

Falconers Hill Infant School								
EYFS- Design and Technology Knowledge Progression								
EYFS framework	D&T-related activities in the EYFS should be appropriate to the developmental stage of the children. Activities should look quite different from those carried out in KS1. Effective practice in the EYFS has the following characteristics: •Designing does not necessarily entail drawing •Designing is usually intuitive •Sometimes practical skills are taught directly •Children have frequent opportunities to explore construction kits •Activities are appropriate to children's prior experience •Designing can mean using hand gestures, arranging and re-arranging materials and components, talking and listening •The designing and making process is fluid •Children have frequent opportunities to develop practical skills with a range of materials •Children have frequent opportunities to explore existing products •Context is sometimes set by teacher, sometimes by the children Below demonstrates which statements from the Development Matters are prerequisite skills for DT within the national curriculum. The most relevant statements, from the EYFS Development Matters, for DT are taken from the following areas of learning: • Physical Development • Expressive Arts and Design Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will: - 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. ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. Characteristics of Effective Learning Playing and Exploring - children investigate and experience things, and 'have a go' • Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things							
	Autumn 1		Autumn 2		Summer 2		Ongoing throughout the year	
	Structures		Textiles/ Materials		Mechanisms		Food Technology	
	Big question- How can I make it strong?		Big Question- How can I join materials?		Big question- How can I make it move?		How can I prepare these ingredients?	
	Substantive	Disciplinary	Substantive	Disciplinary	Substantive	Disciplinary	Substantive	Disciplinary
All DT plans should follow the Design, Make and Evaluate process. This will most likely be verbal in EYFS leading to drawn designs in KS1.	A structure is usually 3D (not flat) A structure can be made out of materials such as junk, clay, playdough,Construction toys and kits eg Lego, A structure needs to be free standing Structures can be joined together using different materials such as glue, tape Freestanding structure: a structure that stands on its own foundation or base without attachment to anything else. Stability: in relation to a freestanding structure, the extent to which it is likely to fall over if a force is applied. Design means a plan to make something We can share designs through drawings We design in DT to share our ideas and make a plan Initial designs and deas can be changed to make things better.	Use gestures, talking and arrangements of materials and components to show design Use language of designing and making (join, build, shape, longer, shorter, heavier) Work towards a drawn design. Design 3D structures using a range of materials eg construction kits Think about how they will ensure their structure is freestanding Share ideas to create/ design collaboratively Think about and discuss what they want to make Discuss problems and how they might be solved as they arise Use glue(PVA) to join pieces Use masking and Sellotape to join, cutting lengths needed Use techniques such as flanges, slots,	Materials can be soft or hard Textiles are materials such as wool, string, cotton, felt Textiles are usually soft Textiles are things such as clothes, rugs, cushion covers Anni Albers was German artist. She was famous for her weaving textiles Design means a plan to make something We can share designs through drawings We design in DT to share our ideas and make a plan Initial designs and ideas can be changed to make things better. Original designs should be referred back to whilst making Evaluating means to identify what has worked well and what needs to improve	Select appropriate resources Use gestures, talking and arrangements of materials and components to show design Use contexts set by the teacher and myself Use language of designing and making (join, build, shape, longer, shorter, heavier etc.) Work towards a drawn design Explore and use different materials. Begin to be interested in and describe the texture of things. explore different fabric with their hands Create simple weaves using strips of paper Use ribbons and string to thread and make weaving patterns. Experiment to create different textures. Combine different media techniques competently and appropriatly to create new effects	Toys can move There are different types of toys Toys need an action from us to make them move Objects move when they are pushed, pulled or twisted. These are all forces A push or pull can move an object, start to move, or stop it from moving • A push or pull can make an object speed up or slow down • A push or pull can make an object change direction Actions to make toys also move include winding up, pulling back friction toys, pressing or squeezing, pneumatics, using magnets to move things. PVA glue is stronger than glue sticks. Parts of pictures and models can be made to move by adding mechanisms such as split pins Design means a plan to make something	Use gestures, talking and arrangements of materials and components to show design Use contexts set by the teacher and myself Use language of designing and making (join, build, shape, longer, shorter, heavier etc.) Work towards a drawn design Select tools, materials and techniques to assemble and join materials they are using Use talk to clarify ideas for design Join items in a variety of ways, Sellotape, treasury tags, split pins, hole punches, string, glue, masking tape, ribbon Use split pins to join 2 materials together allowing the parts to move Explain how their picture moves Select the tools and techniques to shape, assemble and join Replicate structures with materials and components Record experiences by drawing, writing and voice recording Understand different media can be combined for a purpose	Food comes from animals or plants Ingredients are what food is made up of You wash your hands before handling food Peel- to take off