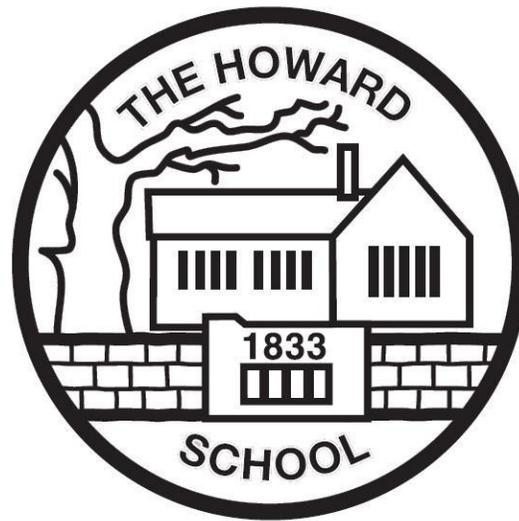


Ackworth Howard C of E School

Educating for 'life in all its fullness.'



Design and Technology Curriculum Essential Knowledge

Intent

At Ackworth Howard J&I School, we believe that design and technology (DT) should develop: the mind (creativity, imagination, resourcefulness, innovation and enterprise); body (consideration of others, risk taking); and spirit (understanding of the impact on the wider world and the contribution to culture, wealth and well-being of the nation) of each child.



Mind

DT at our school is an inspiring, rigorous and practical subject that encourages children to learn to think and intervene creatively to solve problems, both as individuals and as members of a team. We encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts. We also aim to make links to designs and designers throughout history, providing opportunities for children to critically reflect upon and evaluate their designs. Wherever possible, we link work to other disciplines such as mathematics, science, engineering, computing and art. This gives the learning purpose and relevance to the children.



Body

Children learn to take risks in a safe environment, becoming resourceful, innovative, enterprising and capable citizens considering their own and others' needs, wants and values. The unique talents of every child are embraced.



Spirit

Through the evaluation of past and present design and technology, children develop a critical understanding of its impact on daily life and the wider world and the impact it has on the contribution to the creativity, culture, wealth and well-being of the nation.

Early Years DT

Area of Learning	Ackworth Howard's Knowledge Essentials
<p>Personal, Social and Emotional Development</p> <p>Physical Development</p> <p>Understanding the World</p> <p>Expressive Arts and Design</p>	<p>Three and Four-Year-Olds</p> <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. <p>Three and Four-Year-Olds</p> <ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. <p>Reception</p> <ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. <p>ELG – Fine Motor Skills</p> <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery. <p>Three and Four-Year-Olds</p> <ul style="list-style-type: none"> • Explore how things work. <p>Three and Four-Year-Olds</p> <ul style="list-style-type: none"> • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. <p>Reception</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. <p>ELG – Creating with Materials</p> <ul style="list-style-type: none"> • 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.

Early Years DT Vocabulary

Essential Vocabulary

Build
Cut
Stick
Construct
Assemble
Tools
Equipment

Safety
Control
Join
Snip
Shapes
Materials
Cook

Mix
Stir
Blend
Grate
Movement
Pour
Stir

Measure
Texture
Assemble
Plan
Design
Colour
Evaluate

Intended Learning Outcomes

- Use and explore a variety of resources, techniques and equipment in 2D and 3D, making choices and decisions along the way.
 - Explore colour, texture, shape and patterns.
 - Develop hand-eye coordination and fine motor skills.
- Develop mathematical language e.g. position, size, shape, comparisons.
 - Manipulate a range of equipment and tools.
 - Develop their own ideas over a period of time.
- Use resources purposefully, expressing real life experiences.
 - Talk through their ideas.

Key Vocabulary and Questions

- Names of materials & equipment e.g. boxes, glue, scissors etc.
- Imaginative/descriptive language – when children are talking about creative work e.g. pattern, mark, dab, shade, colour, stick, cut, press etc.
 - 2D and 3D shape names e.g. square, circle, rectangle, cube, cuboid, cylinder.
 - Other shape/size language e.g. curved, round, big, small. What are you going to make? What colours can you use? / What textures can you feel? What did you use to make your model? How did you ...? What do you think about your ...?

