

Skills & Knowledge Progression:



Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.



– The National Curriculum, 2013

Embedding our Intent: Design & Technology

At Hawkhurst CE Primary School, design and technology is taught through a creative, topic-based curriculum. Each year group will cover the skills as detailed in our skills & knowledge progression below. In the EYFS, children will have the opportunity to explore different materials, technologies and tools. They will experiment with construction and 3D form, enabling them to build and adapt their own ideas and designs. In Key Stage 1, children will develop their skills and understanding of how to design and then make a finished product and the types of materials and tools they can use in their construction. In Key Stage 2, children will expand their skillset in working with a range of tools, materials and construction techniques. They will also develop their ability to evaluate and critique their own work, and the work of others, to improve their finished products.

Each term, classes will make links between what they are learning in design and technology and the school value that the whole school is focussing on. Through this, children will develop a sense of the role that our school values play in both our curriculum and the whole school community, including our special place in the community of St Laurence Church. We are committed to ensuring all children in our school have equal opportunities to access learning and lessons are planned and taught in line with our SEN and inclusion policies.

Early Years Foundation Stage

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for DT within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for DT.

The most relevant statements for DT are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

DT			
Three and Four Year Olds		Personal, Social and Emotional Development	<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.
		Physical Development	<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.
		Understanding the World	<ul style="list-style-type: none"> • Explore how things work.
		Expressive Art and Design	<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.

			<ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
Reception		Physical Development	<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.
		Expressive Art and Design	<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.
ELGs	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery.
	Expressive Arts and Design	Creating with Materials	<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.

My Learning Journey: D&T Year 1

Topic	“I CAN” These are all the skills I have learnt	“I KNOW” This is all the knowledge I have learnt
TERM 1 Food: Sandwiches & Snacks	<p>I can develop a food vocabulary using taste, touch, smell and texture.</p> <p>I can group familiar food products e.g. fruit and vegetables.</p> <p>I can cut and peel a variety of ingredients.</p> <p>I can work safely and hygienically.</p> <p>I can understand the need for a variety of foods in the diet.</p> <p>I can say what I like and did not like about the thing I have made and say why.</p> <p>I can talk about my design as it develops and identify good and bad points.</p> <p>I can talk about the changes made during the making process.</p>	<p>I know what I need to have a balanced diet.</p> <p>I know how to design and create a healthy meal.</p> <p>I know how to group fruit and vegetables.</p> <p>I know how to properly wash my hands.</p> <p>I know how to use my senses when trying food.</p> <p>I know how to cut and spread fillings for my sandwiches and snacks.</p> <p>I know what worked well in my design and what I need to improve on.</p> <p>Concept Vocabulary: food, healthy, unhealthy, preparation, ingredients, hygiene, peel, cut, tasting, food groups, senses, touch, taste, smell, texture, safety</p> <p>Key Vocabulary: nutrient, nutritious, germs, balanced diet, fat, sugar, carbohydrates, meal,</p>
TERM 3 Textiles: Making a Doll’s Costume	<p>I can colour a variety of fabrics using different techniques i.e. fabric paints.</p> <p>I can join fabrics with glue.</p> <p>I can decorate fabric with beads, buttons, sequins, braids and ribbons.</p> <p>I can explain what I am making and the materials I am using.</p> <p>I can name the tools I am using.</p> <p>I can select materials from a limited range that will meet the design criteria.</p> <p>I can explain what I need to do next and I can discuss my work as it progresses.</p>	<p>I know how to make a detailed design which outlines all of the materials and tools I will need.</p> <p>I know how to paint and decorate fabrics for my costume to follow my design.</p> <p>I know ways to effectively join fabrics including using glue and sewing techniques.</p> <p>I know how to use a patterned hole punch and use the cut pieces for decoration.</p> <p>I know what worked well in my design and what I need to improve on.</p> <p>Concept Vocabulary: sew, stitch, running stitch, design, evaluate</p>

