



EYFS objectives are taken from Communication and Language, Maths, Expressive Arts and Design and Understanding the World strands. These have been chosen to provide a good foundation for the DT skills children will use in KS1 and beyond.

EYFS		KS1		LKS2		UKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plan							
<i>I can use sentences of 4-6 words.</i>	<i>I can articulate my ideas in sentences.</i>	<i>I can make comments about what I am going to design and cook.</i>	<i>I can give a brief overview of my plans for design or cooking, using some DT vocabulary.</i>	<i>I can verbally explain my plans for design or cooking, using DT vocabulary.</i>	<i>I can explain my plans for design or cooking in some detail and, in writing, make reference to techniques, materials, or ingredients.</i>	<i>I can plan designs in detail with preliminary studies in sketchbooks, with reference to other designs and materials I have studied.</i>	<i>I can plan in detail with preliminary studies in sketchbooks, linking to what I have studied before and explaining my choices.</i>
Generate							
<i>I can answer simple 'why' questions.</i>	<i>I can use new words (vocabulary) and ask relevant questions.</i>	<i>I can come up with ideas of a product and express why I like it (i.e. personal appeal).</i>	<i>I can make comments about the function and purpose of my product, and its personal appeal.</i>	<i>I can refer to my research when talking about my project (i.e. not just its personal appeal).</i>	<i>I can use research to justify the appeal of my product and the innovativeness of my design.</i>	<i>I can make comments about how my product might be altered to appeal to other groups of people.</i>	<i>I can make sophisticated comments about the limitations of the function and purpose of my product, with reference to different audiences.</i>
Draw							
<i>I enjoy using fingers, hands, chalk, pens, pencils to make marks.</i> <i>I can tell the difference between drawing and writing.</i> <i>I am beginning to draw shapes for a person.</i>	<i>I can talk about what I have drawn about in detail.</i> <i>I can use stencils to create a picture.</i>	<i>I can trace around simple shapes to copy symbols.</i> <i>Precision level: simple shapes free hand (e.g. square but possibly with curved-out corners); colouring-in is mostly within the lines.</i>	<i>I can create a simple diagram.</i> <i>I can begin to annotate and highlight digital designs.</i> <i>Precision level: rectangles are accurate (e.g. corners don't curve outwards); colouring-in is within the lines.</i>	<i>I can draw sketches at different points of the design process.</i> <i>I can draw and annotate digital designs.</i> <i>I can start to draw to scale.</i> <i>I can start to draw 3D projections, with shading for clarity.</i> <i>Precision level: accurate 2D shapes (e.g. a freehand Union flag when the internal lines intersect at the centre-point).</i>	<i>I can draw a plan or sketch from a description.</i> <i>I can draw simple diagrams without much guidance.</i> <i>I can create a scale-bar.</i> <i>I can create clear projections of common 3D shapes.</i> <i>Precision level: careful with wrist position to avoid smudging (awareness of rubbings detritus under the page that might affect lines / measurements).</i>	<i>I can make an accurate design sketch from someone else's measurements and notes.</i> <i>Precision level: consistency within oblique/perspective projections of 3D shapes (i.e. parallel lines shown parallel or to vanishing points).</i>	
Develop							
<i>I can use 'because' and 'and' when explaining my ideas.</i>	<i>I can hold a back and forth conversation and explain why things happen.</i>	<i>With support, I can discuss design criteria during the construction process.</i>	<i>I can start to share my ideas while I am building my project.</i>	<i>I can politely discuss my peer's work.</i> <i>I can show a willingness to change and/or restart my designs.</i>	<i>I can start to suggest how my peers can improve their work.</i> <i>I can show a desire to change and/or restart my designs.</i>	<i>I can make reasonable suggestions for how my peers might improve their work.</i>	<i>I can constructively critique my peers' work and help with improvements if appropriate.</i>

