

Block 1

Block 2

Block 3

Textiles- Sock Puppet (Toys)

Subject/Conceptual knowledge/skills:

LEAPS:

Understanding contexts, users and purposes

- I can say how my products will work in simple terms.
- I can say how my products will help the user.
- I can use a simple design criterion to develop my ideas.

Generating, developing, modelling and communicating ideas

- I can begin to draw on my own experiences to help generate ideas.
- I can begin to develop my ideas through talk and drawing.

Planning

- I can select materials from a limited range that will meet a simple design criteria.

Practical skills and techniques

- I can begin to work safely and hygienically.

		<ul style="list-style-type: none"> • With help, I can measure, mark out, cut and shape a range of materials. • I can begin to assemble, join and combine materials and components together e.g. glues or masking tape. • I can begin to use simple finishing techniques to improve the appearance of my product. <p>Own ideas and products</p> <ul style="list-style-type: none"> • I can begin to talk about my designs as I develop and identify good and bad points. • <i>I can begin to talk about my products' strengths and possible changes I might make.</i> <p>Existing products</p> <ul style="list-style-type: none"> • I know what products are. • I can discuss how products work, how and where they are used and who they can be used by. • I can select materials which products are made from. <p>Making products work</p> <ul style="list-style-type: none"> • I can assemble two fabric shapes. <p>Vocabulary: Product, material, measure, cut, shape assemble, join, like, dislike, fabric, combine</p>
<p>Block 4 Mechanisms (STEM Week) Subject/Conceptual knowledge/skills:</p> <p>LEAPS:</p>	<p>Block 5 Where food comes from Subject/Conceptual knowledge/skills:</p> <p>LEAPS:</p>	<p>Block 6 Food Preparation Subject/Conceptual knowledge/skills:</p> <p>LEAPS:</p>

<p>Understanding contexts, users and purposes</p> <ul style="list-style-type: none"> • I can describe what my products will be used for through talk. <p>Planning</p> <ul style="list-style-type: none"> • I can select and name the tools needed to perform a practical task e.g. use scissors for cutting and glue to joining. <p>Practical skills and techniques</p> <ul style="list-style-type: none"> • With help, I can measure, mark out, cut and shape a range of materials. • I can begin to assemble, join and combine materials and components together e.g. glues or masking tape. • I can begin to use simple finishing techniques to improve the appearance of my product. <p>Own ideas and products</p> <ul style="list-style-type: none"> • I can begin to talk about my designs as I develop and identify good and bad points. • I can begin to talk about my products' strengths and possible changes I might make. <p>Existing products</p> <ul style="list-style-type: none"> • I can discuss how products work, how and where they are used and who they can be used by. • I can say what I like and dislike about products. <p>Making products work</p> <ul style="list-style-type: none"> • I can begin to understand the simple working characteristics of materials and components 	<p>Where food comes from</p> <ul style="list-style-type: none"> • I can begin to understand that all food comes from plants or animals. • I can start to understand that food has to be farmed, grown elsewhere (home) or caught. <p>Food preparation, cooking and nutrition</p> <ul style="list-style-type: none"> • I am starting to name and sort foods into the 5 groups in The Eat Well Plate (SCARF). • I am beginning to understand that everyone should eat at least 5 portions of fruit and vegetables every day (SCARF). <p>Vocabulary: Fruit, vegetables, cereals, grains, dairy, meat, fish, fats, sugars, portion, safely, hygiene</p>	<p>Food preparation, cooking and nutrition</p> <ul style="list-style-type: none"> • I know how to prepare dishes safely and hygienically without using a heat source. • I know how to use techniques such as cutting, peeling and grating. <p>Making products work</p> <ul style="list-style-type: none"> • I can combine food ingredients according to their characteristics. <p>Understanding contexts, users and purposes</p> <ul style="list-style-type: none"> • I can begin to communicate what I am making and who it is for. <p>Planning</p> <ul style="list-style-type: none"> • I can begin to discuss the steps I will take to make a product. <p>Practical skills and techniques</p> <ul style="list-style-type: none"> • I can begin to work safely and hygienically. <p>Own ideas and products</p> <ul style="list-style-type: none"> • I can begin to evaluate my products (final dish) and explain what I like and dislike. <p>Vocabulary: safely, hygiene, cutting, peeling, grating</p>
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- *I can look at simple hinges, wheels and axels.*
- *I can start to build structure, building components together*
- *I can use technical vocabulary where appropriate*

