D&T at Perton First School

D&T Curriculum Intent:

Design and technology is an inspiring, rigorous and practical subject. Children use creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils also learn to take risks, become resourceful, innovative, and enterprising citizens.

Implementation

This area of our curriculum enables children in our school to turn their ideas into reality. We have used Kapow Primary as starting point with planning our whole school's D+T curriculum and have carefully considered how best to progressively develop children's knowledge. This knowledge allows children to follow the design process from researching to designing to making to evaluating and adapting.

Within Early Years we encourage our young children to work practically, using construction and a range of equipment to explore creatively. Children access activities such as junk modelling, modelling with clay and many other materials. Children are offered a range of activities so that they can build or make for a purpose. We encourage them to select appropriate resources and adapt work where necessary. They develop skills to shape, assemble and join materials they are using to create simple representations of objects.

Impact

We measure the impact of the D&T curriculum through self- assessment and peer assessment.

We also reflect on our ideas and evaluate our work individually and within group discussions. This is a skill that enables individuals to make judgements of their own work and the work of others.

High quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation. It enables children to follow the school ethos of Dream, Believe, Achieve in a practical way.

Capou

I am a... Dynamic Designer

Vision and Values

I have happy memories of taking part in D&T lessons. I enjoy linking D&T with other subjects to work towards projects. I feel safe while learning and practically working in D&T. I understand how to use equipment safely. I feel valued when I ask questions or offer explanations.



Head

I know how D&T can allow me to express ideas and make them a reality. I understand that designers are constantly using their ideas to develop the world we live in today. I am able to see connections within D&T across periods of time. I know where different foods come from.

Hand

I can question, evaluate ideas and help extend on current designs. I use different sources to find out about D&T and use a range of materials. I make my own informed responses about designs.



Heart

I am proud to express my ideas. appreciate how others can help me to reflect on ideas and help me to make them better.

I care about making adaptations to current ideas and helping to make our world an even better place.





D&T Scheme of Work.

Early Years		K	S1		
Nursery	Reception	Year 1	Year 2	Year 3	
Little Chicks: Getting to Know You Little Owls: This is Me! What do you love most about your house?	Family Tree! Why is it so important to wash our hands before touching food? Snowman Lolly	Unit 1 Textiles and puppets. What is a template? What techniques will you use to attach your decorations to your puppet? Why?	Unit 1 Mechanisms: Wheels and Axles. Why are axles so important for vehicles? (Creating a Space Buggy)	Unit 1 Textiles: Cushi In which direction an What is a sea	
Little Chicks: What a Wonderful World Little Owls: Down at the bottom of the garden Make a Chinese dragon. What colour is important in Chinese New Year?	All Things Bright and Beautiful Traditional tales—Baby Bears Chair What will baby bear sit on now?	Unit 2 Food and vegetables. What is a smoothie? How do you know what is a fruit and what is a vegetable?	Unit 2 Mechanisms: Making a Moving Mon- ster Pivots, levers and linkages. Can you name any products that use levers and linkages? What famous monsters do you know about?	Unit 2 Electrical Systems: Elec (Romans) What information design in a museum	
Little Chicks: Water, Water Everywhere! Little Owls: Splish Splash! If you were a dinosaur which one would you be and why?	Down in the Ocean Make a fish mobile. What helps a fish to breath under wa- ter?	Unit 3 Mechanisms /levers and pulleys. Which part of the mechanism will move? What do we know about direction?	Unit 3 Structures: Making a Freestanding structure. (Tin forest) What would you create to put into the tin forest story?	Unit 3 Food: Eating Seas Tarts What does the term 'sea What are the effects o food?	
				What must we conside stay safe in the ki	



LKS2

	Year 4	
	Unit 1	L
ons	Systems: Slingshot Car	F
I sewing?	Chassis and Launch Mechanisms	-
m?		
	How might your life change if they did-	
	n't exist?	
	Converting of other energy formed	
	can we think of other energy forms?	
	Unit 2	
trical Poster	Structure: Pavilions	
	Chocolate Factory Pavilion	<
n can you find	Can you name a famous pavilion in	
1?	France? (Eiffel Tower)	
	What is a pavilion for?	
	How is the cladding attached?	2
	Unit 3	
onally	Food: Adapting a Recipe	
	Biscuit Bake Off	
		_
isonal' mean?	What ingredients/flavours can you	
	laste:	
f importing	Does it crumble or crack? What is its	(
	texture like?	
r in order to		
tchen?	How might that alter the biscuit?	

