

Design & Technology Curriculum



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Vision & Intent

Vision

Our school vision for pupils is for them to be *Joyful & Equipped to Succeed & Serve*. Teaching and learning in Design and Technology (D&T) plays a part in that vision. Through a combination of authentic, creative, project-based learning and focused practical tasks, the children will design, make, and evaluate products that solve real and relevant problems in a range of contexts, considering their own and others' wants and needs; with children gradually gaining an understanding of the role of D&T in local, national and global contexts.

Intent

D&T at Dent CE Primary is an inspiring, rigorous, and practical subject which offers pupils the opportunity to develop a wide range of practical skills, both as individuals and as part of a team. Pupils will use associated areas of understanding from mathematics, science, computing, art and PSHE to help them identify needs, solve problems and successfully complete a wide variety of projects. The children will be given opportunities to learn about and reflect upon the work of current and past designers and engineers, through looking at existing products and designs; and they are given the opportunity to experience team-working and enterprise projects through our 'Dentpreneur' fundraising programme.

Implementation

Key skills and practical knowledge and understanding have been mapped across the school to ensure progression from EYFS to Years 5/6. The D&T curriculum is planned and delivered in order to accommodate and challenge pupils of all abilities. D&T is taught through a broad range of themes including Textiles, Structures, Mechanisms, Electrical Systems, Food and Nutrition; and all children will have the opportunity to take part in several 'Dentpreneur' fundraising activities. The units of work are designed to offer the children a range of practical, skills-based, and problem-solving learning opportunities through which the children can develop their skills and understanding in:

Designing:

- planning
- generating, developing, modelling, and communicating ideas

Evaluating:

- own ideas and products
- existing products

Cooking and Nutrition:

- knowing where food comes from
- food preparation and nutrition

Making:

- understanding contexts, users, and purposes
- applying practical skills and techniques

Technical Knowledge:

- making products and systems that work
- taking part in skills and safety training

Impact

Through our D&T curriculum we ensure that the children will develop the creative, critical, technical and practical expertise needed to perform everyday tasks confidently and participate successfully in a rapidly changing and increasingly technological world. They will build and apply a broad range of knowledge, understanding and skills, both on their own and as part of a team; being able to take risks and learn from their experiences to become innovative, confident, and capable learners and citizens. Finally, through learning about present and past technology and the work of a diverse range of designers, engineers and producers, the children will develop an understanding of the impact that D&T has had on daily life and the wider world.

KS1 Long Term Plan

	Autumn Term	Spring Term	Summer Term
Year 1	Structures: <i>Shade and Shelter</i>	Mechanisms -Wheels and Axles: <i>Taxi!</i>	Food and Nutrition: <i>Chop, Slice and Mash</i>
Year 2	Sliders, Levers, and Linkages: <i>Push and Pull</i>	Structures: <i>Beach Hut</i>	Textiles: <i>Cut, Stitch and Join</i>

KS2 Long Term Plan

	Autumn Term	Spring Term	Summer Term
Year 3	Food and Nutrition: Food groups/Eatwell guide/cooking <i>Cook Well, Eat Well/Eat the Seasons</i>	Simple Machines: Cams <i>Making it Move</i>	Structures: Frames/Strengthening <i>Greenhouse</i>
Year 4	Food and Nutrition: Food decay/prepare/package <i>Fresh Food, Good Food</i>	Textiles: William Morris/Block printing <i>Functional and Fancy Fabrics</i>	Simple Machines: Gears and pulleys <i>Tomb Builders</i>
Year 5	Food and Nutrition: Seasonality/Food preparation <i>Cook Well, Eat Well/Eat the Seasons</i>	Simple Machines: Pneumatics <i>Moving Mechanisms</i>	Structures: CAD <i>Architecture</i>
Year 6	Food and Nutrition: Processed and wholefoods <i>Food for Life</i>	Structures: Bridges/Strengthening techniques <i>Engineer</i> (Science: Electrical Systems/Control)	Textiles: Recycling/sustainable products <i>Make Do and Mend</i>

National Curriculum Coverage KS1

Year 1

Structures: Shade and Shelter

1

Mechanisms: Wheels and Axles—Taxi!