	<p>I can say what I like and did not like about the thing I have made and say why.</p> <p>I can talk about my design as it develops and identify good and bad points.</p> <p>I can talk about the changes made during the making process.</p> <p>I can use a hole punch.</p>	<p>Key Vocabulary: cut, measure, glue, texture, size, characteristics, decorate, material,</p>
<p>TERM 4 Sheet Materials: Making a Toy, Making a Rocket</p>	<p>I can fold, tear and cut paper and card.</p> <p>I can cut along lines straight and curved.</p> <p>I can explain what I am making and the materials I am using.</p> <p>I can name the tools I am using.</p> <p>I can select materials from a limited range that will meet the design criteria.</p> <p>I can explain what I need to do next and I can discuss my work as it progresses.</p> <p>I can say what I like and did not like about the thing I have made and say why.</p> <p>I can talk about my design as it develops and identify good and bad points.</p> <p>I can talk about the changes made during the making process.</p> <p>I can use a hole punch.</p>	<p>I know how to fold and stick paper into a cone shape.</p> <p>I know ways to effectively join materials together including glue, tape, masking tape and sewing.</p> <p>I know how to safely use scissors.</p> <p>I know how to create a design using a limited selection of materials.</p> <p>I know that the weight of the rocket will have an impact on its success.</p> <p>I know how much glue to use so that it will stick properly.</p> <p>I know what worked well in my design and what I need to improve on.</p> <p>I know how to use a patterned hole punch and use the cut pieces for decoration.</p> <p>Concept Vocabulary: cut, measure, glue, stability, fold, lid, side, natural, man-made, materials, tools, cut, secure, design, evaluate</p> <p>Key Vocabulary: success, measurement, safety, structure</p>
<p>TERM 5 Sheet Materials: Making Robots</p>	<p>I can fold, tear and cut paper and card.</p> <p>I can cut along lines straight and curved.</p> <p>I can explain what I am making and the materials I am using.</p> <p>I can name the tools I am using.</p>	<p>I know how to use the selection of construction kits in the classroom to explore my ideas.</p> <p>I know how to safely use scissors.</p> <p>I know how to fold and cut paper and card into a tube.</p> <p>I know ways to effectively join materials together including glue, tape, masking tape and sewing.</p>

	<p>I can select materials from a limited range that will meet the design criteria.</p> <p>I can explain what I need to do next and I can discuss my work as it progresses.</p> <p>I can say what I like and did not like about the thing I have made and say why.</p> <p>I can talk about my design as it develops and identify good and bad points.</p> <p>I can talk about the changes made during the making process.</p> <p>I can model ideas with construction kits, reclaimed materials.</p> <p>I can use a hole punch</p>	<p>I know how much glue to use so that it will stick properly.</p> <p>I know what worked well in my design and what I need to improve on.</p> <p>I know how to create a design using a limited selection of materials.</p> <p>I know how to make my robot stable by making it level.</p> <p>I know how to use a patterned hole punch and use the cut pieces for decoration and a circular hole punch to join to materials together.</p> <p>Concept Vocabulary: cut, measure, glue, fold, lid, side, natural, man-made, materials, tools, cut, secure, design, evaluate</p> <p>Key Vocabulary: success, safety, stability, structure,</p>
<p>TERM 6 Construction: Making a Car</p>	<p>I can make a car from construction kits that contain free running wheels.</p> <p>I can create hinges.</p> <p>I can follow verbal instructions.</p> <p>I can explain what I am making and the materials I am using.</p> <p>I can roll paper to create tubes.</p> <p>I can name the tools I am using.</p> <p>I can select materials from a limited range that will meet the design criteria.</p> <p>I can explain what I need to do next and I can discuss my work as it progresses.</p> <p>I can say what I like and did not like about the thing I have made and say why.</p> <p>I can talk about my design as it develops and identify good and bad points.</p> <p>I can talk about the changes made during the making process.</p>	<p>I know how to use the selection of construction kits in the classroom to explore my ideas.</p> <p>I know how to create a hinged door on my car.</p> <p>I know how to safely use scissors.</p> <p>I know how to fold and cut paper and card into a tube.</p> <p>I know ways to effectively join materials together including glue, tape and masking tape.</p> <p>I know how much glue to use so that it will stick properly.</p> <p>I know what worked well in my design and what I need to improve on.</p> <p>I know how to create a design using a limited selection of materials.</p> <p>I know how to secure free running wheels to my car.</p> <p>I know how to use a circular hole punch to join to materials together.</p>