Expressive Arts and Design

AN THE		12
Year Group	Milestones (Children at the expected level of development will)	
Nursery O Little Chicks	Join in with music sessions and activities. Explore paint and modelling materials. Begin to play with toys imaginatively.	
Nursery 1 Little Chicks	Engage in musical activities, singing or dancing. Play instruments, making up songs and movements Make marks intentionally. Use a range of colours and explore textures. Develop pretend play and start using imagination.	ti a o p d t
Nursery 2 Little Owls	Mix colours and expect a change to happen. Talk in detail about drawings. Use different materials to make marks Listen to sounds and respond. Remember and sing entire songs and make up my own songs. Create my own music using key- boards, technology and other instruments.	to p c d o
Reception	Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and func- tion; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing char- acters in narratives and stories. Being Imaginative and Expressive: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music.	D b or Si Si tr fi st tr t t

0



Content

hildren love to create and it is important bat they have the time and space to do so dependently, collaboratively and for an udience. They have time to role-play stories sing props and costumes.

We have a range of creative activities for the children to take part in, such as painting at an easel, modelling with dough or day, bilage using glue, and paper models. We rovide recycled boxes and bottles for the hildren to make into models using glue, ape and paper. We show them how to join materials and how to use scissors and other holds and then give them opportunities to ractice.

ur art provision is enhanced following the hildren's interests or for an exciting project r theme. We might make Diva Lights for ivali or Christmas decorations. We enjoy aking and decorating foods for celebrations r links to stories like the Gingerbread Man.

nging is part of life here at Perton First shool. The children love the sense of singing ogether. We also listen carefully to music to and the beat and to learn about rhymes, appes and numbers.

We have instruments, music, props and cosimes for the children to access to enable term to role-play and perform.

Communication and Language

Year Group	Milestones (Children at the expected level of development will)	
Nursery O Little Chicks	Begin to understand prepositions. Follow simple instructions without visual prompts. Talk about people who are not there. Fol- low a conversation with an adult and join in. Use fifty or more recognisable words. Use words "I", "me" and "mine". Use descriptive words e.g. "hot", "cold", "big", "little". Indi- cate their needs using signs, symbols or speech. Indicate choices. Begin to use language for social interaction.	1
Nursery 1 Little Chicks	Follow instructions with three key words. Understand questions with 'who', 'what' and 'where'. Enjoy stories and talk about them. Understand action words and point to the right picture. Use around 300 words for time, space and function. Speak clearly so that different adults understand.	
Nursery 2 Little Owls	Take turns in conversation. Use talk to organise play. Explore and investigate by making comments and asking questions. Join in with a range of songs and rhymes. Talk about familiar books and tell long stories. Understand what is being said. Express a point of view. Use sentences which are 4 to 6 words or longer. Join sentences with words like and or because. Use the past and future tense with some accuracy. Answer simple 'why' questions. Have a growing vocabulary.	
Reception	Listening and Attention:	
ELG	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and dur- ing whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking:	
	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	



Content

Our setting is language rich and filled with vocabulary!

We tell stories, sing songs and rhymes and most importantly spend time talking to and interacting with our children. We play with them, joining in with their games and facilitating their learning to move it forward. We praise children who ask questions and want to further their learning.

We use exciting stimuli to engage the children, and make links through their learning. We find out about the police, dinosaurs, princesses, animals, plants and all kinds of exciting things! The vocabulary grows through play activities and the adults model how to use it correctly.

We have a lot of interventions for communication and language to ensure that the children are picked up early and supported at the level that they need. We offer support to parents who need help at home. We make referrals to speech and language if we feel that specialist support is needed.



Watch the short video to enable children to

share their understanding.

About direction?

Label a detailed drawing of their designs.

What direction will it go?