2

Nutrition and Food: Chop, Slice and Mash

3

Designing

design purposeful, functional, appealing products for themselves and other users based on design criteria

1,2,3

generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

1,2,3

Making

select from and use a wider range of tools and equipment to perform practical tasks

1,2,3

select from and use a wider range of materials and components, including construction materials, textile and ingredients, according to their characteristics

1,2,3

National Curriculum Coverage KS1

Year 1

Structures: Shade and Shelter

1

Mechanisms: Wheels and Axles—Taxi!

2

Nutrition and Food: Chop, Slice and Mash

3

Evaluating

explore and evaluate a range of existing products

1,2,3

evaluate their ideas and products against design criteria

1,2,3

understand how key events and individuals in design and technology have helped shape the world

1,2

Technical Knowledge

build structures, exploring how they can be made stronger, stiffer and more stable

1

explore and use mechanisms

2

Cooking and Nutrition

use the basic principles of a healthy and varied diet to prepare dishes

3

National Curriculum Coverage KS1

Year 2

Mechanisms: Sliders, Levers and Linkages

1

Structures: Beach Hut

2

Textiles: Cut, Stitch and Join

3

Designing

design purposeful, functional, appealing products for themselves and other users based on design criteria

1,2,3

generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

1,2,3

Making

select from and use a wider range of tools and equipment to perform practical tasks

1,2,3

select from and use a wider range of materials and components, including construction materials, textile and ingredients, according to their characteristics

1,2,3

National Curriculum Coverage KS1

Year 2

Mechanisms: Sliders, Levers and Linkages

1

Structures: Beach Hut

2

Textiles: Cut, Stitch and Join

3

Evaluating

explore and evaluate a range of existing products

1,2,3

evaluate their ideas and products against design criteria

1,2,3

understand how key events and individuals in design and technology have helped shape the world

1,3

Technical Knowledge

build structures, exploring how they can be made stronger, stiffer and more stable

2

explore and use mechanisms

1

National Curriculum Coverage KS2

Year 3

Food and Nutrition: Cook Well, Eat Well, Eat the Seasons

1

Simple Machines: Making it Move

2

Structures: Greenhouse

3

Designing

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

1,2,3

generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and CAD

1,2,3

Making

select from and use a wider range of tools and equipment to perform practical tasks accurately

1,2,3

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

1,2,3

Technical Knowledge

understand and use mechanical systems in their products

2

apply their understanding of how to strengthen, stiffen and reinforce more complex structures

3

National Curriculum Coverage KS2

Year 3

Food and Nutrition: Cook Well, Eat Well, Eat the Seasons

1

Simple Machines: Making it Move

2

Structures: Greenhouse

3

Evaluating

evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

1,2,3

investigate and analyse a range of existing products

1,2,3

understand how key events and individuals in design and technology have helped shape the world

3

Cooking and Nutrition

understand and apply the principles of a healthy and varied diet

1

prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

1

understand seasonality, and know where and how a variety of ingredients are grown reared, caught and processed

1

National Curriculum Coverage KS2

Year 4

Food and Nutrition: Fresh Food, Good Food

1

Textiles: Functional and Fancy Fabrics

2

Simple Machines: Tomb Builders/Science: Elec and Control

3

Designing

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

1,2

generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and CAD

1,2,3

Making

select from and use a wider range of tools and equipment to perform practical tasks accurately

1,2,3

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

1,2,3

Technical Knowledge

understand and use mechanical systems in their products

3

understand and use electrical systems in their products

Science Unit: Electrical Circuits and Conductors

National Curriculum Coverage KS2

Year 4

Food and Nutrition: Fresh Food, Good Food

1

Textiles: Functional and Fancy Fabrics

2

Simple Machines: Tomb Builders

3

Evaluating

evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

1,2,3

investigate and analyse a range of existing products

1,2,3

understand how key events and individuals in design and technology have helped shape the world

2, 3

Cooking and Nutrition

understand and apply the principles of a healthy and varied diet

1

prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

1

understand seasonality, and know where and how a variety of ingredients are grown reared, caught and processed

