-by-step plan as a guide to making.</p> <p>I can learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures.</p> <p>I can independently take exact measurements and mark out, to within 1 millimetre.</p> <p>I can use a full range of materials and components, including construction materials and kits, textiles, and mechanical components.</p> <p>I can cut a range of materials with precision and accuracy; shape and score materials with precision and accuracy.</p> <p>I can assemble, join and combine materials and components with accuracy.</p> <p>I can refine the finish using techniques to improve the appearance of their product, such as sanding or a more precise scissor cut after roughly cutting out a shape.</p>	<p>I know how to select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>I know how 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>I can plan independently by suggesting what to do next; with growing confidence, select from a wide range of tools and equipment, explaining my reason for that choice.</p> <p>I can select from a range of materials and components according to their functional properties and aesthetic qualities.</p> <p>I can create step-by-step plans as a guide to making.</p> <p>I can learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures.</p> <p>I can independently take exact measurements and mark out, to within 1 millimetre.</p> <p>I can use a full range of materials and components, including construction materials and kits, textiles, and mechanical components.</p> <p>I can cut a range of materials with precision and accuracy; shape and score materials with precision and accuracy.</p> <p>I can assemble, join and combine materials and components with accuracy.</p> <p>I can refine the finish using techniques to improve the appearance of their product, such as sanding or a more precise scissor cut after roughly cutting out a shape.</p>	<p>I know how to select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>I know how 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>I can plan independently by suggesting what to do next; with growing confidence, select from a wide range of tools and equipment, explaining my reason for that choice.</p> <p>I can select from a range of materials and components according to their functional properties and aesthetic qualities.</p> <p>I can explain why the material has been chosen and whether it is the most cost effective and sustainable option.</p> <p>I can create step-by-step plans as a guide to making.</p> <p>I can learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures.</p> <p>I can independently take exact measurements and mark out, to within 1 millimetre.</p> <p>I can use a full range of materials and components, including construction materials and kits, textiles, and mechanical components.</p> <p>I can cut a range of materials with precision and accuracy; shape and score materials with precision and accuracy.</p> <p>I can assemble, join and combine materials and components with accuracy.</p> <p>I can refine the finish using techniques to improve the appearance of their product, such as sanding or a more precise scissor cut after roughly cutting out a shape.</p>

Evaluate—Substantiative Knowledge

Year 3	Year 4	Year 5	Year 5 / 6	Year 6
<p>I know how to investigate and analyse a range of existing products.</p> <p>I know how evaluate my ideas and products against my own design criteria and consider the views of others to improve my work.</p> <p>I can understand how key events and individuals in design and technology have helped shape the world.</p> <p>I can explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose.</p> <p>I can explore what materials/ingredients products are made from.</p> <p>I can consider my design criteria as they make progress and I am willing to alter my plans,.</p> <p>I can evaluate my product against my original design criteria.</p>	<p>I know how to investigate and analyse a range of existing products.</p> <p>I know how evaluate my ideas and products against my own design criteria and consider the views of others to improve my work.</p> <p>I can understand how key events and individuals in design and technology have helped shape the world.</p> <p>I can explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose.</p> <p>I can explore what materials/ingredients products are made from and suggest reasons for this.</p> <p>I can consider my design criteria as they make progress and I am willing to alter my plans.</p> <p>I can evaluate my product against my original design criteria and explain any changes I have made.</p>	<p>I know how to investigate and analyse a range of existing products.</p> <p>I know how evaluate my ideas and products against my own design criteria and consider the views of others to improve my work.</p> <p>I can understand how key events and individuals in design and technology have helped shape the world, I can explain how the changes have impacted our world today.</p> <p>I can consider my design criteria as they make progress and I am willing to alter my plans, sometimes considering the views of others if this helps them to improve their product.</p> <p>I can critically evaluate the quality of design, manufacture and fitness for purpose of products as I design and make.</p> <p>I can evaluate their ideas and products against my original design criteria, making changes as needed and explaining why they are required.</p>	<p>I know how to investigate and analyse a range of existing products.</p> <p>I know how evaluate my ideas and products against my own design criteria and consider the views of others to improve my work.</p> <p>I can understand how key events and individuals in design and technology have helped shape the world, I can explain how the changes have impacted our world today.</p> <p>I can consider my design criteria as they make progress and I am willing to alter my plans, sometimes considering the views of others if this helps them to improve their product.</p> <p>I can complete detailed competitor analysis of other products on the market similar to my own design.</p> <p>I can critically evaluate the quality of design, manufacture and fitness for purpose of products as I design and make.</p> <p>I can evaluate their ideas and products against my original design criteria, making changes as needed and explaining why they are required.</p>	<p>I know how to investigate and analyse a range of existing products.</p> <p>I know how evaluate my ideas and products against my own design criteria and consider the views of others to improve my work.</p> <p>I can understand how key events and individuals in design and technology have helped shape the world, I can explain how the changes have impacted our world today.</p> <p>I can consider my design criteria as they make progress and I am willing to alter my plans, sometimes considering the views of others if this helps them to improve their product.</p> <p>I can complete detailed competitor analysis of other products on the market similar to my own design.</p> <p>I can evaluate their ideas and products against my original design criteria, making changes as needed and explaining why they are required.</p> <p>I can complete detailed competitor analysis of other products on the market.</p> <p>I can critically evaluate the quality of design, manufacture and fitness for purpose of products as I design and make.</p> <p>On completion of the product, I can evaluate a peers work making suggestions to improve their product explaining why the changes will improve the product.</p>