		<p>Concept Vocabulary: cut, measure, glue, fold, lid, side, natural, man-made, materials, tools, cut, secure, design, evaluate</p> <p>Key Vocabulary: Observation, Differences, Similarities, Levers, sliders, wheel, axels, machine, Joins, corners, vehicle,</p>
<p>Greater Depth</p>	<p>I know how to draw on my knowledge and skills independently to improve my design or structure.</p> <p>I know the key terminology linked to my Design and Technology learning and can use it to effectively convey my thoughts and ideas.</p> <p>I know how to use my initiative to explore alternative ways to complete my Design and Technology work.</p> <p>I know how to effectively evaluate my final piece and use my responses to improve my next piece.</p>	

My Learning Journey: D&T Year 2

Topic	“I CAN” These are all the skills I have learnt	“I KNOW” This is all the knowledge I have learnt
TERM 1 Food and Making Bread	<p>I can measure and weigh food items – not-standard measures e.g. spoons, cups.</p> <p>I can use technical vocabulary</p> <p>I can understand technical vocabulary</p> <p>I can discuss how closely their finished product meets their design criteria.</p>	<p>I know that mixing ingredients will change the texture of the ingredients.</p> <p>I know how to measure liquids and solids and what measurements to use.</p> <p>I know cooking will change the texture of some ingredients</p> <p>Concept Vocabulary:</p> <p>Key Vocabulary:</p>
TERM 2 Food Making: Soup	<p>I can grate and chop a range of ingredients.</p> <p>I can use technical vocabulary</p> <p>I can understand technical vocabulary</p> <p>I can discuss how closely their finished product meets their design criteria.</p>	<p>I know how to chop and grate ingredients I know that adding spices will change the flavour.</p> <p>I know what I will change for next time and how to be critical.</p> <p>I know that following my design may cause different outcomes.</p> <p>I know that cooking will change the texture of vegetables.</p> <p>I know how to follow a recipe.</p> <p>Concept Vocabulary:</p> <p>Key Vocabulary:</p>
TERM 3 Making Moving Pictures	<p>I can investigate joining temporary, fixed and moving materials.</p> <p>I can use technical vocabulary</p> <p>I can understand technical vocabulary</p> <p>I can discuss how closely their finished product meets their design criteria.</p>	<p>I know how to follow my design.</p> <p>I know how to use split pins and scissors safely.</p> <p>I know how to follow a design and get the equipment I will need.</p> <p>Concept Vocabulary:</p> <p>Key Vocabulary:</p>
TERM 5 Textiles: Bunting	<p>I can join fabrics by using a running stitch, staples, over sewing and tape.</p>	<p>I know how to create shapes in felt.</p> <p>I know how to do a simple running stitch and using fabric glue.</p>