1

National Curriculum Coverage KS2

Year 5

Food and Nutrition: Cook Well, Eat Well, Eat the Seasons

1

Simple Machines: Moving Mechanisms

2

Structures: Architecture

3

Designing

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

1,2,3

generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and CAD

1,2,3

Making

select from and use a wider range of tools and equipment to perform practical tasks accurately

1,2,3

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

1,2,3

Technical Knowledge

understand and use mechanical systems in their products

2

National Curriculum Coverage KS2

Year 5

Food and Nutrition: Cook Well, Eat Well, Eat the Seasons

1

Simple Machines: Moving Mechanisms

2

Structures: Architecture

3

Evaluating

evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

1,2,3

investigate and analyse a range of existing products

1,2,3

understand how key events and individuals in design and technology have helped shape the world

3

Cooking and Nutrition

understand and apply the principles of a healthy and varied diet

1

prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

1

understand seasonality, and know where and how a variety of ingredients are grown reared, caught and processed

1

National Curriculum Coverage KS2

Year 6

Food and Nutrition: Food For Life

1

Structures: Engineer

2

Textiles: Make Do and Mend/Science: Elec and Control

3

Designing

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

1,3

generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and CAD

1,2,3

Making

select from and use a wider range of tools and equipment to perform practical tasks accurately

1,2,3

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

1,2,3

Technical Knowledge

Strength can be added to a framework by using multiple layers, adding triangular shapes

2

understand and use electrical systems and control in their products

Science Unit: Electrical Circuits and Conductors

National Curriculum Coverage KS2

Year 6

Food and Nutrition: Food for Life

Structures: Engineer

Textiles: Make Do and Mend/Science: Elec and Control

1

2

3

Evaluating

evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

1,2,3

investigate and analyse a range of existing products

1,3

understand how key events and individuals in design and technology have helped shape the world

2,3

Cooking and Nutrition

understand and apply the principles of a healthy and varied diet

1

prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

1

understand seasonality, and know where and how a variety of ingredients are grown reared, caught and processed

1

Curriculum Map: Design and Technology			Dent Church of England Primary School
Strands	KS1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
	Y1/2	Y3/4	Y5/6
Understanding contexts, users and purposes DESIGNING	<ul style="list-style-type: none"> Work in a range of contexts, e.g. through stories, play, school and local environment Say how their products are suitable for a specific user or context Say how their own and existing products work 	<ul style="list-style-type: none"> Work in a range of contexts, e.g. personal, school and wider environment Design products that meet an identified need for a range of contexts and users Gather information on specific users, contexts and products that will aid their design process Explain how specific parts of their products work and why they have chosen specific materials or finishes 	<ul style="list-style-type: none"> Explore the role of design in identifying and meeting specific needs for a range of personal, local and global users and contexts Create a design specification from either a given or generated design challenge, and use this to inform their planning Carry out research into their intended users or contexts and use this to aid their design process Explain, in detail, how specific parts of their products work Explain, in detail, how their design choices meet the
Generating, developing, modelling and communicating ideas DESIGNING	<ul style="list-style-type: none"> Generate designs based on their own experiences/needs Use what they know of existing products to inform their own design process Express and record their ideas through talking, drawing and model making, including use of ICT and construction kits 	<ul style="list-style-type: none"> Begin to share their ideas with others and work in small teams to meet design challenges in a range of contexts and materials Generate realistic ideas Learn to identify specific challenges as they develop their ideas, adopting a process of 'assess, plan, do and review' Research existing designs and products to inform their own design process Use cross-sectional sketches, exploded diagrams, models and mock-ups in their design process for self and others, including use of ICT 	<ul style="list-style-type: none"> Be able to work on both individual and group design projects, making realistic and manageable design solutions Be able to explain how they have identified and met specific challenges through a cycle of 'assess, plan, do and review' Model their ideas using prototypes and pattern pieces Research existing designs and products to inform their own design process Use (accurate) cross-sectional sketches, exploded diagrams, models and mock-ups in their design process for self and others, including the use of ICT

