



Wessex Learning Trust



Weare Academy C of E
First School

We Learn Together

Design Technology Curriculum Documents





Design and Technology

Intent, Implementation and Impact Statement

Intent

At Weare Academy, our Design and Technology (D&T) curriculum is designed to inspire creativity, critical thinking and problem-solving. Our intent is rooted in our school vision, enabling all children, regardless of background, ability or additional needs, to flourish and become the very best version of themselves.

Through the teaching of Design and Technology, we aim to develop learners who are:

- **Aspirational**, encouraging pupils to explore and express their ideas through imaginative design and construction, making meaningful connections between their learning and real-life contexts.
- **Respectful**, recognising the contributions of diverse designers, engineers and cultures, broadening pupils' understanding of global innovation and design.
- **Curious**, inspiring pupils to ask questions, investigate materials, explore technologies and develop creative solutions to real-world problems.
- **Resilient**, developing perseverance and a growth mindset by encouraging pupils to evaluate, refine and improve their designs throughout the design process.
- **Kind**, creating an environment where pupils feel confident to experiment, take risks, collaborate and learn from mistakes in a supportive atmosphere.
- **Responsible**, designing and making products thoughtfully while considering function, purpose, sustainability and the needs of the user.

Implementation

To achieve our intent, we implement a rich and varied Design and Technology curriculum that adheres to the National Curriculum and reflects the values of our school community. Our inquiry-based approach includes:

Curriculum Design: Our Design and Technology curriculum is aligned with the National Curriculum and follows a carefully sequenced, spiral approach that enables pupils to revisit and build upon key knowledge, skills and vocabulary with increasing complexity each year. High-quality curriculum resources support teachers in delivering accurate, engaging and progressive lessons across all areas of Design and Technology.

Integration across the Curriculum: Design and Technology is meaningfully linked with subjects including science, history, geography and mathematics, allowing pupils to apply their knowledge across the curriculum through purposeful and engaging design challenges.

Progressive Skill Development: We have established clear progression pathways that enable pupils to develop their knowledge and practical skills from Early Years through to Key Stage 2. Each year group builds upon previous learning across four key areas: Textiles, Cooking and Nutrition, Mechanical and Electrical Systems, Structures. Pupils continually revisit, refine and apply prior learning, enabling them to tackle increasingly complex design challenges with confidence.

Assessment for Learning: Assessment is an integral part of our Design and Technology curriculum and is used to inform teaching and support pupils' progress. We use SOLO Taxonomy to help pupils understand their learning journey, assess the depth of their understanding and identify clear next steps. Through SOLO questioning, self-assessment and teacher feedback, pupils reflect on their design process, evaluate their products and develop increasingly sophisticated design, making and evaluation skills over time.

Hands-On Learning: We provide access to a wide range of materials, tools and technologies, enabling all pupils to engage meaningfully and practically with Design and Technology. Our classrooms provide a secure and supportive environment where pupils feel confident to express ideas, experiment and take risks. Collaborative projects encourage teamwork, communication and the sharing of ideas. Lessons provide regular opportunities for pupils to evaluate their own work and that of others, celebrate success and respond to feedback to improve their designs.

CPD for Staff: We invest in continuous professional development to enhance teachers' subject knowledge and pedagogy in Design and Technology. Subject monitoring, lesson observations and collaborative professional discussions ensure that teaching continues to develop and remains ambitious, engaging and consistent across the school.

Impact

The impact of our Design and Technology curriculum is evident through the knowledge, skills and attitudes pupils develop during their time at Weare Academy.

- **Pupil Engagement:** Pupils demonstrate enthusiasm and enjoyment in Design and Technology lessons, engaging confidently in practical learning experiences and embracing creative challenges.
- **Skill Development:** Pupils develop secure knowledge and practical skills across the areas of designing, making and evaluating. They confidently apply technical knowledge and increasingly sophisticated techniques appropriate to their age and stage of learning.
- **Creative Problem Solving:** Pupils think critically, generate innovative ideas and apply their learning to solve real-life design problems through planning, testing and refining their products.
- **Pupil Voice:** Pupils confidently discuss the design process using subject-specific vocabulary. They explain how they have researched, designed, made and evaluated products, demonstrating resilience by refining their ideas in response to testing and feedback.
- **Awareness of Sustainability:** Pupils develop an understanding of sustainability by making thoughtful choices about materials, resources and product design, considering both environmental impact and the needs of the user.
- **Preparation for Future Learning:** Pupils leave Weare Academy equipped with the creativity, technical knowledge and practical skills needed to succeed in the next stage of their education and in an increasingly technological world.