Design



Make	EYFS objectives are taken from Communication and Language, Maths, Expressive Arts and Design and Understanding the World strands. These have been chosen to provide a good foundation for the DT skills children will use in KS1 and beyond.							
	EYFS		KS1		LKS2		UKS2	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<i>I can select appropriate shapes for building</i>	<i>I can explore working with paint on different surfaces</i>	<i>I can create constructions with materials I am given.</i>	<i>I can select from materials that are given to me.</i>	<i>I can work creatively with a range of materials, with some control.</i>	<i>I can request materials or ingredients that have not been supplied.</i>	<i>I can request other materials or ingredients and give reasons for my choices.</i>	
	Tools							
	Glue Glue spreaders Medium brushes Smaller rollers	Cotton buds Small brushes Sticky tape Pegs Hole punch	Children's scissors Rulers / metre rules	Set squares Soft tape-measures Knitting needles Crocheting sticks	Protractor Metallic tape-measure Spirit level Sandpaper Screwdrivers (with supervision)	Compass Scissors (to score) Adult scissors (to cut) Sewing needle (with supervision) Stanley knife (with supervision) Glue gun (with supervision)	Hammer and nails Chisel Mallet Vice (all supervised)	Saw Power tools (all supervised)
	Measure							
<i>I can compare shapes and objects by length and capacity.</i>	<i>I can use key measuring vocabulary (tall, short, heavy, light, etc).</i>	<i>I can measure to the nearest 10cm</i> (e.g. with a stick painted in 5cm blocks).	<i>I can measure to the nearest cm and g.</i> <i>I can use litres and °C for temperature.</i> <i>I can use scales in twos, fives, and tens</i> (where the numbers are given).	<i>I can measure to the nearest mm, nearest 10ml, and 45° for angles.</i> <i>I can convert between units</i> (e.g. m to cm). <i>I can use scales where numbers may be missing.</i> <i>I can make measurements on a computer design.</i>	<i>I can start to understand inches and miles, stones and pounds, Fahrenheit.</i> <i>I can measure non-rectilinear distances on a computer design.</i>	<i>I can measure angles to the nearest °.</i> <i>I can calculate area and start to understand volume.</i> <i>I can use approximate equivalences between metric and imperial.</i> <i>I can start using linear and area measuring tools on a computer design.</i>	<i>I can calculate area and volume.</i> <i>I can show fluency between converting units, including between metric and imperial.</i> <i>I can use accurate linear/area measuring tools on a computer design.</i>	
Estimate								
				<i>I can start to estimate length and distance.</i> <i>I can start to understand area.</i>	<i>I can make reasonable estimations of length and distance; start to estimate mass, capacity and angles.</i>	<i>I can estimate length, distance, mass, capacity, angles.</i> <i>I can start to estimate temperature and area.</i>	<i>I can make reasonable estimations of length, distance, mass, capacity, angle, area and temperature.</i>	



Evaluate	EYFS objectives are taken from Communication and Language, Maths, Expressive Arts and Design and Understanding the World strands. These have been chosen to provide a good foundation for the DT skills children will use in KS1 and beyond.							
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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<i>I can use 'because' and 'and' when explaining my ideas.</i>	<i>I can hold a back and forth conversation and explain why things happen.</i>	<i>I can create a simple evaluation (e.g. spot similarities and differences between products).</i> <i>I can follow simple advice from adults to improve my work.</i>	<i>I can relate products to my design criteria.</i> <i>I can listen courteously to views that differ from my own.</i> <i>I can follow advice from adults or peers.</i>	<i>I can link my own and others' designs and products to my functions and purpose.</i> <i>I can start to verbalise others' opinions that differ from my own.</i> <i>I can make choices about if I follow advice or not.</i>	<i>I can verbalise others' opinions politely and consider following my advice.</i> <i>I can start suggesting improvements to others' designs.</i> <i>I can link products to my cultural contexts.</i>	<i>I can use constructive and sensitive language to suggest improvements to my peers' designs.</i>	<i>I can analyse my own and others' responses to my designs, making improvements if appropriate.</i> <i>I can help improve my peers' designs where that offer is welcomed.</i>
Showcase work								
<i>I can answer simple 'why' questions about my work.</i>	<i>I can talk about what I have drawn or made in detail.</i>	<i>I can refer to a photo or drawing when talking about my work.</i> <i>I can use tallies and simple tables.</i>	<i>I can use ICT to create a simple info-sheet about my work (e.g. text with a photo).</i> <i>I can use pictograms, tally charts, block diagrams.</i>	<i>I can make and discuss annotated sketches and diagrams.</i> <i>I can use bar charts (e.g. not blocks).</i>	<i>I can make and discuss cross-sectional and exploded diagrams.</i> <i>I can use time graphs, discrete and continuous data.</i>	<i>I can create a presentation with text and images to support me when showcasing my work.</i> <i>I can use timetables, mode and range averages.</i>	<i>I can use a range of supporting material to showcase my work, and answer questions about my work.</i> <i>I can use pie charts and line graphs, and the mean average.</i>	