Curriculum Map: Design and Technology			Dent CE Primary School
Strands	KS1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
	Y1/2	Y3/4	Y5/6
MAKING Planning	<ul style="list-style-type: none"> Communicate about what they might do next, through talking, drawing or models Select from a range of tools, materials and components Express why they have made certain choices Record their ideas of product design and the materials, tools or resources that will be used Begin to review and amend their designs throughout the design and make process, though an iterative process of 'assess, plan, do, review' 	<ul style="list-style-type: none"> Select tools, materials and components that are suitable for the task Explain their choices in terms of function or aesthetic quality of the selected materials/resources Communicate their ideas of the intended product design through discussion, exploded diagrams and cross-sectional drawings, annotated sketches, models and by using ICT, as appropriate Record the order of making and the tools/materials selected Review and amend the design throughout the design and make process, as necessary, through an iterative process of 'assess, plan, do, review' 	<ul style="list-style-type: none"> Select tools, materials and components that are suitable for the task Explain (in some detail) their choices in terms of function or aesthetic quality of materials/res Consider working within given or generated limitations, e.g. cost or availability of resources, range of tools or components, etc. Detailed presentation of their design through discussion, exploded diagrams and cross-sectional diagrams, annotated sketches, models and by using ICT, as appropriate Detailed record of the order of making and the tools/materials selected Review, discuss, amend the design throughout the making process, as necessary, through an iterative process of 'assess, plan, do and review'
	MAKING Practical skills and techniques	<ul style="list-style-type: none"> Follow procedures for safety and hygiene Use a range of materials and components, including construction kits, food ingredients, mechanical components and textiles Measure, mark out and shape a range of materials and components Assemble, combine and join a range of materials and components Use a range of finishing techniques 	<ul style="list-style-type: none"> Follow procedures for safety and hygiene Use a range of materials and components, including construction kits, food ingredients, mechanical and electrical components, and textiles Measure, mark out and shape a range of materials and components with some accuracy Assemble, combine and join a range of materials and components with some accuracy Use range of finishes with some accuracy

Curriculum Map: Design and Technology			Dent CE Primary School
Strands	KS1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
	Y1/2	Y3/4	Y5/6
EVALUATING Own ideas and products	<ul style="list-style-type: none"> Begin to review and amend their designs through the design and make process, through an iterative process of 'assess, plan, do and review' Talk about their ideas, designs and products Consider how their products have met their design specification Make suggestions as to how their finished designs and products could be improved 	<ul style="list-style-type: none"> Review and amend their designs throughout the design and make process, as necessary, through an iterative process of 'assess, plan, do and review' Consider the views of others in relation to their designs and products Identify ways in which their products have met their design specification Identify what has worked well in their finished product and identify changes that they would make to improve future designs 	<ul style="list-style-type: none"> Review and amend the design throughout the design and make process, as necessary, through an iterative process of 'assess, plan, do, review' Consider the views of others, including their peers and within their design team, in relation to their designs and products Identify specific ways in which their products have met their design specification, including fitness for purpose, users and context Give a detailed evaluation of their design process and products, including the materials Identify what has worked well in their finished product and identify changes that they would make to improve future designs, giving detailed responses
	EVALUATING Existing products	<ul style="list-style-type: none"> Begin to explore the work of existing designers in a range of contexts Begin to think about and discuss what products are for; who they are for; what they can do; how they have been made ; and what they like/dislike about them 	<ul style="list-style-type: none"> Explore the work of existing designers, engineers and architects Think about and discuss how existing designs and products can inform their own design process Think about and discuss how products have been made; why certain materials and methods of production have been selected; how products fit their purpose and meet the users' needs