Year 1

National Curriculum	Ackworth Howard's Knowledge Essentials
<p>Design</p> <ul style="list-style-type: none">• design purposeful, functional, appealing products for themselves and other users based on design criteria• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <p>Make</p> <ul style="list-style-type: none">• 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• use the basic principles of a healthy and varied diet to prepare dishes• understand where food comes from. <p>Evaluate</p> <ul style="list-style-type: none">• Explore and evaluate a range of existing products• Evaluate their ideas and products against design criteria	<ul style="list-style-type: none">• Design for others• Design mechanisms <ul style="list-style-type: none">• Chop ingredients including fruit and vegetables• Prepare and make a food product• Assemble accurately, cutting neatly• Create different movements (up, down, along and around)• Assemble different components to work together to create motion• Select suitable equipment• Sequence steps for construction• Adapt mechanisms• Measure and cut accurately• Follow a design brief• Work to scale• Identify commonly used materials <ul style="list-style-type: none">• Evaluate and adapt designs• Test a finished product• Reflect on a finished product• Research and test mechanisms

Year 1

National Curriculum	Ackworth Howard's Knowledge Essentials
<p>Technical Knowledge</p> <ul style="list-style-type: none">• Build structures, exploring how they can be made stronger, stiffer and more stable• Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.• Cooking and Nutrition: Use the basic principles of a healthy and varied diet to prepare dishes• Cooking and Nutrition: Understand where food comes from	<ul style="list-style-type: none">• Describe and group fruits by texture and taste• Understand the difference between fruit and vegetables• Understand what a mechanism is• Understand how to create different movement• Develop an awareness of different structures for different purposes• Understand how to turn 2D nets into 3D structures• Understand what mechanisms are• Know the different ways fabric can be joined• Understand how to prepare fabric for joining• Understand how an axel works

Year 1 DT Vocabulary

Essential Vocabulary

Cooking and Nutrition	Mechanisms	Structures	Textiles
Fruit Vegetables Soft Juicy Crunchy Sticky Smooth/ie Sharp Crisp Sour Hard Flesh Skin Seed Pip Core Slice Cutting Squeezing Healthy Diet Choosing Ingredients Planning Tasting Blender Carton Peel/er Recipe	Assemble Wheel Axel Fixed Free Design Make Cutting Joining Body Cab Shaping Sliders	Cut Fold Join Fix Weak Strong	Pattern Mark Out Join Decorate Running Stitch Needle Fabric Design Glue Model Stencil Template

Year 2

National Curriculum

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

- select from and use a range of tools and equipment to perform practical tasks [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
- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

Evaluate

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

Ackworth Howard's Knowledge Essentials

- Design packaging for a product
- Create and use design criteria, generating ideas and planning for design and manufacture
- Design for others, using criteria and applying knowledge of structures
- Consider purpose in the design process
- Design mechanisms

- Prepare food safely and hygienically
- Chop safely using the bridge grip
- Cut and assemble accurately
- Select appropriate equipment and materials
- Thread a needle
- Sew a running stitch
- Prepare fabrics for sewing
- Work to scale and follow a design brief

- Conduct product research
- Research mechanisms
- Apply research to a design
- Test designs
- Evaluate a design
- Recognise examples of natural and manmade structures
- Discuss the making process and the finished product
- Test and adapt mechanisms

Year 2

National Curriculum	Ackworth Howard's Knowledge Essentials
<p>Technical Knowledge</p> <ul style="list-style-type: none">• Build structures, exploring how they can be made stronger, stiffer and more stable• Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.• Cooking and Nutrition: Use the basic principles of a healthy and varied diet to prepare dishes• Cooking and Nutrition: Understand where food comes from	<ul style="list-style-type: none">• Understand how fruit and vegetables grow• Know the food groups• Understand what makes a balanced diet• Learn mechanical components• Identify input and output• Understand the definition and importance of strength, stability and stiffness• Know that different shapes can strengthen or weaken structures and that materials can be manipulated to improve strength and stiffness• Identify parts of a needle (point and eye)• Understand the alternative ways of joining fabrics and embellishments• Understand how an axle works• Know materials commonly used for wheels

Year 2 DT Vocabulary

Essential Vocabulary

Cooking and Nutrition

Fruit
Vegetables
Soft
Juicy
Crunchy
Sticky
Smooth
Sharp
Crisp
Sour Hard
Flesh
Skin
Seed
Pip
Core
Slicing
Peeling
Cutting
Squeezing
Healthy Diet
Choosing
Ingredients
Planning
Tasting
Arranging