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Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sharps							
		<p><i>I can use knives with an 11-12cm non-serrated blade (supervised).</i></p> <p><i>I can use a peeler (e.g. carrots)</i></p> <p><i>I can use a grater (e.g. cheese)</i></p>	<p><i>I can use knives with an 11-12cm non-serrated blade (supervised)</i></p> <p><i>I can use a peeler (e.g. carrots)</i></p> <p><i>I can use a grater (e.g. cheese)</i></p>	<p><i>I can use a knife with 'bridge' hold to cut onion (supervised).</i></p> <p><i>I can cut with precision (e.g. peppers with even size).</i></p> <p><i>I can use a peeler (e.g. apples).</i></p> <p><i>I can use a grater (e.g. cheese, carrots).</i></p>	<p><i>I can use a 'bridge' hold to cut harder vegetables (e.g. potato).</i></p> <p><i>I can use a peeler (e.g. potato).</i></p> <p><i>I can use a grater (e.g. zest).</i></p>	<p><i>I can use 'claw' grip to cut (e.g. celery, cheese).</i></p>	<p><i>I can use large knives on hard vegetables (e.g. swede).</i></p>
Hot food							
		<p><i>I can say some different ways food can be cooked (microwave, oven, etc.).</i></p>	<p><i>I can watch adults putting food in ovens and explain how to do it safely.</i></p>	<p><i>I can cook food in an electric stockpot / slow cooker (with supervision).</i></p>	<p><i>I can use a microwave or toaster (with supervision).</i></p>	<p><i>I can remove items from a hot tray (e.g. hot biscuits from a baking tray using a fish slice).</i></p>	<p><i>I can handle hot food with oven gloves (with supervision).</i></p>
Other skills							
			<p><i>I can sieve flour.</i></p>	<p><i>I can use a masher roughly.</i></p> <p><i>I can crush garlic.</i></p> <p><i>I can break eggs, often without breaking the yolks.</i></p> <p><i>I can knead bread dough.</i></p>	<p><i>I can reliably break eggs without breaking the yoke.</i></p> <p><i>I can cream fats/sugars.</i></p>	<p><i>I can mash potatoes to a smooth texture.</i></p> <p><i>I can separate egg whites from the yolks.</i></p> <p><i>I can fold meringue mix.</i></p>	
Technical Knowledge							
KS1			LKS2			UKS2	
<p>Understanding the difference between fruits and vegetables.</p> <p>To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber).</p> <p><i>I know that a blender is a machine which mixes ingredients together into a smooth liquid.</i></p> <p><i>I know that a fruit has seeds and a vegetable does not.</i></p> <p><i>I know that fruits grow on trees or vines.</i></p> <p><i>I know that vegetables can grow either above or below ground.</i></p> <p><i>I know that vegetables can come from different parts of the plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber).</i></p>			<p><i>I know that not all fruits and vegetables can be grown in the UK.</i></p> <p><i>I know that climate affects food growth.</i></p> <p><i>I know that vegetables and fruit grow in certain seasons.</i></p> <p><i>I know that cooking instructions are known as a 'recipe'.</i></p> <p><i>I know that imported food is food which has been brought into the country.</i></p> <p><i>I know that exported food is food which has been sent to another country.</i></p> <p><i>To understand that imported foods travel from far away and this can negatively impact the environment.</i></p> <p><i>I know that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre.</i></p> <p><i>To understand that vitamins, minerals and fibre are important for energy, growth and maintaining health.</i></p> <p><i>I know safety rules for using, storing and cleaning a knife safely.</i></p> <p><i>I know that similar coloured fruits and vegetables often have similar nutritional benefits.</i></p>			<p><i>To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed, including key welfare issues.</i></p> <p><i>I know that I can adapt a recipe to make it healthier by substituting ingredients.</i></p> <p><i>I know that I can use a nutritional calculator to see how healthy a food option is.</i></p> <p><i>To understand that 'cross-contamination' means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects.</i></p>	