Vocabulary:

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Block 1**Block 2**

Subject/Conceptual knowledge/skills: Designing, making, evaluating, cooking and nutrition,

LEAPS:

- I can explain which products I am making and designing.
- I can discuss whether my products are for myself or someone else.
- I can use simple design criteria to help develop my ideas.
- I can use knowledge of existing products to form ideas.
- I can develop and communicate ideas by talking and drawing.
- I can follow procedures for safety and hygiene.
- I can talk about my design ideas and what I am making.
- I can make simple judgements about my products and ideas against design criteria.
- I can communicate what I like and dislike about products.
- I know that all food comes from plants or animals.
- I know that food has to be farmed, grown elsewhere (home) or caught.
- I can name and sort foods into the 5 groups in The Eat Well Plate.
- I know that everyone should eat at least 5 portions of fruit and vegetables every day.
- I can prepare simple dishes safely and hygienically, without using a heat source.
- I can demonstrate how to use techniques such as cutting, peeling and grating.

- I know that food ingredients should be combined according to their sensory characteristics e.g. appearance, taste, texture and smell.

Vocabulary:
Design, product, design, criteria, user, like, dislike, hygiene, safety, chopping board, ingredients, method, measure, mix, cut, spread, weigh, recipe

Block 4
Subject/Conceptual knowledge/skills: Designing, making, evaluating

- LEAPS:**
- I can explain which products I am making and designing.
 - I can discuss whether my products are for myself or someone else.
 - I can say how my products will work.
 - I can say how I will make my products suitable for their intended users.
 - I can use simple design criteria to help develop my ideas.
 - I can generate ideas by drawing on my own and other people's experiences.
 - I can use knowledge of existing products to form ideas.
 - I can develop and communicate ideas by talking and drawing.
 - I can follow procedures for safety.
 - I can plan by suggesting the steps I will take next.
 - I can select from a range of tools and equipment, explaining my choices.
 - I can measure, mark out, cut and shape materials and components.

Block 6
Subject/Conceptual knowledge/skills: Designing, making, evaluating

- LEAPS:**
- I can explain which products I am making and designing.
 - I can discuss whether my products are for myself or someone else.
 - I can say how my products will work.
 - I can say how I will make my products suitable for their intended users.
 - I can use simple design criteria to help develop my ideas.
 - I can generate ideas by drawing on my own and other people's experiences.
 - I can use knowledge of existing products to form ideas.
 - I can develop and communicate ideas by talking and drawing.
 - I can select from a range of tools and equipment, explaining my choices.
 - I can measure, mark out, cut and shape materials and components.
 - I can assemble, join and combine materials and components.

- I can assemble, join and combine materials and components.
- I can talk about my design ideas and what I am making.
- I can make simple judgements about my products and ideas against design criteria.
- I can discuss what works well and how my products could be improved.
- I know and can describe what products are.
- I know who products are for, how and where they might work and be used.
- I can communicate what I like and dislike about products.
- I can use ICT to develop and communicate my ideas (Tinker CAD)
- I understand that there are simple mechanisms that can create movement such as levers, sliders, wheels and axles.

Vocabulary:

Purpose, design, component, product, user, mock-up, material, measure, mark out, assemble, join, combine, wheel, axle, stable

- I can talk about my design ideas and what I am making.
- I can make simple judgements about my products and ideas against design criteria.
- I can discuss what works well and how my products could be improved.
- I can discuss how freestanding structures can be made stronger, stiffer and more stable.