4	5	6
WALT: embellish In this lesson, children will learn what embellishing is. They work through steps to join the sides of their puppets together.	WALT: evaluate. Children to evaluate or make changes to their puppets using question prompts from Kapow Primary. Use peer assessment to discuss each oth- ers work.	<u>WALT: perform a story using our puppets</u> . Children to use their puppets to act out the story for an audience.
 WALT: prepare smoothies. In this lesson, children will prepare their chosen foods. Follow a recipe guide Cut and peel using a knife Use a blender safely. 	<u>WALT: Evaluate our smoothie</u> After tasting the product previously chil- dren to decide on what changes they may make if they were to make the smoothie again. Work through the evaluation sheet.	WALT: Design a carton for our product. Children to sketch and design their own carton for their product.
WALT: construct Children will Drawing their background Drawing and cutting their moving parts Making sliders for their moving parts Putting all their parts together to creat	WALT: evaluate. Children to use this lesson to complete their cards and evaluate their designs. Was it effective, did it move smoothly? Did you find cardboard easy to work with or would you have liked to have used a different material?	



D&I - Units	of Work								
		<u> </u>		157	QYS	Ray Believe Action			
KS1									
	Year 2								
		Seque	nce of knowledge and	l skills					
Week	1	2	3	4	5	6			
Unit 1 Mechanisms: Wheels and Axles . Why are axles so important for vehicles? (Creating a Space Buggy)	WALT: Discuss our understanding of wheels and <u>axles</u> Use the quiz to assess current knowledge for Understanding of axles and mechanisms.	 <u>WALT: understand wheels and axles.</u> Power point to start the lesson– Wheels and axles Use the video to engage the children and build on vocabulary. Offer a selection of items with axles toy cars, plus pictures. The children now work in groups to create their own diagrams of different objects, just as you modelled. Look at each of the diagrams in turn and ask children which parts they think are moving 	WALT- identify what stops wheels from turning Use the link below. 'Sid the science kid- How wheels work' on Video Link Children to then work independently to solve the tasks given on the broken vehicle sheets. . Children to determine why the vehicle is broken and write their findings on the repair tickets. Video: Fixing broken wheels – Vehicle D	 <u>WALT- design a moving vehicle</u> In this lesson, children will design their own vehicle. Make available materials for making the vehicles. There is no need for glue or scissors at this stage. The children are not making their vehicles yet, only deciding which objects and materials they will use, and making sure that they have allocated an item for each of their vehicle components: wheel, axle, axle holder, body/ chassis. Children to use this session to review each others' plans. 	WALT- build a moving vehicle Using the design sheets from last week, chil- dren to watch the video to outline the produc- tion process. Children to begin to work on their own designs. Working in their table groups, explain that the children will be a judging panel and will look at each model vehicle on their table and decide if the model meets each item on the design crite- ria list .	WALT- : evaluate our designs and make adaptions tions Use this session to decorate and hold a race whereby the children can make predictions and adaptations to their completed models should they need to Children to write an evaluation on their space buggy designs.			
Unit 2 Mechanisms: Making a Moving Monster Pivots, levers and linkages. Can you name any products that use levers and linkages? What famous monsters do you know about?	<u>WALT: identify pivots</u> Children to explore a range of real life equip- ment such as hole punch, scissors, tin openers, teddy, doll, ruler, pencil. Talk in partners about what they think has a pivot. Using the IWB display, children to use the ana- lysing sheet to conclude which items use a pivot.	WALT: understand pivots and levers.In this lesson, children will gain the knowledgeof what pivots and levers are. Watch the pupilvideo for demonstration of the taskEach child to be given a linkage diagram sheetand then use this to guide them through theprocess_This will give opportunity to experiment thelever/pivot systems that they can use for cre-ating their model monsters.	WALT: create initial designs. In this lesson, children to sketch ideas and think about criteria. To follow on Children will hold a survey with some class members for favourite design.	WALT: make a r Watch the video for showing the process of how fix our monsters together. Emphasise t Children to use the templates, variou Children to decora	noving monster r to follow the steps that we have learnt so far to hat children can use their own designs. us materials to create their monsters. ate their monsters.	WALT: Evaluate In this lesson, children will discuss adaptations, reflecting on their designs. Share their work with others and evaluate each others' designs.			
Unit 3 Structures: Making a Freestanding structure. (Tin forest) What would you create to put into the tin forest story?	WALT: generate ideas for our structures. www.youtube.com/watch?v=AP5PNOIU4ns Children to watch the video and begin to gener- ate ideas of what they would like to make to create a free standing structure.	<u>WALT: design a structure .</u> During this lesson, children will learn about the stability of structures and begin to design their own structures. Use playdoh to make 3D shapes and assess their stability. Use the resource sheet to record their findings.	<u>WALT: choose appropriate materials.</u> Following on from the previous lesson, children will write a list of items/materials that they will need to make various components of their tin forest <u>.</u> Children will need to think about how their structure will stand and be stable. Label their ideas.	WALT: Co Children to use their prior understanding and bo signs, thinking about specific needs to keep their stay Children to work independently to	onstruct . egin to manipulate the components of their de- structures stable. How will they ensure that they nd? o build as part of a class exhibition.	<u>WALT: Evaluate and adapt our work.</u> Children to use this session to write about their design/product and share their experiences of how they found the activity.			