Food & Cooking



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Technical Knowledge Greater Depth	<p>I know there are a range to different materials that can be used to make a model and that they are all slightly different. I can make simple suggestions to improve or fix a junk model. I know that 'waterproof' materials are those which do not absorb water.</p>		<p>To understand that the shape of materials can be changed to improve the strength and stiffness of structures. To understand that cylinders are a strong type of structure (e.g. the main shape used for windmills and lighthouses). To understand that axles are used in structures and mechanisms to make parts turn in a circle. To begin to understand that different structures are used for different purposes. I know that a structure is something that has been made and put together. I know that shapes and structures with wide, flat bases or legs are the most stable. To understand that the shape of a structure affects its strength. I know that materials can be manipulated to improve strength and stiffness. I know that a structure is something which has been formed or made from parts. I know that a 'stable' structure is one which is firmly fixed and unlikely to change or move. I know that a 'strong' structure is one which does not break easily. I know that a 'stiff' structure or material is one which does not bend easily.</p>		<p>To understand that wide and flat based objects are more stable. To understand the importance of strength and stiffness in structures. To understand what a frame structure is. I know that a 'free-standing' structure is one which can stand on its own.</p>		<p>I know that structures can be strengthened by manipulating materials and shapes.</p>	
	<p>I know that some objects float and others sink. I know the different parts of a boat.</p>		<p>I know that a client is the person I am designing for. I know that design criteria is a list of points to ensure the product meets the client's needs and wants. I know that a windmill harnesses the power of wind for a purpose like grinding grain, pumping water or generating electricity. I know that windmill turbines use wind to turn and make the machines inside work. I know that a windmill is a structure with sails that are moved by the wind. I know the three main parts of a windmill are the turbine, axle and structure. I know that natural structures are those found in nature. I know that man-made structures are those made by people.</p>		<p>I know the following features of a castle: flags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse - and their purpose. I know that a façade is the front of a structure. To understand that a castle needed to be strong and stable to withstand enemy attack. I know that a paper net is a flat 2D shape that can become a 3D shape once assembled. I know that a design specification is a list of success criteria for a product. I know that a pavilion is a decorative building or structure for leisure activities. I know that cladding can be applied to structures for different effects. I know that aesthetics are how a product looks. I know that a product's function means its purpose. To understand that the target audience means the person or group of people a product is designed for. I know that architects consider light, shadow and patterns when designing.</p>		<p>To understand what a 'footprint plan' is. To understand that in the real world, design can impact users in positive and negative ways. I know that a prototype is a cheap model to test a design idea.</p>	



		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Technical Knowledge	Technical Knowledge			<p><i>I know that different materials have different properties and are therefore suitable for different uses.</i></p> <p><i>I know that mechanisms are a collection of moving parts that work together as a machine to produce movement.</i></p> <p><i>I know that there is always an input and output in a mechanism.</i></p> <p><i>I know that an input is the energy that is used to start something working.</i></p> <p><i>I know that an output is the movement that happens as a result of the input.</i></p> <p><i>I know that a lever is something that turns on a pivot.</i></p> <p><i>I know that a linkage mechanism is made up of a series of levers.</i></p>		<p><i>To understand that all moving things have kinetic energy.</i></p> <p><i>To understand that kinetic energy is the energy that something (object/person) has by being in motion.</i></p> <p><i>I know that air resistance is the level of drag on an object as it is forced through the air.</i></p> <p><i>To understand that the shape of a moving object will affect how it moves due to air resistance.</i></p>			<p><i>I know that mechanisms control movement.</i></p> <p><i>To understand that mechanisms can be used to change one kind of motion into another.</i></p> <p><i>To understand how to use sliders, pivots and folds to create paper-based mechanisms.</i></p>
	Technical Knowledge Greater Depth			<p><i>I know the features of a Ferris wheel include the wheel, frame, pods, a base an axle and an axle holder.</i></p> <p><i>I know that it is important to test my design as I go along so that I can solve any problems that may occur.</i></p> <p><i>I know some real-life objects that contain mechanisms.</i></p>		<p><i>To understand that products change and evolve over time.</i></p> <p><i>I know that aesthetics means how an object or product looks in design and technology.</i></p> <p><i>I know that a template is a stencil you can use to help you draw the same shape accurately.</i></p> <p><i>I know that a birds-eye view means a view from a high angle (as if a bird in flight).</i></p> <p><i>I know that graphics are images which are designed to explain or advertise something.</i></p> <p><i>I know that it is important to assess and evaluate design ideas and models against a list of design criteria.</i></p>		<p><i>I know that a design brief is a description of what I am going to design and make.</i></p> <p><i>I know that designers often want to hide mechanisms to make a product more aesthetically pleasing.</i></p>	