Mechanisms

Mechanism
Lever
Slider
Slot
Pivot
Guide/Bridge
Masking Tape
Fastener
Pull
Push
Down
Straight
Work
Design
Evaluate
Purpose

Structures

Structure
Base
Underneath
Thicker
Thinner
Corner
Point
Straight
Curved
Rectangle
Cube
Cuboid
Cylinder
Function
Man-made
Mould
Natural
Stable
Stiff
Strong
Weak

Textiles

Template
Quality
Suitable
Features
Dye
Overstitch
Design
Fray
Mock-Up
Seam
Fabric
Knot
Pouch
Running-Stitch
Sew
Stencil

Year 3

National Curriculum	Ackworth Howard's Knowledge Essentials
<p>Design</p> <ul style="list-style-type: none">• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none">• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately• Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities• Cooking and Nutrition: Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques <p>Evaluate</p> <ul style="list-style-type: none">• Investigate and analyse a range of existing products• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work• Understand how key events and individuals in design and technology have helped shape the world	<ul style="list-style-type: none">• Design to a criteria• Use design criteria to develop ideas• Establish and use design criteria to help focus and evaluate work• Generate and communicate ideas using sketching and modelling, using the views of others to improve their designs• Plan for manufacture• Design for a purpose <ul style="list-style-type: none">• Safely prepare fruit and vegetables• Follow a recipe• Select appropriate materials and equipment for functional and aesthetic purposes• Use more demanding practical skills (paper engineering/paper folding techniques)• Sew cross stitch and use applique• Use electrostatic energy to move objects in isolation as well as part of a system <ul style="list-style-type: none">• Taste and evaluate own creations• Assess how well a created product works• Compare to designs• Evaluate during the making process• Evaluate own and others final product• Evaluate and adapt designs

Year 3

National Curriculum	Ackworth Howard's Knowledge Essentials
<p>Technical Knowledge</p> <ul style="list-style-type: none">• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures• Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]• Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]• Apply their understanding of computing to program, monitor and control their products• Cooking and Nutrition: Understand and apply the principles of a healthy and varied diet• Cooking and Nutrition: Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	<ul style="list-style-type: none">• Know what foods are in season and when• Understand the benefits of foods by their colour• Know how climate alters the sweetness of food• Understand how pneumatic systems work• Apply prior knowledge and increasing knowledge of nets• Understand that fabrics can be layered for effect• Know different stitch types• Understand what static electricity means and how to generate it• Know what a 'target audience' is

Year 3 DT Vocabulary

Essential Vocabulary

Cooking and Nutrition	Mechanisms	Structures	Textiles	Electrical Systems
Texture Taste Appearance Preference Greasy Moist Fresh Savoury Hygienic Edible Grown Reared Caught Frozen Tinned Processed Seasonal Harvested Climate Imported Exported	Loose Pivot Fixed Pivot System Input Process Pneumatic	Shell Structure Net Marking Out Material Joining Three Dimensional Stiff Timber Frame 3D Shapes Façade Stable Strong	Fastening Compartment Zip Finishing Technique Function Prototype Back Stitch Cross Stitch Felted Woven Knitted Bonded	User Static Attract Component Electrostatic Motion Repel

Year 4

National Curriculum	Ackworth Howard's Knowledge Essentials
<p>Design</p> <ul style="list-style-type: none">• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none">• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately• Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities• Cooking and Nutrition: Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques <p>Evaluate</p> <ul style="list-style-type: none">• Investigate and analyse a range of existing products• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work• Understand how key events and individuals in design and technology have helped shape the world	<ul style="list-style-type: none">• Work within a design brief• Explore and design within a given context/theme• Design for others and plan production• Develop designs using the views of others to improve them• Use nets and tabs to design and make the car body <ul style="list-style-type: none">• Follow but adapt a recipe• Prepare food hygienically• Use a range of equipment to create frame structures• Select suitable tools• Create neatly presented work• Make an electrical circuit• Measure, mark, cut and assemble accurately <ul style="list-style-type: none">• Discuss flavours identified• Discuss existing pavilions• Research existing products• Evaluate to improve work• Test final products• Test products in time trails