Curriculum Map: Design and Technology			Dent CE Primary School
Strands	KS1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
	Y1/2	Y3/4	Y5/6
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Making products work</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">TECHNICAL KNOWLEDGE</p>	<ul style="list-style-type: none"> Know the characteristics of a range of materials, components and ingredients Know about the movement of simple machines, e.g. sliders, levers, wheels and axles Know how to make free-standing structures stronger, stiffer or more stable Know that a 3D textiles product can be made from a number of joined 2D fabric shapes Know that templates can be used to accurately mark out product pieces or create multiple pattern pieces of the same size and shape Know and use correct technical vocabulary, as appropriate 	<ul style="list-style-type: none"> Select and apply science and maths knowledge to aid the design and make process Know both functional and aesthetic functions of a range of materials and resources Know that materials and/or ingredients can be combined to greater effect Know that mechanical and/or electrical systems have input, process and output Know how mechanical systems such as levers, linkages, or pneumatic systems create movement Know how simple electrical circuits and components can be used to create functional products Know how to program a computer to control their products Know how to make strong, stiff shell structures Know that a single fabric shape/s can be repeated and combined to make a simple 3D textiles product 	<ul style="list-style-type: none"> Select and apply (greater depth) science and maths knowledge to aid design and make process Know both functional and aesthetic functions of a range of materials and resources and how they might be applied in various design projects Know that a range of materials and/or ingredients can be combined for greater effect and apply this knowledge to their design projects Know that mechanical/electrical systems have input, process and output and apply this knowledge to a range of design projects Know how mechanical systems such as levers, linkages, cams, pulleys, gears and pneumatic systems create movement Know how more complex electrical circuits and components can be used to create functional products Know how to program a computer to control their products and monitor changes in the environment Know how to reinforce a 3D framework Know that a single fabric shape/s can be repeated and combined to make a 3D textiles project
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Where food comes from</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">COOKING AND NUTRITION</p>	<ul style="list-style-type: none"> Know that food comes from plants and animals Know that food is farmed, grown elsewhere (e.g. at home) or caught Know how to name and sort foods into five groups in the eatwell plate Know that people should eat 5 portions of fruit/veg a day Prepare simple, uncooked dishes safely and hygienically Know how to use techniques such as cutting, peeling and grating 	<ul style="list-style-type: none"> Know that recipes can be adapted Know how a range of foods are grown, reared and caught in the UK and further afield Know how to prepare and cook a range of dishes safely, including using a heat source Know how to use a range of techniques including peeling, chopping, slicing, grating, mixing, spreading, kneading, etc Know that a healthy diet is made from a variety and balance as per the eatwell plate 	<ul style="list-style-type: none"> Know that recipes can be adapted to change the taste/texture/ aroma Know how a (wider) range of foods are grown, reared and caught in the uk and further afield Prepare and cook a range of dishes safely, including using a heat source Use a range of techniques including peeling, chopping, slicing, grating, mixing, spreading, kneading and baking Know that different food and drink contain different substances - nutrients, water and fibre—that are needed for health

Design and Technology in EYFS

Learning in EYFS lays the foundations for Design and Technology in KS1 as the children access the normal range of adult led activities and continuous provision opportunities, especially in the areas of Understanding the World and Expressive Arts and Design. As part of a mixed-age class reception children are also able to access much of the Design and Technology teaching for KS1 and are given the chance to take part in a variety of activities, where appropriate.

Vocabulary:

Colour names

Tools, e.g. brushes, sponges, scissors, natural and found objects

Materials and resources, e.g. paint, paper, card, sand, pencils, chalk, clay, playdough, felt, sequins, buttons, picture, photo, model, wheels, axles, box, window, construction materials

Actions, e.g. draw, paint, scratch, build, cut, stick, rub, squeeze, pull, slide, make, create

Design and Technology and SEND Provision

The Design and Technology curriculum is planned and delivered to accommodate and challenge pupils of all abilities and address a range of learning needs. Teachers of Design and Technology will consider any additional needs of SEND pupils and will implement any relevant targets and support strategies as outlined on pupils' Individual Education Plans. Where necessary, we will provide specialist equipment, adapt room layouts, utilise adult support and allow additional time for tasks, according to the needs of our pupils.