Vocabulary:

Purpose, design, component, product, user, mock-up, material, measure, mark out, assemble, join, combine, structure, stiffer, stable

D.T. – Year 3

<p>Block 1 Subject/Conceptual knowledge/skills:</p> <p>LEAPS:</p> <p>Vocabulary:</p>	<p>Block 2 Subject/Conceptual knowledge/skills:</p> <p>LEAPS:</p> <p>Vocabulary:</p>	<p>Block 3 Subject/Conceptual knowledge/skills:</p> <p>LEAPS:</p> <p>Vocabulary:</p>
<p>Block 4 Subject/Conceptual knowledge/skills: STEM Week - Structures - tree house</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can consider a product’s purpose and the user/s with growing confidence. • I can consider the views of others, including intended users. • I can identify a purpose and establish criteria for a successful product. • I can use a range of tools, materials, components and equipment. • I can measure, mark out, cut and shape materials and components with some accuracy. • I can start to join and combine materials and components with some accuracy. • I can use a design criteria as I design and make. • I can start to evaluate my product against original design criteria. 	<p>Block 5 Subject/Conceptual knowledge/skills:</p> <p>LEAPS:</p> <p>Vocabulary:</p>	<p>Block 6 Subject/Conceptual knowledge/skills: Cook and Nutrition (food preparation for making smoothies)</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can demonstrate techniques safely and hygienically. • I understand that some food is grown (vegetables, grains, grain and crops). • I understand that some food is reared (pigs, chickens). • I understand that some food is caught (fish) in the UK, Europe and the wider world. • I am starting to understand that a healthy diet is made up from a variety and balance of different food and drink (The Eat Well Plate). • I am starting to understand that to be active and healthy, food and drink are needed to provide energy for the body.

<ul style="list-style-type: none"> I can identify the strengths and areas of development in my products <p>Vocabulary: Product Purpose User Criteria Prototype Model Material Tools Component Function Textiles Combine Accuracy</p>		<ul style="list-style-type: none"> I can prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source (supported by an adult). I am beginning to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. <p>Vocabulary: Energy Hygienically Savoury Peeling Chopping Slicing Grating Mixing Spreading Kneading Baking</p>
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DT – Year 4

<p>Block 1 Subject/Conceptual knowledge/skills:</p> <p>LEAPS:</p> <p>Vocabulary:</p>	<p>Block 2</p>	<p>Block 3 Subject/Conceptual knowledge/skills:</p> <p>LEAPS:</p> <p>Vocabulary:</p>
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<p>Block 4 - Subject/Conceptual knowledge/skills: Structures</p> <p>LEAPS: I can develop my own design criteria and use these to inform my ideas I can select a range of tools, materials, components and equipment suitable for the task. I can order the main stages of making. I know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. I can assemble, join and combine materials and components with increasing accuracy. I can confidently use my design criteria as I design and make. I can use my design criteria to evaluate my completed products. I can identify the strengths and areas for development in my ideas and products.</p> <p>Vocabulary: Understanding contexts, users and purposes, planning, practical skills and techniques, own ideas and products</p> <p>Subject/Conceptual knowledge/skills: Cooking and Nutrition</p> <p>LEAPS: I can select a range of tools, materials, components and equipment suitable for the task.</p>	<p>Block 5 - Subject/Conceptual knowledge/skills: LEAPS:</p>	<p>Block 6 - Subject/Conceptual knowledge/skills: Textiles – Sustainable/Eco fashion</p> <p>LEAPS: I can select a range of tools, materials, components and equipment suitable for the task. I can explain my choice of materials and components according to function and aesthetics, using a range of technical vocabulary. I can order the main stages of making I know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. I can start to consider the purposes for which I am designing. I can gather information about the needs and wants of particular individuals and groups I can confidently use my design criteria as I design and make. I can use my design criteria to evaluate my completed products. I can identify the strengths and areas for development in my ideas and products. I know that a single fabric shape can be used to make a 3D textiles product I can make design decisions that take account of the availability of resources. I can use my design criteria to evaluate my completed products. I can identify the strengths and areas for development in my ideas and products.</p> <p>Vocabulary: Stitches, fabric, types of stitch, running stitch, patches, materials, water proof, reusable</p>
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I can explain my choice of materials and components according to function and aesthetics, using a range of technical vocabulary.