Year 4

National Curriculum	Ackworth Howard's Knowledge Essentials
<p>Technical Knowledge</p> <ul style="list-style-type: none">• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures• Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]• Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]• Apply their understanding of computing to program, monitor and control their products• Cooking and Nutrition: Understand and apply the principles of a healthy and varied diet• Cooking and Nutrition: Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	<ul style="list-style-type: none">• Understand the costs behind professional food preparation• Understand the factors that contribute to product design• Know what a pavilion is• Build on prior knowledge of net structures and broadening knowledge of frame structures• Know that architects consider light, shadow and patterns when designing• Understand stitches and their benefits• Know how to use templates• Know that electricity is energy• Know that batteries are used to store electricity• Know terminology such as: insulator, conductor, LED, battery, coin, cell batteries• Know component names such as: chassis, axle etc• Understand that car body shapes can impact on speed (air resistance)

Year 4 DT Vocabulary

Essential Vocabulary

Cooking and Nutrition

Texture
Taste
Appearance
Preference
Greasy
Moist
Fresh
Savoury
Hygienic
Edible
Grown
Reared
Caught
Frozen
Tinned
Processed
Seasonal
Harvested
Prototype
Budget

Mechanisms

Loose Pivot
Fixed Pivot
System
Input
Process
Output
Linear
Rotary
Reciprocating
Innovative
Appealing
Linkage
Oscillating
Chassis
Axle
Air Resistance
Kinetic Energy

Structures

Assemble
Prism
Vertex
Breadth
Capacity
Scoring
Adhesives
Reduce
Reuse
Recycle
Corrugating
Ribbing
Laminating

Textiles

Aesthetics
Assemble
Pinning
Fastening
Running-Stitch
Stencil

Electrical Systems

Cell
Conductor
Copper
Insulator
Series Circuit
Connection
Push-To-make Switch
Push-to-Break Switch
Innovative
Appealing
Control Box
Input Device
Output Device
System

Year 5

National Curriculum	Ackworth Howard's Knowledge Essentials
<p>Design</p> <ul style="list-style-type: none">• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none">• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately• Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities• Cooking and Nutrition: Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques <p>Evaluate</p> <ul style="list-style-type: none">• Investigate and analyse a range of existing products• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work• Understand how key events and individuals in design and technology have helped shape the world	<ul style="list-style-type: none">• Adapt a recipe• Plan using storyboards and designs, communicating through words and illustrations• Design for a purpose• Apply knowledge to generate design ideas• Identify target audiences• Design arch and truss bridges <ul style="list-style-type: none">• Cut and prepare vegetables hygienically• Cook meat safely• Make functional components• Use layers and spacers to construct pages• Cut, join and assemble with accuracy• Make circuits• Select materials and equipment according to functional properties• Work with increasing accuracy in practical tasks• Use triangulation for bracing <ul style="list-style-type: none">• Taste and adapt a dish during the cooking process• Constantly evaluate progress against a design• Compare 3D objects to a 2D design• Experiment with circuits to consolidate knowledge of function• Test the function of a product• Test to destruction to evaluate the successful properties of a design and its materials

Year 5

National Curriculum	Ackworth Howard's Knowledge Essentials
<p>Technical Knowledge</p> <ul style="list-style-type: none">• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures• Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]• Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]• Apply their understanding of computing to program, monitor and control their products• Cooking and Nutrition: Understand and apply the principles of a healthy and varied diet• Cooking and Nutrition: Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	<ul style="list-style-type: none">• Know where meat comes from• Understand ethical issues around beef• Know nutritional values of packaged food• Understand sliders, levers and linkages• Understand structures and mechanisms• Understand construction methods for 3D shapes• Know how to create a hidden seam• Draw circuit diagrams• Know the function of different components• Understand the terminology: insulator, conductor, LED, battery• Understand the importance of compression and tension in bridge structures

Year 5 DT Vocabulary

Essential Vocabulary

Cooking and Nutrition

Ingredients
 Cross-contamination
 Welfare
 Yeast
 Dough
 Wholemeal
 Unleavened
 Baking Soda
 Spice
 Herbs
 Carbohydrate
 Sugar
 Fat
 Protein
 Vitamins
 Nutrients
 Gluten
 Allergy
 Intolerance
 Savoury
 Seasonality
 Pour
 Mix
 Knead
 Whisk
 Beat
 Combine
 Fold
 Rubbing In
 Nutritional

Mechanisms

Pulley
 Gear
 Driver
 Follower
 Rotation
 Motor
 Belt
 Spindle
 Motor
 Circuit
 Sliders
 Levers
 Linkages
 Switch
 Ratio
 Transmit
 Annotated Drawings
 Exploded Diagrams
 Functionality