In Summary, our Design and Technology curriculum equips pupils with the creativity, technical knowledge and practical skills needed to solve real-world problems. Through designing, making and evaluating products, pupils become resilient, reflective and innovative learners who are well prepared for the next stage of their education and beyond.



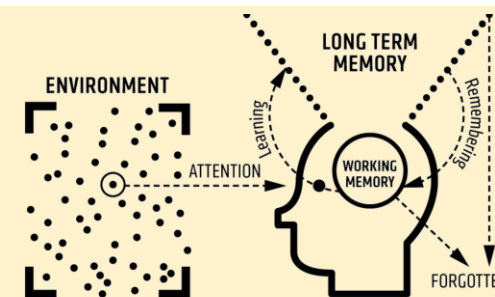
Wessex Learning Trust Principles

Strategic Aims

The Principles codify the shared language that contribute to high-quality, adaptive teaching and inclusion for all. Used routinely to bring the curriculum to life, the pedagogical principles support learning and progress over time. The Wessex Principles are not a linear planning tool, an expectation for every lesson or mandate a formulaic approach to lessons

The principles aim to:

- Reduce cognitive load
- Encourage self regulation
- Provide regular opportunities to identify misconceptions or gaps in learning
- Ensure teaching is adapted to need
- Make learning explicit and transferable across the curriculum, beyond school into the wider community and wider world



Ready To Learn
Routines



Linking Prior +
New Learning



Focused
Instruction '*I Do*'



Practise
Learning '*We Do*'



Learning Check
'*You Do*'



Consolidating
Learning

- ★ Subject pedagogies are key ingredients to adaptive teaching, alongside effective formative and summative feedback to monitor progress.
- ★ Disciplinary and substantive learning is integral to any planned sequence of learning.



Ready To Learn Routines		Ref SLC - Emotional learning environment - physical learning environment	Learning environments are safe, inclusive and welcoming. Relationships are positive and love of learning is promoted. Everyone feels safe to take risks and explore learning without judgement. Praise and rewarding effort is used to motivate and engage. A sense of pace and challenge is established from the start of the lesson.
Linking Prior + New Learning		Ref SLC - Pace of talk, clarity of instruction	Prior learning is checked and revisited to strengthen connections and longer-term memory. Know more, remember more. Planning ensures new learning builds on prior learning. Vocabulary is explicitly taught using the schools agreed pedagogies so that words are understood, contextualized and barriers to learning are reduced. Problem solving and number skills are revisited, retaught and applied in unfamiliar contexts to support deeper learning. Gaps in learning and misconceptions are revisited, including feedback and improvement tasks. Planning is adapted lesson on lesson so that core skills and knowledge are retaught where necessary. Precision learning is explained so that skills and knowledge are well understood, and misconceptions are minimised.
Focused Instruction 'I Do'		Ref SLC - Explicit teaching of vocabulary - Explicit teaching of listening	The steps to new learning are broken down into manageable amounts and reduce cognitive load. High-quality explanations are used to model thinking, decision making, and application of knowledge. Self-regulation is taught through decision making modelled, visible and explicit. Approaches to getting unstuck are taught and accepted as part of learning. Practical skills and strategies are modelled so that there is a clear understanding of how to solve problems solve and minimize misconceptions. Deeper learning is sequenced so that all learners can understand each developing stage. Learners know what excellent learning looks like and have success criteria to support their independent work.
Practise Learning 'We Do'		Ref SLC - Explicit teaching paired, small group talk	Guided practice and worked examples are used to link new learning and decision making with prior learning. Formative assessment, including rich questioning, is used skilfully to check understanding and the impact of planned learning. Peer explanation + modelling scaffolds and prepares for independent practice. Learners use expert thinking and talking to explore deeper learning. Scaffolding and support (including TAs) is in place to develop and build independence.
Learning Check 'You Do'			Skills and knowledge are explored using a variety of contexts. Independent practice and application of learning (including homework) builds confidence, self esteem and motivation. Metacognition and self-regulation are developed over time. Learning is consolidated. Scaffolding and support is reduced and removed over time. Feedback is used to deepen learning and address misconceptions.
Consolidating Learning			Learner's plan, review and evaluate their progress reflecting on what excellent learning looks like and success criteria. Next steps are identified and used to inform teacher planning and develop mastery approaches over time. Learning skills continue. <i>Next lessons, rest of day, community, wider world.</i>