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Technical Knowledge	N/A		N/A		<p>To understand that electrical conductors are materials which electricity can pass through.</p> <p>To understand that electrical insulators are materials which electricity cannot pass through.</p> <p>I know that a battery contains stored electricity that can be used to power products.</p> <p>I know that an electrical circuit must be complete for electricity to flow.</p> <p>I know that a switch can be used to complete and break an electrical circuit.</p>		<p>I know that series circuits only have one direction for the electricity to flow.</p> <p>I know what happens when there is a break in a series circuit.</p> <p>I know that an electric motor converts electrical energy into rotational movement, causing the motor's axle to spin.</p> <p>I know a motorised product is one which uses a motor to function.</p>	
Technical Knowledge Greater Depth	N/A		N/A		<p>I know the features of a torch: case, contacts, batteries, switch, reflector, lamp, and lens.</p> <p>I know facts from the history and invention of the electric light bulb(s) – by Sir Joseph Swan and Thomas Edison.</p>		<p>I know that product analysis is critiquing the strengths and weaknesses of a product.</p> <p>I know that 'configuration' means how the parts of a product are arranged.</p>	

Textiles Technical Knowledge	EYFS		KSI		LKS2		UKS2	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I know that a design is a way of planning our idea before we start.</p> <p>I know that threading is putting one material through an object.</p>			<p>I know what a 'joining technique' means.</p> <p>I know that there are various temporary methods of joining fabric by using staples, glue or pins.</p> <p>To understand that different techniques for joining materials can be used for different purposes.</p> <p>To understand that a template (or fabric pattern) is used to cut out the same shape multiple times.</p> <p>I know why I should draw an effective design.</p>		<p>To know that applique is a way of mending or decorating a textile by applying smaller pieces of fabric to larger pieces.</p> <p>To know that when two pieces of fabric are joined together, it is called a seam.</p> <p>To know that it is important to leave space on the fabric for a seam.</p> <p>To understand that some products are turned inside out after sewing so the stitching is hidden.</p> <p>To know that a fastening is something which holds two pieces of material together, for example a zipper, toggle, button, press stud, or Velcro.</p> <p>To know that different fastening types are useful for different purposes.</p> <p>To know that creating a mock up (prototype) of my design is useful for checking ideas and proportions.</p>		<p>I know what a blanket stitch is.</p> <p>I understand that simpler designs are easier to finish to a high standard.</p> <p>I can design clothing with the client/ target customer in mind.</p> <p>I know that using a template (or clothing pattern) helps to accurately mark out a design on fabric.</p> <p>I understand the importance of consistently sized stitches.</p>	