Structures

Reinforce
 Triangulation
 Stability
 Temporary
 Permanent
 Prototype
 Innovation
 Functional
 Design Brief

Textiles

Specification
 Tacking
 Working
 Drawing
 Clasp
 Pinking Shears
 Design Criteria
 Hem
 Hidden Seam
 Reinforce
 Stem Stitch
 Satin Stitch
 Tie Dye

 Appendage
 Blanket-Stitch

Electrical Systems

Parallel Circuit
 Series Circuit
 Light Emitting Diode
 Monitor
 Flowchart
 Design Specification
 Reed Switch
 Tilt Switch
 Insulator
 Conductor
 LED
 Battery
 Buzzer
 Component
 Copper
 Function
 Graphite

Year 6

National Curriculum	Ackworth Howard's Knowledge Essentials
<p>Design</p> <ul style="list-style-type: none">• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none">• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately• Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities• Cooking and Nutrition: Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques <p>Evaluate</p> <ul style="list-style-type: none">• Investigate and analyse a range of existing products• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work• Understand how key events and individuals in design and technology have helped shape the world	<ul style="list-style-type: none">• Use recipe books/websites• Experiment with cams to make suitable design decisions• Design for a process• Generate ideas through sketching and discussion• Model ideas through prototypes• Establish and use a design criteria to help focus and evaluate work <ul style="list-style-type: none">• Work with food hygienically and safely working to a timescale• Measure, mark and cut woodwork accurately• Select appropriate equipment• Assemble components accurately• Cut and assemble accurately• Accurately cut and join, using a running stitch.• Create something in a given style• Adapt to increasingly more demanding practical skills• Select materials for their aesthetic and functional properties• Make, strengthen and stiffen a range of structures <ul style="list-style-type: none">• Taste and evaluate own food creations• Check the accuracy of work• Evaluate work continually• Adapt products to improve functionality• Test finished products• Explore existing structures

Year 6

National Curriculum	Ackworth Howard's Knowledge Essentials
<p>Technical Knowledge</p> <ul style="list-style-type: none">• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures• Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]• Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]• Apply their understanding of computing to program, monitor and control their products• Cooking and Nutrition: Understand and apply the principles of a healthy and varied diet• Cooking and Nutrition: Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	<ul style="list-style-type: none">• Understand the risks of meat or fish when not cooked or stored properly• Understand safe storage of meat/fish• Name types of cam• Know how cams impact follower movements• Know how to create hidden seams• Create and use electric circuits in designs• Know how to make electromagnetic motors• Apply knowledge of construction techniques to realise design ideas• Stabilise more complex structures using bracing

Year 6 DT Vocabulary

Essential Vocabulary

Cooking and Nutrition

Cross-Contamination
Accompaniment
Processed
Reared
Ingredients
Yeast
Dough
Wholemeal
Baking Soda
Spice
Herbs
Carbohydrate
Sugar
Fat
Protein
Vitamins
Nutrients
Gluten
Allergy
Intolerance
Savoury
Seasonality
Pour
Mix
Knead
Whisk
Beat
Combine
Fold
Rubbing In

Mechanisms

Transmit
Annotated Drawings
Exploded Diagrams
Functionality
Cam
Follower Movement
Automata
Jelutong

Structures

Reinforce
Triangulation
Stability
Temporary
Permanent
Prototype
Innovation
Functional
Design Brief
Bracing

Textiles

Applique
Annotate
Evaluate
Innovation
Functionality
Renewable
Authentic
Chain Stitch
Hidden Seam
Tapestry

Electrical Systems

Light Dependent Resistor
Interface Control
Micro Switch
Latching Switch
Electromagnetic
Circuit
Conductor
Function
Insulator
LED
Magnetic Field
Prototype
Series Circuit

Aspirational Outcomes...

- All children have an opportunity to think creatively about how to solve design problems.
- All children have the opportunity to acquire a broad range of subject knowledge and draw on other disciplines.
- All children can evaluate and test their own and the work of others critically and make suggestions for improvements.
- All children know how to use equipment in a safe way and manage risk.
- All children have been taught the relevant technological skills to build their design.
- All children have an appreciation of innovative technological design that they have seen or experienced in their everyday lives.
- All children have an understanding and apply the principles of nutrition and learn how to cook.