	<p>I can cut out shapes, which have been created by drawing around a template onto fabric.</p> <p>I can use technical vocabulary.</p> <p>I can understand technical vocabulary.</p> <p>I can discuss how closely their finished product meets their design criteria.</p>	<p>I know how to evaluate my design and know how to change for next time.</p> <p>I know what trim, cut and stitch mean.</p> <p>I know how to thread a needle.</p> <p>Concept Vocabulary:</p> <p>Key Vocabulary:</p>
<p>TERM 6 Construction: Making a Car</p>	<p>I can observe a glue gun being used by an adult.</p> <p>I can mark out materials to be cut using a template.</p> <p>I can join appropriately for different materials and situations e.g. glue and tape.</p> <p>I can attach wheels to a chassis using an axel.</p> <p>I can use a range of materials to create models with wheels and axels e.g. glue, tape, dowel and cotton reels.</p> <p>I can use and understand technical vocabulary.</p> <p>I can discuss how closely their finished product meets their design criteria.</p>	<p>I know how to follow a design.</p> <p>I know how different materials will change how my car moves.</p> <p>I know what can be used for wheels.</p> <p>I know how to strengthen materials.</p> <p>Concept Vocabulary:</p> <p>Key Vocabulary:</p>

My Learning Journey: D&T
Year 3

Topic	“I CAN” These are all the skills I have learnt	“I KNOW” This is all the knowledge I have learnt
TERM 1 Textiles: Aprons	<p>I can draw/sketch products to help analyse how they are made.</p> <p>I can think ahead about the order of their work and decide upon tools and materials.</p> <p>I can plan a sequence of actions to make a product.</p> <p>I can record the plan by drawing (labelled sketches) or writing.</p> <p>I can join fabrics using running stitch, over sewing and back stitch.</p> <p>I can use appropriate decoration techniques.</p> <p>I can create a simple pattern.</p> <p>I can identify the strength and weaknesses of their design ideas.</p> <p>I can consider and explain how the finished product could be improved.</p> <p>I can discuss how well the finished product meets the design criteria and how well it meets the needs of the user.</p> <p>I can understand technical vocabulary</p> <p>I can use technical vocabulary</p>	<p>I know how to follow my design</p> <p>I know which materials are most appropriate</p> <p>I know how to do a running stitch</p> <p>I know how to attach fabric</p> <p>I know how to evaluate my product.</p>
TERM 2 Construction: Celtic roundhouse	<p>I can draw/sketch products to help analyse how they are made.</p> <p>I can think ahead about the order of their work and decide upon tools and materials.</p> <p>I can plan a sequence of actions to make a product.</p>	<p>I know how to follow my design</p> <p>I know which materials are most appropriate</p> <p>I know how to make structures using materials</p> <p>I know how to weave materials</p> <p>I know how to evaluate my product.</p>

	<p>I can record the plan by drawing (labelled sketches) or writing.</p> <p>I can identify the strength and weaknesses of their design ideas.</p> <p>I can consider and explain how the finished product could be improved.</p> <p>I can discuss how well the finished product meets the design criteria and how well it meets the needs of the user.</p> <p>I can understand technical vocabulary</p> <p>I can use technical vocabulary</p> <p>I can make structures more stable by giving them a wide base.</p>	
<p>TERM 3 Food: Mediterranean Wrap</p>	<p>I can draw/sketch products to help analyse how they are made.</p> <p>I can think ahead about the order of their work and decide upon tools and materials.</p> <p>I can plan a sequence of actions to make a product.</p> <p>I can record the plan by drawing (labelled sketches) or writing.</p> <p>I can develop sensory vocabulary/knowledge using taste, smell, texture and touch.</p> <p>I can follow instructions.</p> <p>I can make healthy eating choices from an understanding of a balanced diet.</p> <p>I can join and combine a range of ingredients.</p> <p>I can identify the strength and weaknesses of their design ideas.</p> <p>I can consider and explain how the finished product could be improved.</p>	<p>I know how to follow my design</p> <p>I know which materials are most appropriate</p> <p>I know how to make a healthy wrap</p> <p>I know how to prepare food</p> <p>I know how to evaluate my product.</p>