Year 3						
		Sequ	ence of knowledge ar	nd skills		t.
Week	1	2	3	4	5	6
Unit 1 Textiles: Cushions	<u>WALT- understand applique.</u> During this lesson, children will learn what	WALT: sew, cross stitch and applique. During this lesson, children will learn to thread	WALT: design a product and create a template. Initially children will watch a demonstration	WALT: use our sewing skills to create our own designs.	WALT: assemble a cushion. Children to piece together their two identical	WALT: evaluate our cushion. Use this lesson to reflect on what went well,
In which direction am I sewing? What is a seam?	applique is. Children will be introduced to this half term's takes of making cushions. Children will then begin to use sketches to create ideas of what designs and detail we may include.	needles and use scraps of material to experi- ment and begin to experience skills of sewing.	video to learn the knowledge and skills needed to use a template. They will then use the design template sheet to gather ideas/designs, write and record them. Children will use templates to cut out pieces of their cushion.	Children to use a selection of materials to sew applique details to the front of their cushions. They will use various methods/stitches to make it decorative and use design templates.	pieces of material. Encourage them to pin them inside out and when two side and the bottom are stitched, turn the cushion the correct way. Stuff the cushions with wadding and then sew the final section.	maybe anything that they may change next time. Cushions to be sold at the Christmas Fair!
Unit 2 Electrical Systems: Electrical Poster	WALT: understand the purpose of information design.	WALT: research to develop a range of initial ideas	WALT: develop an initial idea into a final de- sign	WALT: assemble a product and In this lesson,	d incorporate a simple circuit children will:	Use this session to use the retrieval quiz and reflect on what was needed for this DT task.
(Romans)	Watch the video link about museums. Use this session to build on understanding of what information design is and its purpose.	In this lesson, children research and select a topic to inform their design ideas.	Children to work through their booklet to jot down key points that they want to include <u>.</u> Children use this session for peer assessment	mount the final design to m build a simple circuit	nake it stiffer and stronger that includes a bulb	Evaluate designs.
What information design can you find in a museum?	Assign the class the task of creating a poster to help Gus.	Children to consider how they can share infor-	and ask others to share their thoughts on the information /designs so far. Use the down- loadable template for creating the poster. Draft a poster ready for the final copy to be	test and evaluate the name and identify simple circuit cor Attach the poster to card and work thr	electric display board nponents (bulb, battery and wires) ough the process of lighting the bulb.	
		information: The Roman Empire map. The Roman army equipment. Gods and Goddesses. Rulers of Rome. Entertainment, for example, gladiators and chariot racing	complerted next week. Think about information that they want to include.			
Unit 3	WALT: Share our understanding of eating sea- sonally.	WALT: understand that climate affects food growth	WALT: Understand the advantages of eating seasonal foods grown in the UK	WALT: Create a recipe that is healthy and nutri- tious using seasonal vegetables	WALT: Safely follow a	Evaluate tarts and record their thoughts and make adaptions should they need to.
Food: Eating Seasonally Tarts	Children to use the quiz questions to discuss their thoughts and ideas and begin to under- stand seasonal food.	Children will use maps to know that not all fruits and vegetables can be grown in the UK.	Children will learn about fruits and vegetables that are 'seasonal' in the UK – which fruits only grow in the autumn/winter/spring/summer?	Children will to learn about the rainbow of fruits and vegetables.	recipe when cooking Children will learn the importance of food hy- giene and safety to prepare and cook their	Using the end of unit quiz—Children to write their questions and answers for teacher to assess their understanding .
What does the term 'seasonal' mean?		own climate and understand that these cli- mates enable different fruits and vegetables to grow.	After watching the 'making a crumble' video, children will work in groups to make a crumble, selecting seasonal fruit.	tart design brief and put their ideas into a plan ready to work in groups to create a tart of their choosing.	Children will learn how to prepare themselves in order to start cooking	
What are the effects of importing food?		Children will also consider hygiene when pre- paring food and how to use cooking equipment safely.			They will learn the basic rules of food contami- nation	
What must we consider in order to stay safe in the kitchen?					Ciniaren win use, store dhu tiedh a khire safely	