I understand and can identify which food is grown (vegetables, grains, grain and crops) reared (pigs, chickens) and caught (fish) in the UK, Europe and the wider world.

I understand that a healthy diet is made up from a variety and balance of different food and drink (The Eat Well Plate).

I can prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source (supported by an adult).

I can use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.

I know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.

I can demonstrate and follow procedures for safety and hygiene purposes.

I can use my design criteria to evaluate my completed products. I can identify the strengths and areas for development in my ideas and products.

Vocabulary:

Food preparation cooking and nutrition, key events and individuals, practical skills and techniques, meat, fish, carbohydrates, savoury, sweet

DT – Year 5

<p>Block 1 Subject/Conceptual knowledge/skills:</p> <p>LEAPS:</p> <p>Vocabulary:</p>	<p>Block 2 Subject/Conceptual knowledge/skills: Space – mechanisms, research, design, make, evaluate</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can discuss and explain the purpose of my products. • I can generate, develop, model and communicate my ideas. • I can produce appropriate lists of tools, equipment and materials I need. • I understand and can follow procedures for safety and hygiene. • I can accurately measure, mark out, cut and shape materials and components. • I can evaluate my work during its process. • I can investigate how well products work and how well products achieve their purposes. • I can evaluate inventors, designers, engineers, chefs and manufacturers' products who have helped shape the world. <p>Vocabulary: Environment, Purpose, Product, Develop, Design criteria, Innovative, Functional, Appealing, Fit for purpose, Prototype, CAD, Materials, Components, Technique, Evaluate, Manufacture, Analyse Purpose, Inventor, Designer, Engineer, Manufacturer</p>	<p>Block 3 Subject/Conceptual knowledge/skills:</p> <p>LEAPS:</p> <p>Vocabulary:</p>
<p>Block 4</p>	<p>Block 5 Subject/Conceptual knowledge/skills:</p>	<p>Block 6</p>

<p>Subject/Conceptual knowledge/skills: Adventure to Australia - STEM week textiles, researching, designing, making and evaluating</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can generate, develop, model and communicate my ideas. • With growing confidence, I can select appropriate materials, tools, components, equipment and techniques. • I can produce appropriate lists of tools, equipment and materials I need. • I understand and can follow procedures for safety and hygiene. • I can accurately assemble, join and combine materials and components. • I can evaluate the quality of the design, manufacture and suitability of my products. • I can investigate how well products have been designed and made. • I can begin to use, research from investigations and a range of information sources to develop a design criteria that will inform the design of innovative, functional and appealing products that are fit for purpose. • I can generate, develop, model and communicate my ideas. • I can investigate how well products meet user needs and wants. <p>Vocabulary: Pattern pieces, Materials, Components, Technique</p>	<p>LEAPS:</p> <p>Vocabulary:</p>	<p>Subject/Conceptual knowledge/skills: The Mayan Civilisation - Food technology, researching, designing, making and evaluating</p> <p>LEAPS:</p> <ul style="list-style-type: none"> • I can produce appropriate lists of tools, equipment and materials I need. • I can demonstrate resourcefulness when tackling practical problems. • I can suggest ways my product could be improved. • I am beginning to understand that recipes can be adapted to change the appearance, taste, texture and aroma. • I can evaluate original design criteria and suggest ways it can be improved. • I understand that seasons may affect the availability of food that is grown, reared or caught. • I can begin to explain how food is processed into ingredients that can be eaten or used in cooking. • I am beginning to understand that different food and drink contain different substances that are needed for health. • I can prepare and cook a variety of predominantly savoury dishes safely and hygienically. • I can use tools such as round-ended knives, vegetable peelers, apple corers and graters to make products. <p>Vocabulary:</p>
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Purpose, Product, Develop, Design criteria, Innovative, Functional, Appealing, Fit for purpose, Materials, Components, Technique