the outside layer of skin Chop- to cut something up into smaller pieces When using a knife you need to keep your fingers away from the blade Diet means what you eat Your diet needs to be varied and balanced A balanced diet combines the 5 food groups. Food has to be farmed, grown or caught Grip the food with your fingers and cut down through the food Keep your fingers away from the blade Design means a plan to make something We can share designs through drawings	Select appropriate resources Use gestures, talking and arrangements of materials and components to show design Use contexts set by the teacher and myself Use language of designing and making (join, build, shape, longer, shorter, heavier etc.) Work towards a drawn design Begin to understand some food preparation tools, techniques and processes Practise stirring, mixing, pouring and blending Discuss how to make an activity safe and hygenic Disucss use of senses Understand a need for aariety of food in our diet Begin to understand that eating well contributes to good health To explain what 5 a day means Begin to make healthy choices independently Contrcut with a pupose in mind using a variety of resources

	• Original designs should be referred back to whilst making • Evaluating means... • Evaluating is important because...	braces, taps and ties, with some support. • Join items using hammers and nails. • Use various construction materials • Explore malleable materials to make structures – playdough, plasticine, clay etc • Explore and use a range of tools safely and effectively to shape, assemble and join eg scissors, hole punch, stapler, woodwork tools • Construct with a purpose • Replicate structures with materials and components • Record experiences by drawing, writing and voice recording • Experiment with design, texture, form and function • Develop fine motor skills to ensure effective and safe use of tools • Practise some appropriate safety measures • Adapt work if necessary • Dismantle, examine, talk about existing objects/structures • Talk about how things work • Share creations, explaining the process they have used • Evaluate final work against original design • Talk about how they can improve their work • Talk about changes made during the making process eg making decision to use a different joining method • Reflect on how they have achieved their aims		• Selects tools and techniques needed to shape, assemble and join materials they are using. • Use fabrics for role play • Use fabric, wool and thread to make models with recycled items • use scissors to cut and trim fabric, yarn and string • spread glue and stick fabric, yarn and wool on to a chosen surface • use fabric creatively with other resources, such as paint or wax crayons • see what happens when different types of fabric get wet. • create dens and tents. • Construct with a purpose using a variety of resources and objects • Use simple tools and techniques • Select the tools and techniques to shape, assemble and join • Record experiences by drawing, writing and voice recording • Consider and manage some risks • Adapt work if necessary • Dismantle, examine, talk about existing objects/structures • Talk about how things work • Share creations, explaining the process they have used • Evaluate my final work against my original design • Talk about how I can improve my work • Talk about changes made during the making process eg making decision to use a different joining method	We can share designs through drawings We design in DT to share our ideas and make a plan Initial designs and ideas can be changed to make things better. Original designs should be referred back to whilst making Evaluating means to identify what has worked well and what needs to improve	Dismantle everyday objects to see how they work eg computer, toy Know how some simple toys move Make toys move by pressing parts or applying force Adapt work if necessary Dismantle, examine, talk about existing objects/structures Talk about how things work Share creations, explaining the process they have used Evaluate my final work against my original design Talk about how I can improve my work Talk about changes made during the making process eg making decision to use a different joining method	We design in DT to share our ideas and make a plan Initial designs and ideas can be changed to make things better. Original designs should be referred back to whilst making Evaluating means to identify what has worked well and what needs to improve	Use simple tools and techniques Adapt work where necessary Consider and manage some risks Practise some appropriate safety measures indeoendtly Talk about how things work Describe textures
Key Vocabulary	Cut, join, balance, base, attach, hammer, saw, screw, idea, stacking, make, made, change, free standing, stable, strong,		Cut, join, scissors, fold, sew, snip, spread, fabric, weave, texture, smooth, weaving, change		Split pins, stacking, scissors, hole punch, change, direction, forces, predict, press, pull, push, slow, speed, squeeze, start, stop, test, wind up		Chop, peel, food, mix, stir, healthy, unhealthy, diet, fruit, vegetable, knife, spoon, water, taste, senses, fork	

Year 1- Design and Technology Progression of Knowledge and Skills								
National Curriculum End of key stage expectations:	Design: Is able to design purposeful, functional, appealing products for themselves and other users based on design criteria. Can 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 [for example, cutting, shaping, joining and finishing] 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 Structure- Build structures, exploring how they can be made stronger, stiffer and more stable. Textiles/ materials: select from and use a wide range of materials and textiles, according to their characteristics							
	Mechanisms: Explore and use mechanisms (for example, levers, sliders, wheels and axels), in their products. Food tech: use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from							
	Autumn 1		Autumn 2		Summer 2		Ongoing throughout the year	
	Structures Big question- How can I make it strong?		Textiles/ Materials Big Question- How can I join materials?		Mechanisms Big question- How can I make it move?		Food Technology How can I prepare these ingredients?	