Knowledge in Design Technology

National Curriculum and EYFS Framework

Substantive Knowledge *Learning about...*

- Theoretical knowledge of the strands of DT - 'mechanical systems', 'electrical systems', 'structures', 'textiles' and 'cooking and nutrition'

Disciplinary Knowledge *learning how to...*

- Practical knowledge of skills and techniques within the DT strands of 'mechanical systems', 'electrical systems', 'structures', 'textiles' and 'cooking and nutrition'
- DT technical vocabulary

Procedural Knowledge *Learning through...*

Investigate

Investigate and analyse existing products. Key events and individuals from the world of DT.



Design

Design innovative, functional, appealing products



Make

Construct using tools, equipment, materials and components



Evaluate

Evaluate and improve designs



National Curriculum Programmes of Study and EYFS Framework						
EYFS	Year 1	Year2	Year 3	Year 4	Year 5	Year 6
Development Matters 4-5 Years: ELG Expressive arts and design: <i>Creating with materials ‘...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.’ ‘Make use of props and materials when role playing characters in narratives and stories.’</i>	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 • 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, in their products Cooking & Nutrition • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from		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 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 Technological Knowledge • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products • understand and use electrical systems in their products • apply their understanding of computing to programme, monitor and control their products. Cooking & Nutrition • understand and apply the principles of a healthy and varied diet • cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied • become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] • understand the source, seasonality and characteristics of a broad range of ingredients			



Substantive Knowledge *Learning about...(Knowledge)*

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Textiles		- A running stitch can be used to join two pieces of fabric together. - A template (or fabric pattern) is used to cut out the same shape multiple time.		- A cross-stitch is stronger than a running stitch because it works in different directions. - Applique is a way of mending or decorating a textile by applying smaller pieces of fabric to larger pieces. - When two edges of fabric have been joined together it is called a seam. It is important to leave space on the fabric for the seam. - Some products are turned inside out after sewing so the stitching is hidden.		- The blanket stitch is useful to reinforce the edges of a fabric material or join two pieces of fabric. - The back stitch is a strong stitch and also be used for decoration. - Small, neat stitches which are pulled taut are important, including when creating seams. - Using a template (or clothing pattern) helps to accurately mark out a design on fabric.	
Cooking and Nutrition	- All food comes from plants or animals. - The names of key, basic foodstuffs; some foods are healthy and some are unhealthy. - Everyone should eat at least five portions of fruit and vegetables every day.	- All food comes from plants or animals, and that food has to be farmed, grown elsewhere (e.g. home) or caught. - The names and groups of some foods, according to the Eatwell Plate. - Everyone should eat at least five portions of fruit and vegetables every day. - There are ‘hidden sugars’. - There is nutritional information on a drinks containers.		- Food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. - A healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell Plate. - To be active and healthy, food and drink are needed to provide energy for the body		- Different food and drink contain different substances – nutrients, water and fibre – that are needed for health, and make comparisons between different foodstuffs. - About nutritional labelling on food packets and make comparisons. - Recipes can be adapted to change the appearance, taste, texture and aroma.	
Mechanical Systems/Electrical Systems		- A mechanism is the parts of an object that move together. - A slider mechanism moves an object in a straight line. - A rotary mechanism moves an object in a curved way. Wheels need to be round to rotate and move. - For a wheel to move it must be attached to a rotating axle. - An axle moves within an axle holder which is fixed to the vehicle or toy.		- Air can be used to create mechanisms and these are called pneumatic systems. - A pneumatic system can force air across a distance to make a mechanism work. - A cam turns a turning motion into a linear motion. - Different shape cams create different movements. - Inputs are motions that start mechanisms and outputs are the resultant motions.		- Inputs are motions that start mechanisms and outputs are the resultant motions. - Different mechanisms control movement in different ways. - Rotary motion is a circular path in one direction Reciprocating motion is back and forwards in a straight line. - Oscillating motion is in a circular path, first one way then the other. - Electric circuits can be incorporated into products.	
Structures	Structures need to be strong.	- Structures need to be strong and stable. - Roofs need to be waterproof. Windows need to be transparent. - Structures with a wide base are stable. - Cylinders and corrugated shapes make strong structures. - Hinges allow parts of a structure to open and close.		- Sheets within structures can be strengthened by folding and shaping, corrugating, ribbing and laminating. - Structures with a square or rectangular base are strong and stable. - Structures with diagonal struts are strong and stable. - Pavilions are a type of temporary or permanent enclosure.		- There are beam, arch and truss bridges. - Arches increase the strength of bridges. - Truss bridges use triangles to strengthen beams.	