DT – Year 6

<p>Block 1 Subject/Conceptual knowledge/skills:</p> <p>LEAPS: I know that different food and drink contain different substances – nutrients, water and fibre – that are needed for health. (Science unit)</p>	<p>Block 2 Subject/Conceptual knowledge/skills: Where food comes from; Food preparation, cooking and nutrition</p> <p>LEAPS: I can confidently explain how seasons may affect the availability of food that is grown, reared or caught. I understand and can confidently explain how food is processed into ingredients that can be eaten or used in cooking. I can prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source (supported by an adult). I can use mixing to combine ingredients, rubbing-in to mix fat and flour and kneading when working with bread dough to design and make a range of savoury, baked products. I know and can follow the procedures for safety and hygiene.</p> <p>Vocabulary: Texture, Aroma, Processed, Peeling, Chopping, Slicing, Grating, Mixing, Spreading, Kneading, Baking</p>	<p>Block 3 Subject/Conceptual knowledge/skills: Planning; Practical skills and techniques</p> <p>LEAPS: I can develop a simple design specification to guide my thinking. I can generate innovative ideas through discussion, drawing on research. I can confidently select a range of tools, components, materials and equipment suitable for the task. I can accurately measure, mark out, cut and shape materials and components, using appropriate tools, equipment and techniques. I can accurately assemble, join and combine materials and components to make working models. I can demonstrate resourcefulness when making modifications as I go along I can investigate and analyse how well products have been designed and made. I can investigate and analyse why materials have been chosen. I confidently can evaluate original design criteria and suggest ways it can be improved</p> <p>Vocabulary: shelter, structure, purpose, product, design, specification, Tools, Components, Materials, Technique, Modification, analyse</p>
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<p>Block 4: STEM week: textiles</p> <p>Subject/Conceptual knowledge/skills: Understanding contexts, users and purposes; Generating, developing, modelling and communicating ideas; Key events and individuals; Existing products; Own ideas and products</p> <p>LEAPS: I can confidently explain the purpose of a product by modelling ideas in a variety of ways. I can carry out research, using surveys, interviews, questionnaires and web-based resources. I can identify the needs, wants, preferences and values of particular individuals and groups. I can develop a simple design specification to guide my thinking. I can generate innovative ideas through discussion, drawing on research. I can use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate my ideas. I can confidently select a range of tools, components, materials and equipment suitable for the task. I can confidently explain my choice of tools and equipment using technical vocabulary. I can confidently produce an appropriate lists of tools, equipment and materials I need. I can accurately measure, mark out, cut and shape materials and components, using appropriate tools, equipment and techniques. I can formulate step-by-step plans as a guide to making.</p>	<p>Block 5</p> <p>Subject/Conceptual knowledge/skills:</p> <p>LEAPS:</p> <p>Vocabulary:</p>	<p>Block 6</p> <p>Subject/Conceptual knowledge/skills:</p> <p>LEAPS:</p> <p>Vocabulary:</p>
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I can critically evaluate the quality of the design, manufacture and suitability of my products as I design and make.

I can evaluate my work both during and at the end.

I can investigate and analyse how well products have been designed and made.

I can investigate and analyse why materials have been chosen

I can investigate and analyse how well products meet user needs and wants.

I confidently can evaluate original design criteria and suggest ways it can be improved.

I can evaluate the key designs of individuals in design and technology who have helped shape the world.

Vocabulary:

**Purpose, Product, Interview, Questionnaire, Survey, Design specification, Pattern pieces
Annotate, Exploded diagram**