Technical Knowledge—Substantiative knowledge

Year 3	Year 4	Year 5	Year 5/ 6	Year 6
<p>I know how to apply my understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>I can understand that materials have both functional properties and aesthetic qualities.</p> <p>I can apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of the product.</p> <p>I can explain how mechanical systems such as levers and linkages create movement.</p>	<p>Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>I can understand that materials have both functional properties and aesthetic qualities.</p> <p>I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products.</p> <p>I can explain how mechanical systems such as levers and linkages create movement.</p>	<p>Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>I know how to use mechanical systems in my products [for example, gears, pulleys, cams, levers and linkages].</p> <p><i>I can understand how to and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</i></p> <p><i>I can apply my understanding of computing to program, monitor and control their products.</i></p> <p>I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products.</p> <p><i>I can understand and demonstrate that mechanical and electrical systems have an input, process and output.</i></p> <p><i>I can explain how mechanical systems, such as cams, create movement and use mechanical systems in their products.</i></p> <p><i>I can apply my understanding of computing to program, monitor and control a product.</i></p>	<p>Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>I know how to use mechanical systems in my products [for example, gears, pulleys, cams, levers and linkages].</p> <p><i>I can understand how to and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</i></p> <p><i>I can apply my understanding of computing to program, monitor and control their products.</i></p> <p>I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products.</p> <p><i>I can understand and demonstrate that mechanical and electrical systems have an input, process and output.</i></p> <p><i>I can explain how mechanical systems, such as cams, create movement and use mechanical systems in their products.</i></p> <p><i>I can apply my understanding of computing to program, monitor and control a product.</i></p>	<p>Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>I know how to use mechanical systems in my products [for example, gears, pulleys, cams, levers and linkages].</p> <p><i>I can understand how to and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</i></p> <p><i>I can apply my understanding of computing to program, monitor and control their products.</i></p> <p>I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products.</p> <p><i>I can understand and demonstrate that mechanical and electrical systems have an input, process and output.</i></p> <p><i>I can explain how mechanical systems, such as cams, create movement and use mechanical systems in their products.</i></p> <p><i>I can apply my understanding of computing to program, monitor and control a product.</i></p>