	<p>I can discuss how well the finished product meets the design criteria and how well it meets the needs of the user.</p> <p>I can understand technical vocabulary</p> <p>I can use technical vocabulary</p>	
<p>TERM 6 Mechanisms: Toy Animal</p>	<p>I can draw/sketch products to help analyse how they are made.</p> <p>I can think ahead about the order of their work and decide upon tools and materials.</p> <p>I can plan a sequence of actions to make a product.</p> <p>I can record the plan by drawing (labelled sketches) or writing.</p> <p>I can identify the strength and weaknesses of their design ideas.</p> <p>I can consider and explain how the finished product could be improved.</p> <p>I can discuss how well the finished product meets the design criteria and how well it meets the needs of the user.</p> <p>I can understand technical vocabulary</p> <p>I can use technical vocabulary</p> <p>I can cut slots.</p> <p>I can cut internal shapes.</p> <p>I can use lolly sticks/card to make levers and linkages.</p>	<p>I know how to follow my design</p> <p>I know which materials are most appropriate</p> <p>I know how to cut slots into materials</p> <p>I know how to connect materials</p> <p>I know how to make levers using card and sticks</p> <p>I know how to evaluate my product.</p>

My Learning Journey: D&T Year 4

Topic	“I CAN” These are all the skills I have learnt	“I KNOW” This is all the knowledge I have learnt
TERM 1 Board Game	<p>I can draw/sketch products to help understand how they are made.</p> <p>I can develop more than one design or adaptation of an initial design.</p> <p>I can propose realistic suggestions as to how I can achieve my design.</p> <p>I can decide which design idea to develop.</p> <p>I can understand and use technical vocabulary.</p>	<p>I know that my design proposals must be appropriate for the audience and purpose in the design brief.</p> <p>I know how to collaborate with others on a design project.</p> <p>I know what a prototype is and why they are useful.</p> <p>I know how to evaluate a product using technical vocabulary.</p> <p>Concept Vocabulary: audience Key Vocabulary: rules, board game, collaborate</p>
TERM 2 Money Holders	<p>I can draw/sketch products to help understand how they are made.</p> <p>I can develop more than one design or adaptation of an initial design.</p> <p>I can propose realistic suggestions as to how I can achieve my design.</p> <p>I can decide which design idea to develop.</p> <p>I can understand and use technical vocabulary.</p> <p>I can create nets.</p> <p>I can explore fastenings and recreate some e.g. sew on buttons and make loops.</p> <p>I can prototype a product using material.</p> <p>I can use appropriate techniques (applique or simple stitches).</p>	<p>I know how to draw and use a net.</p> <p>I know how to refine a design.</p> <p>I know what a prototype is and why they are useful.</p> <p>I know how to attach a fastening using appropriate methods and tools.</p> <p>I know what seam allowance is and why it is necessary.</p> <p>I know how to evaluate a product using technical vocabulary.</p> <p>Concept Vocabulary: Key Vocabulary: seam allowance, felt, net, fastening, sew</p>
TERM 3 Bridges	<p>I can draw/sketch products to help understand how they are made.</p> <p>I can develop more than one design or adaptation of an initial design.</p> <p>I can propose realistic suggestions as to how I can achieve my design.</p>	<p>I know how to refine a design.</p> <p>I know what a prototype is and why they are useful.</p> <p>I know how to strengthen a frame.</p> <p>I know how to evaluate a product using technical vocabulary.</p> <p>Concept Vocabulary: stabilise</p>