	Substantive	Disciplinary	Substantive	Disciplinary	Substantive	Disciplinary	Substantive	Disciplinary

All DT plans should follow the Designing, making and evaluating process.	• Designs identify the materials you will need to make a product and what it will look like • Design criteria- what a product needs to do • Designs can change as you make a product • A plan helps you to think about the steps you will need to take to make your product • A structure is 3D • Structures can be permanent or temporary • A free standing structure needs a solid/ flat base to be able to stand • Frame structure: a structure made from thin components e.g. tent frame. • Buttress: a structure added to a wall, tower or framework to make it more stable and/or reinforce it. • Materials can be joined in a variety of ways (tape, glue) • Structures can be made stronger by adding more layers (stiffer) or adding supports near the base of the object • Pritt stick will only stick paper or thin card. Pva glue is stronger. • A glue gun will stick heavier/thicker objects together • Sellotape- strong but can be seen on product • Finishing touches- added at the end to make the product look more attractive • Evaluate means to test your product to see if it works and if it fits your design criteria • Evaluate means to think what you would do differently next time to make your product even better	• Explain what I want to do • Explain what my product is for and how it will work • Use pictures and words to plan • Design a product for myself following design criteria • Research similar existing products • Choose suitable materials and explain choices • Generate ideas by drawing on own experiences • Explain how their product will work • Begin to measure and join materials with some support • Describe differences in materials • Suggest ways to make material/ products stronger, stiffer and more stable • Assemble join and combine materials • Explain what I am making and why • Consider what I need to do next • Select tools/techniques to cut and shape with support • Try to use finishing techniques to make the product look good • Evaluate what I like and dislike about my work • Describe where their structure might be used • Compare my final product to my initial design and talk about changes made	• Designs identify the materials you will need to make a product and what it will look like • Design criteria- what a product needs to do • Designs can change as you make a product • A plan helps you to think about the steps you will need to take to make your product • A textile is a type of cloth or fabric • Textiles are used to make clothing, towels, carpets etc • Materials can be sorted according to specific qualities- warm, shiny, smooth • There are different ways of joining fabrics together. Some joins are quicker (stapling, safety pins) some are more secure (sewing and glue) • When cutting a shape, draw around a template or measure it first • Use a ruler or straight edge to draw a straight line • Glue goes on the outside edge of something as well as the middle • Pritt stick will only stick paper or thin card. Pva glue is stronger. • A glue gun will stick heavier or thicker objects together • Sellotape- strong but can be seen on product • Finishing touches- added at the end to make the product look more attractive • Evaluate means to test your product to see if it works and if it fits your design criteria • Evaluate means to think what you would do differently next time to	• Explain what I want to do • Explain what my product is for and how it will work • Use pictures and words to plan, • Design a product for myself following design criteria • Research similar existing products • Choose suitable materials and explain choices • Generate ideas by drawing on own experiences • Explain how their product will work • Measure, cut and join textiles and materials safely to make a product, with some support • Choose suitable textiles/materials • Demonstrate a range of cutting and shaping techniques such as, cutting and folding • Select tools/techniques to cut and shape with support • Shape textiles using templates • Colour and decorate textiles • Explain what I am making and why • Consider what I need to do next • Try to use finishing techniques to make the product look good • Evaluate what I like and dislike about my work • Compare my final product to my initial design and talk about changes made	• Designs identify the materials you will need to make a product and what it will look like • Design criteria- what a product needs to do • Designs can change as you make a product • A plan helps you to think about the steps you will need to take to make your product • Slider mechanisms- used to move in a straight line or move up and down • Level mechanism- used to move up and down. The lever is attached on a pivot. • A guide/bridge is a short card strip used to keep sliders in place and control movement • Pritt stick will only stick paper or thin card. Pva glue is stronger. • A glue gun will stick heavier or thicker objects together • Sellotape- strong but can be seen on product • Finishing touches- added at the end to make the