15



AC	
5	6
test my completed product	WALT: evaluate our designs and make adap-
le the panels of the body to assis correctly	<u>tions</u> Children to reflect on their experience of using
to be able to remember that te less air resistance and can ter through the air	launch mechanisms . Record their findings and use the quiz template to assess the skills that they have gained in this
g to be able to evaluate the based on the understanding aster than others as a result of:	module.
Body shape rgy in the elastic band angle in the chassis and axle	
ling to a frame structure	WALT: review our learning and evaluate our work
Iren to select terials for their cladding.	Children to write about their work and evaluate
o add cladding which reflects eir design.	could change? How they could improve it even more?
to be able to create different with my chosen material.	As a class review the learning that has taken place using the quiz from week 1.
o create a pavilion	
ildren to review the models.	
it that meets a given design brief	WALT: evaluate and assess our learning.
safety and hygiene when	Children to use this session to reflect on their work during this module and complete the quiz
ngredient quantities specified	template Discuss their likes/dislikes, use this as a peer
suitable packaging for their	assessment too. Whose product was the most popular?
saging that the biscuit will be esented in.	How could we make it better next time?

D&T - Early Years Framework and Primary National Curriculum

This map shows the progression of Early Years and NC Objectives in DT.

Ш.,

	Early Years		K	S1		
	Nursery	Reception	Year 1	Year 2	Year 3	
	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discus-	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions	Design purposeful, functional, appealing products for themselves and other users based on design criteria	Design purposeful, functional, appealing products for themselves and other users based on design criteria	Use research and develop design cri design of innovative, functional, app that are fit for purpose, aimed at pa or groups	
	sions, offering their own ideas, using recently intro- duced vocabulary	Make comments about what they have heard and ask questions to clarify their understanding;	Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communica-	Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communica-	Generate, develop, model and com	
	Use a range of small tools, including scissors, paint brushes and cutlery;	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	tion technology	tion technology	ideas through discussion, annotated sectional and exploded diagrams, pr pieces and computer- aided design	
	Share their creations, explaining the process they have used	sions, offering their own ideas, using recently intro- duced vocabulary;	Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	Select from and use a wider range o ment to perform practical tasks [for shaping, joining and finishing], accu	
		Use a range of small tools, including scissors, paint brushes and cutlery;	Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	Select from and use a wide range of	
/		Begin to show accuracy and care when drawing.	Explore and evaluate a range of existing products	Explore and evaluate a range of existing products 2 2	components, including construction and ingredients, according to their o	
-		Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;	Evaluate their ideas and products against design crite- ria	Evaluate their ideas and products against design criteria	Investigate and analyse a range of e	
		Share their creations, explaining the process they have used;	Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Build structures, exploring how they can be made stronger, stiffer and more stable	Evaluate their ideas and products ag design criteria and consider the view improve their work	
_		Be confident to try new activities and show independ- ence, resilience and perseverance in the face of chal- lenge;	Use basic principles of a healthy and varied diet to prepare dishes Understand where food comes from	Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Understand and use electrical system [for example, series circuits incorpo bulbs, buzzers and motors]	
/					Understand and apply principles of a ied diet	
					Prepare and cook variety of predom dishes using a range of cooking tech	
-					Understand seasonality, and know v variety of ingredients are grown, rea processed	

11. //

1.