	<p>I can decide which design idea to develop.</p> <p>I can understand and use technical vocabulary.</p> <p>I can create a shell or frame structure; strengthen frames with diagonal struts.</p> <p>I can prototype a frame and shell structures.</p> <p>I can use a glue gun with close one-to-one supervision.</p>	<p>Key Vocabulary: frame, arch, truss, suspension</p>
<p>TERM 4 Pizzas</p>	<p>I can draw/sketch products to help understand how they are made.</p> <p>I can develop more than one design or adaptation of an initial design.</p> <p>I can propose realistic suggestions as to how I can achieve my design.</p> <p>I can decide which design idea to develop.</p> <p>I can understand and use technical vocabulary.</p> <p>I can analyse the taste, texture, smell and appearance of a range of food.</p> <p>I can weigh and measure using scales.</p> <p>I can cut and shape ingredients using appropriate tools and equipment.</p>	<p>I know basic health and safety protocols for handling and preparing food.</p> <p>I know what a prototype is and why they are useful.</p> <p>I know how to grate, cut and spread a variety of ingredients.</p> <p>I know the different between savoury and sweet foods.</p> <p>I know how to refine a design.</p> <p>I know how to evaluate a product using technical vocabulary.</p> <p>I know how to use measuring scales to weigh ingredients.</p> <p>Concept Vocabulary: savoury, sweet</p> <p>Key Vocabulary: pizza, base, grate, cut, scales, measure, weigh, taste, texture, smell, appearance, temperature, safety</p>
<p>TERM 5 Viking Shield</p>	<p>I can draw/sketch products to help understand how they are made.</p> <p>I can develop more than one design or adaptation of an initial design.</p> <p>I can propose realistic suggestions as to how I can achieve my design.</p> <p>I can decide which design idea to develop.</p> <p>I can understand and use technical vocabulary.</p> <p>I can experiment with methods to strengthen my design</p>	<p>I know how to refine a design.</p> <p>I know what a prototype is and why they are useful.</p> <p>I know how to strengthen cardboard.</p> <p>I know how to make a handle.</p> <p>I know how to evaluate a product using technical vocabulary.</p> <p>Concept Vocabulary: reinforce, strengthen</p> <p>Key Vocabulary: Viking, cardboard, handle, trim, central boss</p>

<p>TERM 6 Cars</p>	<p>I can draw/sketch products to help understand how they are made.</p> <p>I can develop more than one design or adaptation of an initial design.</p> <p>I can propose realistic suggestions as to how I can achieve my design.</p> <p>I can decide which design idea to develop.</p> <p>I can understand and use technical vocabulary</p> <p>I can create nets.</p> <p>I can measure and mark dowel accordingly to 1cm.</p> <p>I can use linkages to make movement larger or more varied.</p>	<p>I know how to refine a design.</p> <p>I know what a prototype is and why they are useful.</p> <p>I know how to draw and use a net.</p> <p>I know how to safely cut drinks cans.</p> <p>I know what shape of car will produce the best aerodynamics.</p> <p>I know how to evaluate a product using technical vocabulary.</p> <p>Concept Vocabulary: aerodynamics</p> <p>Key Vocabulary: vehicle, motion, evaluate, Bloodhound, aluminium, axle, wheels, net</p>

My Learning Journey: D&T
Year 5

Topic	“I CAN” These are all the skills I have learnt	“I KNOW” This is all the knowledge I have learnt
TERM 2 Lino printing and Christmas cards	<p>I can investigate products and images to collect ideas.</p> <p>I can sketch and model ideas.</p> <p>I can use my research to inform my choices and decisions.</p> <p>I can justify decisions about materials and methods used.</p> <p>I can reflect on my work and make suggestions for improvements.</p>	<p>I know which tool to use for which cut.</p> <p>I know how to cut the appropriate parts to keep my design on track.</p> <p>I know how to cut accurately and safely.</p> <p>I know how to line up my prints.</p>
TERM 3 Food Tech – Tzatziki and pita bread	<p>I can measure accurately using different equipment.</p> <p>I can work safely and hygienically.</p> <p>I can create a recipe including ingredients, methods, cooking times and temperatures.</p>	<p>I know health and safety protocols for handling and preparing food.</p> <p>I know the importance of good food hygiene.</p> <p>I know how to read and follow a recipe.</p> <p>I know the foods I need to eat to maintain a healthy and balanced diet.</p>
TERM 5 Textiles	<p>I can sketch ideas using annotated prototypes.</p> <p>I can make a prototype.</p> <p>I can create 3D products using pattern pieces and seam allowance.</p>	<p>I know how to lay out a pattern onto the fabric and cut it out.</p> <p>I know how to join fabrics using back stitch and blanket stitch.</p>
TERM 6 Balloon Powered Car	<p>I can investigate products and images to collect ideas.</p> <p>I can sketch and model ideas.</p> <p>I can use my research to inform my choices and decisions.</p> <p>I can justify decisions about materials and methods used.</p> <p>I can reflect on my work and make suggestions for improvements.</p>	<p>I know how to build a framework using a range of materials.</p> <p>I know how to join materials using the appropriate tools and resources.</p> <p>I know how to use a glue gun, safely.</p>