product look more attractive • Evaluate means to test your product to see if it works and if it fits your design criteria • Evaluate means to think what you would do differently next time to make your product even better	• Explain what I want to do • Explain what my product is for and how it will work • Use pictures and words to plan, begin to use models • Design a product for myself following design criteria • Research similar existing products • Choose suitable materials and explain choices • Generate ideas by drawing on own experiences • Explain how their product will work • Cut materials safely using tools provided (scissors) • Explain what a mechanism is • Begin to use levers and sliders • Make a sliding mechanism out of card • Explain how a slider mechanism works • Identify materials to join eg split pin, masking tape, treasury tags • Match a mechanism to the type of movement it makes • Explain what I am making and why • Consider what I need to do next • Select tools/techniques to cut and shape with support • Try to use finishing techniques to make the product look good • Evaluate what I like and dislike about my work • Compare my final product to my initial design and talk about changes made	• Designs identify the materials you will need to make a product and what it will look like • Design criteria- what a product needs to do • Designs can change as you make a product • A plan helps you to think about the steps you will need to take to make your product • A healthy diet has lots of carbohydrates, fruit and vegetables, some protein, dairy and a smaller amount of fat and sugar • Aim to eat at least 5 portions of fruit and vegetables per day • Aim to drink 6-8 glasses of water per day • Core- to take out the middle that contains seeds. Cut the fruit into sections first or use a coring tool • Grate- to rub something against a grating machine to make it into small pieces • Push the food away from you along the grating blade • Evaluate means to test your product to see if it works and if it fits your design criteria • Evaluate means to think what you would do differently next time to make your product even better	• Explain what I want to do • Explain what my product is for and how it will work • Use pictures and words to plan • Research similar existing products • Choose suitable ingredients and explain choices • Generate ideas by drawing on own experiences • Describe textures • Wash hands and clean surfaces • Think of interesting ways to decorate food • Measure or weigh using measuring cups or electric scales • Say where some foods come from eg plant or animal • Describe differences between some food groups eg sweet, vegetable etc • Discuss how fruit and vegetables are healthy • Cut, peel, grate and core fruit and vegetables safely, with support • Understand need for diet variety • Develop food vocabulary using taste, smell, texture and feel • Group familiar products eg fruit and vegetables • Explain what I am making and why • Consider what I need to do next • Select tools/techniques to cut and shape with support • Try to use finishing techniques to make the product look good • Work in a safe and hygienic manner • Evaluate what I like and dislike about my work • Compare my final product to my initial design and talk about changes made
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			make your product even better					
Key Vocabulary	Product, user, materials, label, part, structure, freestanding structure, frame structure, shell structure, stability, buttress, brick bonding, mock up, glue, strengthen, measure, mark, instructions, decorate, evaluate, like, dislike		Design, textiles, material, mock up, seam, sew, template, needle, thread, knot, applique, embroider, fray, evaluate, like, dislike		Mechanism, lever, slider, pivot, slot, spring, pop up, function, guide/bridge, evaluate, like, dislike		Nutients, gtate, core, ingredients, fruit, vegetable, dairy, oil, spread, beans, pulses, eggs, fish, meat, protein, potato, rice, bread, pasta, starchy carbohydrate, safe, clean	

Year 2- Design and Technology progression of knowledge and skills								
National Curriculum	Design: Is able to design purposeful, functional, appealing products for themselves and other users based on design criteria. Can 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 [for example, cutting, shaping, joining and finishing] 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							
	Sculpture- Build structures, exploring how they can be made stronger, stiffer and more stable.							
	Mechanisms: Explore and use mechanisms (for example, levers, sliders, wheels and axels), in their products.							
	Textiles/ materials: select from and use a wide range of materials and textiles, according to their characteristics							
	Food technology: use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from							
	Autumn 1		Autumn 2		Summer 2		Ongoing throughout the year	
	Structures		Textiles/ Materials		Mechanisms		Food Technology	
	Big question- How can I make it strong?		Big Question- How can I join materials?		Big question- How can I make it move?		How can I prepare these ingredients?	