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>I can use common words and phrases relating to Design & Technology</i>	<i>I can use a wide range of everyday terms in Design & Technology</i>	<i>I can use some specialist vocabulary in discussions</i>	<i>I can use specialist vocabulary, often appropriately</i>	<i>I can use specialist vocabulary appropriately</i>	<i>I can start to apply vocabulary in sophisticated ways (e.g. cross-curricular)</i>
<p>Textiles: Puppets <i>stencil – a shape you can draw around</i> <i>template - a stencil which you use to help you draw a shape more easily on to different materials</i> <i>decorate – add details to a design to improve its appearance</i> <i>design – to make, draw, or write plans for something</i></p>	<p>Structures: Baby Bear’s Chair <i>Function (verb)– how something works</i> <i>Stable – something that does not easily topple over</i> <i>Stiff – a material or object that does not bend easily e.g. wood</i> <i>Strong – something that is not easily broken</i></p>	<p>Structures: Constructing a Castle <i>Façade – the front of a structure</i> <i>Feature – a specific part of something</i> <i>Scoring – scratching a line with a sharp object into card to make the card easier to bend</i> <i>Net – a flat 2D shape that can become a 3D shape when assembled</i> <i>Tab – the small sticking out parts on a net template that are bent and glued down to hold the shape together</i></p>	<p>Structures: Pavilions <i>Aesthetic – how an object or product looks</i> <i>Cladding – a material put on top of another material or building to protect it or improve appearance</i> <i>Frame structure – a way of building something so that the inside supports are built first, and the outside covering is added later as cladding</i> <i>Reinforce – to make a structure or component stronger, sometimes by adding another material to it</i> <i>Function (noun) – the purpose of an object or product</i></p>	<p>Mechanical Systems: Making a Pop-Up Book <i>Exploded diagram – a diagram which shows all the parts of a product, including all the internal and external parts</i> <i>Input – the motion used to start a mechanism</i> <i>Output – the motion that happens as a result of starting the input</i> <i>Prototype – a simple model that allows you to test out your idea and see how it will look and work</i> <i>Caption – a short piece of writing under a picture that describes or explains the picture</i> <i>CAD (Computer Aided Design) – using the computer to help you describe a product, diagram or drawing</i></p>	<p>Structures: Playgrounds <i>Apparatus – equipment designed for recreation and play, such as seesaws and swings</i> <i>Plan view – a two-dimensional diagram used to describe a place or object from above with annotations and other measurements</i> <i>Modify – change something to improve or fix it</i> <i>Dowel – wood in the shape of a cylinder; they come in different sizes and thicknesses</i> <i>Bench hook – a tool which hooks onto the edge of a workbench to keep wood still when you cut it</i> <i>Natural materials – materials that come from nature (e.g. wood from trees)</i></p>
<p>Structures: Constructing Windmills <i>Design criteria – a set of rules to help you with your ideas and test the success of them</i> <i>Evaluation – when you look at the good and bad points about something, and then think about how you could improve it</i> <i>Structure – something that has been made and put together e.g. a bridge, building, or chair</i> <i>Test – to find out if something works as it should</i></p>	<p>Mechanisms: Fairground Wheels <i>Mechanism – the parts of an object that move together as part of the machine</i> <i>Ferris wheel – a ride at a fairground that carries passengers around a large, vertical wheel</i> <i>Axle – a long, straight piece of material which connects to a rotating component e.g. the wheels of a car</i> <i>Component – a part of something that is joined with other parts to make a larger object</i></p>	<p>Textiles: Making Cushions <i>Appliqué – a type of textiles work where small pieces of cloth are sewn or stuck in a pattern onto a larger piece</i> <i>Running stitch – a simple style of sewing in a straight line with no overlapping</i> <i>Seam – where two edges of cloth are joined or sewn together</i> <i>Detail – the small features of an object or product</i> <i>Target audience – a person, or group of people, that a product is aimed at</i></p>	<p>Electrical Systems: Torches <i>Electrical item – objects that need electricity to work e.g. toasters, hairdryers</i> <i>Electronic item – objects that have an element of computer processing in them e.g. mobile phones, laptops</i> <i>Design criteria – a set of rules that designers use to help them focus their ideas and test the success of their products</i> <i>Copper – a reddish-coloured metal that is good at letting heat and electricity flow through it; it is often used to make wires and pipes</i> <i>Cell – a single unit that provides electrical energy to power a circuit; batteries are made up of multiple cells</i></p>	<p>Electrical Systems: Doodlers <i>Product analysis – to look at an object and evaluate it based on certain criteria (e.g. function)</i> <i>Target user – A particular person at whom the product is aimed</i> <i>Configuration – how different parts are put together to form an object</i> <i>Circuit component – one of several parts that complete a circuit</i> <i>Develop – continue to work on something to make progress or improve it</i> <i>DIY (Do It Yourself) – various activities that someone choose to do themselves at home, rather than though a service or professional</i></p>	<p>Mechanisms: Automated Toys <i>Assembly diagram – an exploded view diagram of an object that shows you how to construct an object</i> <i>Automata – Automata toys are sometimes known as mechanical toys; hand-powered mechanisms make movement</i> <i>Clamp – a tool for holding objects together, sometimes when you are waiting for glue to dry</i> <i>Cam – a rotating or sliding piece in a mechanism; it changes rotary to linear motion</i> <i>Finish – to complete your product with a high quality appearance</i> <i>Follower – the post which traces the shape of the cam, in a linear or reciprocating motion</i></p>
<p>Food: Smoothies <i>Ingredients – the foods needed to make a recipe</i> <i>Fruit – the part of a plant that has seeds in</i> <i>Vegetable – a part of a plant you can eat</i> <i>root – part of a plant that takes water and other things from the soil</i></p>	<p>Mechanisms: Making a Moving Monster <i>Mechanical – something that can move because several pieces work together like a machine</i> <i>Linkage – lengths of material (like metal or card) that are joined together by pivots, so that the links can move as part of a mechanism</i> <i>Pivot – the central point, pin or shaft on which a mechanism turns or swings</i> <i>Survey – to ask a group of people questions about something and to use their answers to make improvements</i></p>	<p>Food: Eating Seasonally <i>Complementary – things that go well together, like colours or flavours</i> <i>Texture (or mouthfeel) – the way a food feels in your mouth (not taste)</i> <i>Peel (verb) – remove the skin of a fruit or vegetable</i> <i>Seasonal – food that grows or is harvested at a certain time of the year</i> <i>Temperate – a climate with four seasons and no extremes of temperature, like the UK</i></p>	<p>Mechanical Systems: Making a Slingshot Car <i>Air resistance – the level of drag an object has as it moves through the air</i> <i>Chassis – the body of a car</i> <i>Kinetic energy – the energy that causes an object to move</i> <i>Graphics – images that are designed to explain or advertise something</i> <i>Function – the purpose of an object (noun), or how an object works (verb)</i></p>	<p>Food: Developing a Recipe <i>Adaptation – the process of changing something</i> <i>Cross-contamination – when something harmful (such as bacteria) spreads from one food to another</i> <i>Hygiene – keeping things clean to prevent illnesses</i> <i>Nutrient – substances that help living things stay healthy and grow</i> <i>Nutritional value – the nutrients a food or recipe provides</i> <i>Process – a series of actions</i></p>	<p>Textiles: Waistcoats <i>Adapt – change or alter something to fit a given purpose, or to improve it</i> <i>Annotate – add notes which explain a plan or design</i> <i>Fastening – a closing and opening detail on clothing, such as buttons, zips and press-studs</i> <i>Waistcoat – a formal, vest-type jacket with no arms, usually worn over a shirt and under a jacket</i> <i>Properties – the way in which we describe materials for their appearances, strengths and weaknesses</i> <i>Template – a stencil made of metal, plastic or card used for making many copies of a shape or to help cut material accurately</i></p>