Disciplinary Knowledge <i>Learning how to...(Skills)</i>							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Practical skills and techniques	Use a small range of materials such as textiles and food ingredients.	Use a small range of materials and components, such as construction kits, textiles, food ingredients and mechanical components.		Begin to use a wider range of materials and components than KS1, such as construction materials and kits, textiles, wood, food ingredients, mechanical and electric components.		Use a wide range of materials and components, such as construction materials and kits, textiles, wood, food ingredients, mechanical and electric components.	
Textiles	With support, decorate fabrics with attached items - e.g. buttons, beads, sequins, braids, ribbons.	Measure, mark out, cut and shape materials/components, including cutting fabric from a template. Assemble, join and combine materials and component using a range of methods – e.g. masking tape, glue, staples, running stitch. With support, decorate fabrics with attached items - e.g. buttons, beads, sequins, braids, ribbons.		Measure, mark out, cut, shape and score materials/components with some accuracy. Assemble, join and combine materials and components with some accuracy, using a range of methods - e.g. masking tape, glue, staples, running stitch, cross-stitch, applique. Sew on buttons and make loops.		Measure, mark out, cut, shape and score materials and components to the nearest 1mm. Accurately assemble, join and combine materials and components, using a range of methods - e.g. masking tape, glue, staples, running stitch, back stitch, blanket stitch, applique glue gun and modelling wire. Decorate textiles appropriately (often before joining components).	
Cooking and Nutrition	- Begin to understand how to prepare simple dishes, without a heat source. Begin to develop food vocabulary using taste, smell, texture and feel. Mix/Stir - Loosely combine ingredients. Mash ingredients together using a fork. Spoon - Spoon ingredients between containers. Measure - Begin to measure and weigh food items, using non-standard measures e.g. spoons, cups. Count ingredients. Tearing and Snipping - Tear fresh herbs Cutting - Cut soft foods with butter knife, e.g. banana, canned peach slices. Following - Follow simple instructions given by an adult.	- With support, know how to prepare simple dishes safely and hygienically, without using a heat source. Taste test food combinations. Develop food vocabulary using taste, smell, texture and feel. Mix/Stir - Combine ingredients with increasing thoroughness. - Spoon - Spoon ingredients into different containers with increasing accuracy and minimal spillage. Measure - Measure and weigh food items, using non-standard measures e.g. spoons, cups, and standard measures, in accordance with the KS1 NC for Maths. Grating - Grate soft foods - e.g. cheese, cucumber Tearing and Snipping - Snip fresh herbs or spring onion. Threading - Thread soft foods onto kebab sticks or cocktail sticks - e.g. soft fruits Cutting - Cut low resistance foods with a table knife into equal size pieces/slices - e.g. canned pineapple slices, sticks of pepper, mushrooms. Use a fork to secure foods. Following - Follow a simple recipe supported by an adult.		