-1

LKS2

	Year 4	
iteria to inform the pealing products articular individuals	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	f
municate their d sketches, cross- rototypes, pattern	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross- sectional and exploded diagrams, prototypes, pattern pieces and computer aided design	
of tools and equip- example, cutting, rately	Select from and use a wider range of tools and equip- ment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	2
f materials and materials, textiles characteristics	Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	<
existing products	Investigate and analyse a range of existing products	
gainst their own ws of others to	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	
ms in their products rating switches,	Understand how key events and individuals in design and technology have helped shape the world	
a healthy and var-	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	
ninantly savoury nniques	Understand and use mechanical systems in their prod- ucts [for example, gears, pulleys, cams, levers and linkages]	
where and how a ared, caught and	Understand and apply principles of a healthy and var- ied diet	
	Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques	
	Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and	

I, I,

D&T - Key Vocabulary

Early	Years	K		
Nursery	Reception	Year 1	Year 2	Year 3
Draw, Build/Balance, Like /Dislike	Draw, ideas, Plan, Make	Draw, ideas, Plan, Make	Draw, ideas, Plan, Make	Draw, initial ideas, P
Safe, Ideas, Make, Finished	Build/balance, Finished Like /Dislike, thread, push, pull.	Design, Equipment , Glue,, Safety pin, up/down, finished Like /Dislike Healthy Smoothie. Fruit, vegetable.	Design, Equipment , Like /Dislike Diet /Balanced diet /Expensive, Wheel , height, measure, 3D shapes.	Design, Equipm Like /Dislike, cu Nutrients Recipe Sketch , Research ,Batte sign , Information
Plan, Fix, Strong/weak, Tools	Plan, Construct, Strong/Weak Tools, Fix /Join, tape, glue.	Plan, Fix /Join, Assemble, Technique, Method, staple, pinning, decorate, sew, Evaluation, Ingredients , Nutri- ents , Recipe, slice, taste. Test, levers, sliders, Mechanism.	Plan, Fix /Join, Technique, Method, Evaluation, Client, stable, strong, stiff, Man-made , natural, balanced, strong base. Survey.	Plan, Fix /Join, Techniq Climate, import, Seas Dry climate. Exported Mediterranean climate, Seasonal food, Seasons climate, Tropical clima template, Technique, Ma pinning, sew, decorate plique. Stencil Client, st Electrical product Electrical
Attach, balance, model	Cut/Shape, Equipment, Safely Change, Combine, Complete, structure, Test, change	Cut/Shape Template, fabric, parallel, change, hand puppet. Substitute, alternative, carton, peeler, peel, Blender, slice.	Axle , Axle holder , Chassis Mechanic, Mechanism , Model , Test Cut/Shape Template, fabric, accurate, parallel, change, Substitute, Applique.	Cross-stitch Decorate , I Patch , Running-stitch , S Target audience , Targ thimble, thre Circuit, Circuit compone wires , Peer assessment



LKS2

Year 4

lan, Make lent , Ishion • Tart,

ery , Final dedesign

ue, Method, sonal food

, Imported , Nationality, , S Temperate te ,Accurate ethod, staple, e, knot, aptable, strong, rical system ,

Detail , Fabric Seam Stuffing et customer ad.

ent, Crocodile ; , Self assessDraw, ideas, Plan, Make, research, Design, Equipment , Like /Dislike, Design criteria Evaluation , Adapt, Budget Equipment Ingredients, Recipe, machine, success criteria, mock up, taste, preference. Increase, decrease, model, 3D shapes.

Plan, Fix /Join, Technique, Method, attach, Function, Inspiration, Decorate, Pavilion .Reinforce, Stable, Structure Target audience, Target customer, Texture, Theme Cooling rack, Air resistance Kinetic energy, Mechanism, Net, Structure Function, Chassis, fundraiser, preference. Motion, resistance.

Launch. Crumble, crack

Aesthetic, Cladding Frame structure

Purpose, Creaming , Flavour, Method , Net , Packaging , Prototype, Quantity, Rubbing, Sieving, Target audience, Unit of measurement, Utilities

Graphics, Structure