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>I can use common words and phrases relating to Design & Technology</i>	<i>I can use a wide range of everyday terms in Design & Technology</i>	<i>I can use some specialist vocabulary in discussions</i>	<i>I can use specialist vocabulary, often appropriately</i>	<i>I can use specialist vocabulary appropriately</i>	<i>I can start to apply vocabulary in sophisticated ways (e.g cross-curricular)</i>
Suggested words					
Product Design Technology First/second/etc. Then When Last Next Defore After Drawing Painting Trace Share Effect Improve Ingredients Material Savory Sweet	Process Construction Model Later Earlier Since Period Paste Textile Collage Relief Object Style Fashion At the same time as Monitor Sew Knit Contrast Depth Layer Scale Critique Compare Levers Sliders Wheels Axles Seasoning	Chronological Approximate Accurate Technique Structure Mechanical Parallel Perpendicular Perspective Quality Fabric Weave Dye Version Purpose Opinion Organise Construct Mock-up Prototype Clarify Raising agents	Uncertain Former Latter Cause Consequence Phase Trend Continuity Medium Intricate Audience Impact Dye Develop Pattern piece Structure Unique Characteristic Convention Aesthetic Circuit	Contemporary Prior Subsequent Enduring Dominate Context Spares Exceptional Pulley Cam Lever Gear	Simultaneous Attribute Controversy Authentic Maquette
Locational Vocabulary					
Near Far Up Down Further Higher Underneath Centre Anticlockwise Position Direction Above Below Roughly Close to Older Newer	Left/right (from own perspective) Symmetrical Reflect Diagonal (i.e. sloped, not the official maths meaning) Range (not in the technical maths sense)	Left/right (secure usage from any perspective e.g. discussing a partner's work across the table)	Make usage of mathematical language in describing shape and location (e.g. 3D shape vocabulary including angles, convex, etc) Increase Decrease	Shape vocabulary (including diagonal, rotation, angle language)	Concentric Radial Intersecting