	Substantive	Disciplinary	Substantive	Disciplinary	Substantive	Disciplinary	Substantive	Disciplinary
All DT plans should follow the Designing, Making and Evaluating process	- Design criteria tells you what the purpose and function of the product is - Designs should be based on the design criteria - Designs focus on the function and appearance of the product - Designs consider how the purpose of the object will be met - Planning involves drawing and discussions - Designs change as you practise making skills - A structure is 3d and is constructed using materials - The choice of material affects what the product will look like and its use - Shell structure: a hollow structure with a thin outer covering. - Structures can be made more stable by ensuring the base is longer and wider than the height and that the weight of decorations is easily balanced - Sellotape cannot be covered with paint, felt tip or pencil crayon	- Have own ideas and plan what to do next - Explain what I want to do and describe how I may do it - Explain the purpose of the product, how it will work and how it will be suitable for the user - Describe design using pictures, words, models, diagrams, begin to use ICT - Design products for myself and others following design criteria - Choose best tools and materials and explain choices - Use knowledge of existing products to produce ideas - Describe some different characteristics of materials - Join materials in different ways - Explore how to make structures stronger eg joining, rolling or folding - Investigate different techniques for stiffening a variety of materials - Test different methods of enabling structures to remain stable	- Design criteria tells you wat the purpose and function of the product is - Designs should be based on the design criteria - Designs focus on the function and appearance of the product - Designs consider how the purpose of the object will be met - Planning involves drawing and discussions - Designs change as you practise making skills - Textile production is one of the largest industries in the world- huge factories make millions of textiles each year - Lots of small textile producers still exist, many still produce textiles by hand - Blankets and quilts are often made using cotton because it is soft and is a good insulator - Childrens clothes are often made from cotton or polyester - Designers of textile products need to think about the purpose and the user	- Have own ideas and plan what to do next - Explain what I want to do and describe how I may do it - Explain the purpose of the product, how it will work and how it will be suitable for the user - Describe design using pictures, words, models, diagrams, begin to use ICT - Design products for myself and others following design criteria - Choose best tools and materials and explain choices - Use knowledge of existing products to produce ideas - Measure textiles and mark out to the nearest cm to produce accurate pieces - Demonstrate a range of joining techniques such as gluing, hinges or combing materials to strengthen - Join textiles together to make a product, explain how I did it - Explain choices of textile - Carefully cut textiles to produce accurate pieces	- Design criteria tells you what the purpose and function of the product is - Designs should be based on the design criteria - Designs focus on the function and appearance of the product - Designs consider how the purpose of the object will be met - Planning involves drawing and discussions - Designs change as you practise making skills - Wheel mechanism- used to make things move round. A split pin can act as a pivot. - Axel mechanism- a rod on which one or more wheels can rotate, either freely or be fixed to and turn with the axle - Axels allow wheels to be positioned on a stable object so that it can roll backwards or/ or forwards - Axle holder: the component through which an axle fits and rotates - Chassis: the frame or base on which a vehicle is built - Friction: resistance which is encountered when two things rub together	- Have own ideas and plan what to do next - Explain what I want to do and describe how I may do it - Explain the purpose of the product, how it will work and how it will be suitable for the user - Describe design using pictures, words, models, diagrams, begin to use ICT - Design products for myself and others following design criteria - Choose best tools and materials and explain choices - Use knowledge of existing products to produce ideas - Use levers and sliders confidently - Begin to understand how to use wheels and axels - Create products using winding mechanisms - Use technical vocabulary when describing mechanisms, tools and materials they use - Join appropriately for different materials eg glue/tape	- Design criteria tells you what the purpose and function of the product is - Designs should be based on the design criteria - Designs focus on the function and appearance of the product - Planning involves drawing and discussions - Designs change as you practise making skills - Knead- to work moistened flour in dough with hands by pushing and folding - Kneading is a process used to make bread based products - Kneading makes the dough helps gluten to form. Distribute the yeast evenly and adds volume - Evaluation means to test your product to see if it is effective and meets the design criteria - Evaluate means to think what you would do differently next time to make your product even better - Evaluating includes thinking about how well	- Have own ideas and plan what to do next - Explain what I want to do and describe how I may do it - Describe design using pictures, words, models, diagrams, begin to use ICT - Design products for myself and others following design criteria - Choose best tools and ingredients and explain choices - Use knowledge of existing products to produce ideas - Explain hygiene and keep a hygienic kitchen - Describe properties of ingredients and importance of varied diet - Say where food comes from (animal, underground etc) - Describe how food is farmed, home-grown, caught - Draw eat well plate, explain there are groups of food - Describe 5 a day - Cut, peel, grate and core with increasing confidence