My Learning Journey: D&T
Year 6

Topic	“I CAN” These are all the skills I have learnt	“I KNOW” This is all the knowledge I have learnt
TERM 2 Seasonal Salad	<p>I can combine ingredients appropriately.</p> <p>I can measure ingredients to the nearest g or ml and calculate ratios to scale up or down from a recipe.</p> <p>I understand seasonality and know where and how a variety of ingredients are grown, reared, processed and caught.</p> <p>I can create and refine recipes including ingredients, methods, cooking times and temperatures</p>	<p>I know that foods are seasonal and that not all foods are grown locally around the year.</p> <p>I know that some foods are locally produced at different times of the year.</p> <p>I know some foods that will be produced locally at this time of year.</p> <p>I know some of the seasonal foods I can use in my recipe.</p> <p>I know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>I know which food combinations work well together.</p> <p>I know the different techniques to combine ingredients appropriately.</p> <p>I know how to follow a recipe and measure ingredients to the nearest gram and millilitre.</p> <p>I know that a recipe can be scaled up and down.</p> <p>I know which food groups to include to create a balanced meal.</p> <p>Concept Vocabulary: seasonality, locally sourced</p> <p>Key Vocabulary: seasonal, local, combine</p>
TERM 3 Shelters	<p>I can cut slots.</p> <p>I can cut accurately and safely to a marked line.</p>	<p>I know what makes a shelter effective.</p> <p>I know a variety of different strengthening techniques including triangulation.</p>

	<p>I can join and combine materials with temporary, fixed or moving joints.</p> <p>I can use a craft knife, cutting mat and safety ruler with one-to-one supervision if appropriate.</p> <p>I can choose an appropriate sheet material for a purpose.</p>	<p>I know how to join sheet materials using different joining techniques.</p> <p>I know how to use a craft knife to cut slots.</p> <p>I know how to cut accurately and safely to a marked line.</p> <p>I know how to Join and combine materials with temporary, fixed or moving joints.</p> <p>I know how to use a craft knife, cutting mat and safety ruler with one-to-one supervision if appropriate.</p> <p>I know how to choose an appropriate sheet material to make a shelter.</p> <p>Concept Vocabulary: triangulation, strengthening</p> <p>Key Vocabulary: strengthen, join, attach</p>
<p>TERM 5 Electric Powered Vehicle</p>	<p>I can use a hand drill to drill tight and loose fit holes.</p> <p>I can cut strip wood, dowel and square section wood accurately to 1 cm.</p> <p>I can incorporate a motor and switch into a model.</p>	<p>I know how to use a hand drill to drill tight and loose fit holes.</p> <p>I know how to cut strip wood, dowel and square section wood accurately to 1cm.</p> <p>I know how to incorporate a motor and switch into a model.</p> <p>Concept Vocabulary: electrical components</p> <p>Key Vocabulary: motor, switch, axle</p>
<p>TERM 6 Textiles: Bag Making</p>	<p>I can decorate textiles appropriately before joining components.</p> <p>I can pin and tack fabrics together.</p> <p>I can combine fabrics to create more useful properties.</p>	<p>I know that textiles should be decorated appropriately before joining components.</p> <p>I know how to pin and tack fabric pieces together.</p> <p>I know how to combine fabrics to create more useful properties – e.g. to make it stronger.</p> <p>I know that fabrics can be combined in a variety of ways.</p> <p>Key Vocabulary: pin and tack, combine, attach, join</p>