- Begin to know how to prepare and cook safely and hygienically including, where appropriate, the use of a heat source. Develop sensory vocabulary/knowledge using, smell, taste, texture and feel. Mix/Stir - Combine any ingredients thoroughly. Whisk foods using a hand whisk. Spoon - Use two spoons to transfer ingredients into different size/shape containers with minimal spillage - e.g. liquid foods into baking cases. Measure - Weigh and measure using scales and standard measures, in accordance with the Year 3/4 NC for Maths – e.g. measuring jugs and digital scales. Grating - Grate firmer foods - e.g. carrots, apples. Tearing and Snipping - Tear and shred with greater dexterity – e.g. shredding lettuce. Threading - Thread medium-resistance foods onto kebab sticks -e.g. courgettes. Cutting - Cut medium resistance foods with a vegetable knife - e.g. cucumber. Use a fork or the claw grip to secure foods. Cut medium resistance or partly prepared foods using a bridge hold - e.g. cut half a tomato into a quarter, halve canned potatoes, halve large grapes. Following - Follow a simple recipe with guidance from an adult and adapt it as needed		- Know how to prepare and cook and hygienically including, where appropriate, the use of a heat source. Develop sensory vocabulary/knowledge using, smell, taste, texture and feel Mix/Stir - Fold ingredients together carefully. Whisk foods using a hand whisk. Spoon - Gauge the quantities spooned to ensure an equal amount of ingredient in each container. Measure - Weigh and measure using scales with increasing accuracy, in accordance with the Year 5/6 NC for Maths – e.g. – e.g. measuring jugs and digital/analogue scales. Grating - Grate independently, and use the other parts of a grater (e.g. zesting) as needed. Tearing and Snipping - Tear and shred with greater dexterity – e.g. shredding lettuce. Threading - Thread high-resistance foods onto kebab sticks – e.g. onions, peppers. Cutting - Cut higher resistance foods with a vegetable knife, using the claw grip - e.g. celery, carrots. Cut higher resistant foods from whole using the bridge hold - e.g. halve an apple, raw potato. Following - Follow and modify a simple recipe independently	
Mechanical Systems/Electrical Systems	Cut and shape materials With support, assemble, join and combine materials using a range of methods – e.g. masking tape, glue, staples	Assemble, join and combine materials to make simple mechanisms using masking tape, glue and split pins. Assemble, join and combine materials/ to make simple wheels and axles and pulleys.		Assemble, join and combine materials and components to make simple pneumatic systems. Assemble, join and combine materials and components to make simple cam mechanisms.		Assemble, join and combine materials and components to make a range of different mechanisms. Use layers and spacers to hide mechanisms. Incorporate a circuit into a product base.	
Structures	Explore how to make structures stronger.	Assemble, join and combine materials to make strong and stable structures. Assemble, join and combine materials to make simple hinges .		Assemble, join & combine paper to strengthen structures – e.g. folding and shaping, corrugating, ribbing, laminating. Join structural beams to create strong and stable structures. Add diagonal struts to increase stability. Create a free-standing structure. Create different textured cladding effects.		Assemble, join & combine paper to strengthen bridges – e.g. folding and shaping, corrugating, ribbing, laminating, arching. Strengthen bridges with triangular trusses. Measure, mark out and cut wood safely using a tenon saw.	