	- Evaluation means to test your product to see if it is effective and meets the design criteria - Evaluate means to think what you would do differently next time to make your product even better - Evaluating includes thinking about how well you have applied the making skills	- Mark out materials to be cut using a template - Use a glue gun with close supervision - Explain what I am making and why it fits the purpose - Make suggestions as to what I need to do next - Join materials/ components together in different ways - Measure, mark out, cut and shape materials and components with support - Describe which tools I'm using and why - Choose suitable materials and explain choices depending on characteristics - Use finishing techniques to make product look good - Describe what went well, thinking about design criteria - Talk about existing products considering: use, materials, how they work, audience, where they might be used, express personal opinion - Evaluate how good existing products are - Talk about what I would do differently if I were to do it again and why	- Different materials have different properties which make them good for different purposes - Templates are used to cut around, producing shapes and patterns. They can be made out of paper and card - Some joining techniques are easier to hide - Stiches that are taut (the thread is pulled tight), even (the same size) and closer together make fabric products more stable - Fabric should be cut by drawing around a paper template first - Templates should be positioned on fabric or paper near the edge to avoid waste - Fabric scissors cut fabric. The sharp part of fabric scissors is usually closer to the handle - Sewing- used to join fabric using a needle and thread - Running stitch is the simplest stitch to join 2 fabrics - Evaluation means to test your product to see if it is effective and meets the design criteria - Evaluate means to think what you would do differently next time to make your product even better - Evaluating includes thinking about how well you have applied the making skills	- Understand that a 3d textile structure can be made from 2 identical fabric shapes (eg puppet) - Cut out shapes which have been created by drawing around a template onto the fabric - Join fabrics by using eg running stitch, glue - Decorate fabrics with attached items eg buttons, sequins, beads, braids and ribbons - Colour fabrics using a range of techniques eg fabric paints/ printing - Design, make and use own template - Join 2 pieces of material/ fabric using glue/ staples - Join 2 pieces of fabric using running stitch - Explain what I am making and why it fits the purpose - Make suggestions as to what I need to do next - Describe which tools I'm using and why - Choose suitable materials and explain choices depending on characteristics - Use finishing techniques to make product look good - Describe what went well, thinking about design criteria - Talk about existing products considering use, materials, how they work, audience, where they might be used, express personal opinion - Evaluate how good existing products are - Talk about what I would do differently if I were to do it again and why	- Dowel: wooden rods used for making axles to hold wheels - Washers are needed to ensure axels remain stable - Wheels can be fixed or moving - George Stephenson- engineer study- he is known as father of the railways. He played a key role in developing the railway system in Britain. The train helped people move around the country - Evaluation means to test your product to see if it is effective and meets the design criteria - Evaluate means to think what you would do differently next time to make your product even better - Evaluating includes thinking about how well you have applied the making skills	- Try out different axel fixings and their strengths and weaknesses - Make vehicles with construction kits which contain free running wheels - Use a range of materials to create models with wheels and axels eg tubes, dowels, cotton reels - Cut dowel using hacksaw and bench hook - Attach wheels to a chassis using an axel - Use a hole punch and insert paper fasteners for card - Explain what I am making and why it fits the purpose - Make suggestions as to what I need to do next - Describe which tools I'm using and why - Choose suitable materials and explain choices depending on characteristics - Use finishing techniques to make product look good - Describe what went well, thinking about design criteria - Talk about existing products considering use, materials, how they work, audience, where they might be used, express personal opinion - Evaluate how good existing products are - Talk about what I would do differently if I were to do it again and why	you have applied the making skills - Sensory evaluation means subjective testing of foods where senses are used to evaluate qualities such as appearance, smell, taste, texture) - The senses should be used to evaluate food	- Measure and weigh food items using non standard (cups, spoons) and standard measures (digital scales) - Explain what I am making and why it fits the purpose - Make suggestions as to what I need to do next - Describe which tools I'm using and why - Use finishing techniques to make product look good - Describe what went well, thinking about design criteria - Evaluate how good existing products are - Talk about what I would do differently if I were to do it again and why - To complete a sensory evaluation on my final product
Key Vocabulary	Purpose, design, stages, equipment, plan, designer, hinges, stable, legs, flange, strong, stiff, shape, combine, assemble, test, strengths, changes, adapt		Running stitch, template, textiles, materials, decorate, applique, batik, tie dye, strengths, changes, adapt		Mechanism, wheel, axel, chassis, tube, dowel, cotton reel, nail, hacksaw, bench, material, connect, join, vehicle, strengths, changes, adapt		Sensory evaluation, knead, variety, diet, farm, grow, catch, cut, peel, grate, core, catch, cut, peel, grate, measure, weigh, recipe, spoons, cups, scales, grams	