Vocabulary Progression

Unit	Years 1/2			Years 3/4			Years 5/6		
Designing, Making and Evaluating	investigating	purpose	product	user	design brief	appealing	design decisions	iterative	needs
	planning	user	design criteria	purpose	design criteria	annotate	functionality	process	evaluate
	design	ideas	Evaluate	design	Innovative	mock-up	authentic	skills	prototype
	make	template	Draw	model	iterative	evaluate	user	specification	annotate
	Designer	resources	Label	Prototype	function	client	innovative	client	investigate
	selecting	Finishing	Typeface	Label	CAD	font	label	model	CAD
	researching	picture	font	Lettering	text	graphics	font	text	graphics
			Illustrate	resources	fnishing	illustrate	resources	finishing	
			problem solving	researching		researching	sustainable	problem solving	
Structures	structures	fix	top	shell structure	length	assemble	frame structure	Permanent	corrugating
	strong	wall	underneath	3-Dimensional	width	accuracy	stiffen	temporary	laminating
	stiff	tower	side	shape	breadth	material	strengthen	tabs	ribbing
	cut	framework	edge	net	capacity	stiff	triangulation	reinforce	beam
	fold	weak	surface	cube	marking out	reduce	Stability	combine	girder
	join	base	thinner	cuboid	scoring	reuse	construction	precision	reduce
	corner	point	thicker	prism	shaping	recycle		scoring	reuse
	straight	curved	metal	vertex	tabs	corrugating			recycle
	wood	plastic	circle	edge	adhesives	ribbing			
	triangle	square	Cuboid	Face	joining	laminating			
	cube	cylinder	bend	construction					

Vocabulary Progression

Unit	Years 1/2			Years 3/4			Years 5/6		
Textiles	cut out	template	needle	fabric types	structure	seam	reinforce	wrong side	running stitch
	join	pattern	bodkin	fasteners	template	stitch	wadding	hem	backstitch
	finish	mark out	scissors	compartment	pattern	tack	seam	fasteners	blanket stitch
	tools	sew	weave	zip	finishing	seam allowance	seam allowance	textiles	machine
	fabrics	running stitch	warp	button	border	ribbon	right side	fabric types	foot
	textile	thread	weft	pin	needles	pinking shears	dyes	tacking	bobbin foot pedal
Mechanisms	slider	card	up	mechanism	Input	axle	pulley	ratio	annotated
	lever	masking tape	down	lever	process	wheel	drive belt	transmit	drawing
	pivot	paper fastener	straight	linkage	output	cam	gear	axle	exploding
	slot	join	curve	pivot	linear	camshaft	rotation	motor	diagrams
	guide	push	forwards	loose	rotary	pneumatic	spindle	circuit	mechanical
	wheel	pull	backwards	fixed	oscillating	syringe	driver	switch	system
	axle	axle holder	fixed	paper fastener	reciprocating	tube	follower	circuit diagram	electrical
	chassis	assemble	free	bridge	movement		input	process	output
	body	cutting	moving	guide			oscillating	reciprocating	rotary
	cab	joining	equipment				linear		
	mechanism	tools							

Vocabulary Progression

Unit	Years 1/2			Years 3/4			Years 5/6		
Food and Nutrition	fruit names	senses	crisp	ingredients	sweet	moist	ingredients	fat	allergies
	vegetable names	soft	sour	product names	sour	cook	yeast	sugar	intolerance
	equipment	crunchy	hard	equipment	hot	bake	dough	carbohydrate	seasonality
	tools	sweet	fresh	utensils	spicy	boil	bran	protein	sourced
	utensils	sticky	Flesh	techniques	appearance	savoury	flour	nutrition	farmed
	squeeze	smooth	skin	texture	smell	hygienic	wholemeal	healthy	grown
	healthy diet	sharp	peel	aroma	preference	edible	baking soda	varied	rubbing
	ingredients	choice	slice	taste	greasy	grown	spices	gluten	mixing
	sprinkle	mix	stir	healthy	seasonal	harvested	herbs	dairy	pour
	Cut	Fold	bake	frozen	caught	processed	combine	knead	stir
taste	sip		tinned	reared	baked	processor	stir	whisk	
			stir	whisk	pour				
			grate	peel	chop				
Electrical Systems				series circuit	battery holder	crocodile clip	toggle switch	insulator	
				fault	bulb	control	LED	conductor	
				connection	bulb holder	program	USB cable	series	
				toggle switch	wire	system	wire	parallel	
				push-to-make	insulator	input	push-to-make	control	
				push-to-break	conductor	output	push-to-break	program	
				battery				system	