Nutrition—Substantiative knowledge

Year 3	Year 4	Year 5	Year 5/ 6	Year 6
<p>I know and understand what the principles of a healthy and varied diet are.</p> <p>I know how a variety of dishes using a range of cooking techniques.</p> <p>I understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>I can start to explain when, where and how food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world.</p> <p>I can prepare and cook safely and hygienically.</p> <p>I can with support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven;</p> <p>I can use a range of techniques such as mashing, whisking, crushing, grating and cutting.</p> <p>I can explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes.</p> <p>I understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body.</p> <p>I can prepare ingredients using appropriate cooking utensils.</p> <p>I can measure and weigh ingredients to the nearest gram and millilitre.</p> <p>I can start to independently follow a recipe.</p>	<p>I know and understand what the principles of a healthy and varied diet are.</p> <p>I know how to prepare and cook predominantly savoury dishes using a range of cooking techniques.</p> <p>I understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>I can start to explain when, where and how food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world.</p> <p>I can prepare and cook safely and hygienically.</p> <p>I can with support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven;</p> <p>I can use a range of techniques such as mashing, whisking, crushing, grating and cutting.</p> <p>I can explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes;</p> <p>I understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body;</p> <p>I can prepare ingredients using appropriate cooking utensils.</p> <p>I can measure and weigh ingredients to the nearest gram and millilitre.</p> <p>I can start to independently follow a recipe;</p>	<p>I know and understand what the principles of a healthy and varied diet are.</p> <p>I know how to prepare and cook predominantly savoury dishes using a range of cooking techniques.</p> <p>They understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed and which ingredients are available to them depending on seasonality.</p> <p>I can explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>I can understand that food is processed into ingredients that can be eaten or used in cooking;</p> <p>I can demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>I can demonstrate how to use a cooking techniques, such as boiling.</p> <p>I can explain that foods contain different substances, such as protein, that are needed for health and be able to apply these principles when planning and preparing dishes.</p> <p>I can adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma; alter methods, cooking times and/or temperatures.</p> <p>I can measure accurately.</p> <p>I can independently follow a recipe.</p>	<p>I know and understand what the principles of a healthy and varied diet are.</p> <p>I know how to prepare and cook predominantly savoury dishes using a range of cooking techniques.</p> <p>They understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed and which ingredients are available to them depending on seasonality and how this might affect my recipe.</p> <p>I can explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>I can understand that food is processed into ingredients that can be eaten or used in cooking;</p> <p>I can demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>I can demonstrate how to use a range of cooking techniques, such as frying and boiling;</p> <p>I can explain that foods contain different substances, such as protein, that are needed for health and be able to apply these principles when planning and preparing dishes.</p> <p>I can adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma; alter methods, cooking times and/or temperatures.</p> <p>I can measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</p> <p>I can independently follow a recipe.</p>	<p>I know and understand what the principles of a healthy and varied diet are.</p> <p>I know how to prepare and cook predominantly savoury dishes using a range of cooking techniques.</p> <p>They understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed and which ingredients are available to them depending on seasonality and how this might affect my recipe.</p> <p>I can explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>I can understand that food is processed into ingredients that can be eaten or used in cooking;</p> <p>I can demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>I can demonstrate how to use a range of cooking techniques, such as frying and boiling;</p> <p>I can explain that foods contain different substances, such as protein, that are needed for health and be able to apply these principles when planning and preparing dishes.</p> <p>I can adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma; alter methods, cooking times and/or temperatures.</p> <p>I can measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</p> <p>I can independently follow a recipe.</p>

		Lower Key Stage 2		Upper Key Stage 2	
Specific	DT Vocabulary	DME – Design, Make, Evaluate activities		DME – Design, Make, Evaluate activities	
		IDEAS— Investigate, Disassembly, Evaluate Activities		IDEAS— Investigate, Disassembly, Evaluate Activities	
		FTP—Focus Practical Tasks		FTP—Focus Practical Tasks	
		Year 3	Year 4	Year 5 and Year 6 vocabulary + year 3 and 4 vocabulary	
subject	DT Vocabulary	Amount	Back stich	saw	Safety ruler Screwdriver
		Baking Sheet	Binca	Vice	Side cutters
		Chopping Board	Cotton thread	Screws	Snips Spanner
		Cleaning cloths	Cross stitch	Nails	Stapler
		Grater	Running stitch	Tacs	Dowel
		Ingredients	Seam allowance	Junior Hacksaw	Battery
		Knead	Tacking	Motor	Battery Holder
		Masher	Thimble	Pliers	Light Bulb
		Measure	Centimetre/metre	G-Clamp	Bulb Holder
		Measuring jug	Fabric crayons	Goggles	Buzzer Gears
		Measuring spoons	Fabric pens	Safety glasses	Glass paper
		Method	Needle Pattern	Hammer	Sand paper
		Mixing bowl	Pin Ribbon	Hole Punch	Bench
		Peeler	Tape measure	Compass	Coping saw
		Recipe	Thread	Pulley	Disassemble
		Saucepans	Velcro	Switches	Cutting Mat
		Scales	Running stitch	Wheel	Drill
		Sieve		Millimetre	Drill bits
		Weigh		Saw Render	File
		Wooden spoon		Analyse	
		Grams/Kilogram s		Combine	
		Hygiene		Construct	
		Ladle		Criteria	
		Millilitre/Litre		Evaluate	
		Spatula		Health and safety	
		Temperature			
		Whisk			