Procedural Knowledge

Learning through...(Understanding/Application)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding contexts and users and purposes	Work within a small range of familiar contexts, such as imaginary, story-based, home, school, gardens, playgrounds and the local community. Begin to state what products they're designing & making, who they are for, how they work,.	Work within a small range of familiar contexts, such as imaginary, story-based, home, school, gardens, playgrounds and the local community. State what products they are designing and making, who they are for, how they work, and how they will make them suitable. Develop design criteria with support.	Work within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment. Begin to describe the purpose of their products and their design features, explaining how particular parts of their products work. Begin to gather information about the needs/ wants of individuals and groups, and develop their own design criteria.	Work confidently and independently within a broad range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment. Describe the purpose of their products and their design features, explaining in detail how particular parts of their products work. Gather information about the needs and wants of particular individuals and groups, develop their own design criteria and use these to inform their ideas.			
Investigating	Explore: •what products are •who/what products are for •how products work •where products are used •what materials are used •what they like and dislike about products	Explore: •what products are •who products are for •what products are for •how products work •where products are used •what materials products are made from •what they like and dislike about products	Begin to investigate and analyse: •how well products have been designed and made •why materials have been chosen •how well products work and achieve their purposes •how well products meet user needs and wants •who designed and made the products •whether products can be recycled or reused •inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products	Investigate and analyse: •how well products have been designed and made •why materials have been chosen •how well products work and achieve their purposes •how well products meet user needs and wants •who designed and made the products •how much products cost to make •how innovative products are •how sustainable the materials in products are •what impact products have beyond intended purpose •inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products			
Designing: Generating, developing, modelling and communicating ideas	Explore simple ideas. Develop and communicate ideas by talking and drawing. Begin to model ideas by exploring materials.	Generate ideas by drawing on their own experiences and knowledge of existing products. Develop and communicate ideas by talking and drawing, including labelling parts. Model ideas by exploring materials, components & construction kits. With support, use ICT to develop and communicate ideas.	Generate realistic ideas, focusing on the needs of the user. Begin to share and clarify ideas through discussion, and use annotated sketches and labelled drawings from different viewpoints to develop and communicate their ideas. Begin to model their ideas using prototypes. Use information and communication technology, where appropriate, to develop and communicate their ideas.	Generate realistic ideas, focusing on the needs of the user and drawing on research. Share and clarify ideas through discussion. Use annotated sketches, cross- sectional and perspective drawings and exploded diagrams to develop and communicate their ideas. Model their ideas using prototypes. Use CAD to develop and communicate their ideas.			
Designing: Planning	Select from a range of tools, equipment and materials.	Select from a range of tools and equipment. Select from a range of materials and components according to their characteristics.	Select tools and equipment suitable for the task. Select materials and components suitable for the task. Plan and order the stages of making.	Select tools and equipment suitable for the task, explaining their choice in relation to the skills/techniques used. Select suitable materials/components. explaining choices according to functional and aesthetic qualities. Produce appropriate lists of tools, equipment and materials that they need and formulate step-by-step plans.			
Making	Make a simple product with support.	Follow procedures for safety and hygiene. Follow a simple plan to make a product, following design criteria with support.	Follow procedures for safety and hygiene. Follow design criteria to create a product.	Follow procedures for safety and hygiene. Follow design criteria to create a product.			
Evaluating: Own products		Evaluate a finished product against design criteria, explaining likes and dislikes.	Evaluate an end product against own design criteria, consider the views of others, and think of ways to improve the design. Evaluate their ideas and products against their original design specification, and begin to think about the needs of the user.	Reflect on their work continually throughout the design, make and evaluate. Evaluate their ideas and products against their original design specification, thinking about the needs of the user.			
Tier 2 Vocabulary		Design, Make, measure, weigh, test, plan, join, cut, shape,			Evaluate, sequence, justify, explain, accuracy		
Tier 3 Vocabulary		Sew, scissors, cardboard, materials, paper, fabric, wood, metal, plastic, ingredients, hygiene, safety, peel, grate, structure, design criteria, product, decoration			Fit for purpose, target market, customer stitch, saw, sand, template, pattern, electronics, mechanisms, circuits, stiff, mouldable, joints, utensils, cook, bake, recipe, names of wood, fabric, ingredients, metal, plastic etc.		



Long Term Plan – Coverage							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme 1 <i>Ourselves and <u>Humankind</u></i>	<i>Junk modelling</i>						
Theme 2 <i>Culture and Diversity</i>	<i>Cutting, fixing & joining</i> Carnival mini float/masks (structure)	Table top spinners (Mechanical Systems/Electrical Systems)	Carnival mini float/masks (structure) Biscuits (cooking and nutrition)	The Great bread bake off (cooking and nutrition) Make Neolithic Bread Carnival mini float/masks (structure)	Harvest Bread (cooking and nutrition) Blanket stitching – felt stockings (textiles) Carnival mini float/masks (structure)		
Theme 3 <i>Community and Citizenship</i>	<i>Colour mixing</i> <i>Collage Printing</i>		Kenya Pattern Weaving (textiles)		Egyptian Death Masks (Structure)		
Theme 4 <i>Exploration and Discovery</i>		Building a floating boat	Pirates Pack Lunch (structure)	Mechanical Posters (Mechanical Systems/Electrical Systems)			
Theme 5 <i>Expression and Creativity</i>		Designing and building 3D models (structures) Castles	Moving Pictures – link to great fire of London, make fire move on pictures with buildings (Mechanical Systems/Electrical Systems)	Design and build 3D model ancient/future house (structures)	Battery operated light (Mechanical Systems/Electrical Systems)		
Theme 6 <i>Ourselves and <u>Humankind</u></i>		Dips and Dippers (cooking and nutrition)			Edible garden (cooking and nutrition)		