

Marsh Green Primary School

DESIGN TECHNOLOGY 2023-2024



Long Term Overview - including vocabulary progression

Early Years

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
	Designing, Making and Evaluating	Food Technology	Technical Knowledge
Young Explorers	Construction/ structures – join simple construction pieces to build and balance with the support of staff. .	Spreading and butters, learning to use a fork and spoon to eat.	Construction/ structures – Use blocks to enclose whilst building structures with an increasing range of sizes of blocks. Start to use blocks that join together;like Duplo and sticklbrx. Materials and textiles- use simple joining of fabrics with pritt stick and scissors.
	Technical Knowledge	Designing, Making and Evaluating	Food Technology
Nursery	<p>Materials/ textiles-Create animal masks – use tissue and wool. Understand that you can combine materials together to create an effect. Use glue. PVA and pritt stick Woodwork - Skill based – hammer a nail into a pumpkin/ potato. Join wood together with glue.</p> <p>Construction/ structures-Make a bird feeder. Use toilet rolls, lard and bird seed. Verbally evaluate eg too heavy.</p>	<p>Materials/ textiles</p> <p>Make a snow or grass scene from bear hunt for a collage.</p> <p>Which is the best material to stick various materials eg grass, cotton wool, twigs.</p> <p>Use a hole punch to begin joining using string, pipe cleaners, treasure tags – binoculars</p> <p>Woodwork - Skill based – supervised sawing and screwing.</p>	<p>Soup – (chopping). Porridge (pour and mix). Bread (mix, kneed, snip</p> <p>Cakes – stir, sift Fruit kebabs – chopping</p> <p>biscuits – measuring, mixing, kneading, rolling, cutting</p>
	Technical Knowledge	Designing, Making and Evaluating	Food Technology
Reception	<p>Materials/ Textiles/Collage- Joining</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 	<p>Construction/ Structures- Bridging and Enclosing</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 	<p>Design a Picnic – end of Reception party</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6.

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Key Stage One			
	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
	Technical Knowledge	Food Technology	Designing, Making and Evaluating
1	Moving Vehicles- wheels and axles- linked to History- changes within living memory- toys 1. 2. 3. 4. 5. 6.	Health Eating- Fruit and vegetables- linked to science- plants and growing 1. 2. 3. 4. 5. 6.	Textiles- Puppets- linked to science animals including humans 1. 2. 3. 4. 5. 6.
	Technical Knowledge	Food Technology	Designing, Making and Evaluating
2	Levers and linkages - Moving Animals/Pictures 1. 2. 3. 4. 5. 6.	Food from other cultures- Making pizzas 1. 2. 3. 4. 5. 6.	Wooden Tudor Homes 1. 2. 3. 4. 5. 6.
Key Stage Two			
	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
	Technical Knowledge	Food Technology	Designing, Making and Evaluating
3	Moving Story books- information books about the stone age 1. 2. 3. 4. 5. 6.	Sandwich Snacks- 'Afternoon Tea' 1. 2. 3. 4. 5. 6.	Textiles- Roman Purses- functions of fabric 1. 2. 3. 4. 5. 6.

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	<i>Designing, Making and Evaluating</i>	<i>Food Technology</i>	<i>Technical Knowledge</i>
4	Making mini Greenhouses 1. 2. 3. 4. 5. 6.	Seasonal Food 1. 2. 3. 4. 5. 6.	Electrical systems - Light up signs 1. 2. 3. 4. 5. 6.
	<i>Food Technology</i>	<i>Technical Knowledge</i>	<i>Designing, Making and Evaluating</i>
5	Great British dishes/American Food 1. 2. 3. 4. 5. 6.	Building Bridges-rivers 1. 2. 3. 4. 5. 6.	Structures- Wooden/card Viking longboats-linked to history 1. 2. 3. 4. 5. 6.
	<i>Technical Knowledge</i>	<i>Food Technology</i>	<i>Designing, Making and Evaluating</i>
6	Electrical Systems - WW2 Planes-alarms 1. 2. 3. 4. 5. 6.	Great British Dishes 1. 2. 3. 4. 5. 6.	Fashion and textiles- Mayans 1. 2. 3. 4. 5. 6.

Skills Progression

Young Explorers (2-Year-old provision)	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills	
Design	Make	Evaluate	Technical knowledge	Cooking and nutrition
<ul style="list-style-type: none"> Construction/ structures – Use blocks to enclose whilst building structures with an increasing range of sizes of blocks. Start to use blocks that join- Duplo and stick brix etc, large block, and cardboard boxes. Materials and textiles- use simple joining of fabrics with pritt stick glue and scissors. 	<ul style="list-style-type: none"> Construction/ structures – join simple construction pieces to build and balance with the support of staff. Model and guide children’s use of tools including brushes, crayons, sticks, rollers. 	<ul style="list-style-type: none"> Use iPad and floor books to evidence any design work. This will also be in their child’s learning journey. Orally evaluate their own work as they are making and designing. 	<ul style="list-style-type: none"> Join simple construction pieces. Cutting and joining using glue and scissors. 	<ul style="list-style-type: none"> Spreading and butters, learning to use a fork and spoon to eat. Healthy plates- discuss and name various fruits and vegetables. Food tasting through snack time.

Nursery	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills	
Design	Make	Evaluate	Technical knowledge	Cooking and nutrition
<p>Materials/ textiles- Understand that you can combine materials together to create an effect.</p> <p>Woodwork - Skill based – hammer a nail into a pumpkin/ potato.</p> <p>Construction/ structures-Make a bird feeder. Use toilet rolls, lard and bird seed.</p> <ul style="list-style-type: none"> Listen and understand what children want to create before offering suggestions. 	<p>Create animal masks – use tissue and wool.</p> <p>Junk modelling- attach with cellotape, string/ wrapping, hole punch</p> <ul style="list-style-type: none"> When cutting practise opening and closing blades on playdough, in the sand or shaving foam, progressing to more firm materials like modelling clay. Encourage ‘thumbs up’ position when holding scissors. 	<p>Verbally evaluate e.g. too heavy.</p> <p>Orally discuss as they are designing and making- creative thinking- adults to model</p>	<p>Join wood together with glue.</p> <p>Skill based- hammering</p> <ul style="list-style-type: none"> Offer opportunities to explore scale. Suggestions: long strips of wallpaper, child size boxes , different surfaces to work on e.g. paving, floor, tabletop or easel Model, narrate and teach skills of shaping malleable materials through rolling, coiling, balling and using shape cutters. 	<p>Food tasting sessions.</p> <p>soup – (chopping). Porridge (pour and mix). Bread (mix, kneed, snip Cakes – stir, sift Fruit kebabs – chopping biscuits – measuring, mixing, kneading, rolling, cutting, spreading spreading- jam, butter, chocolate,</p>

Design Technology Overview – Marsh Green 2023/2024

Reception	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills	
Design	Make	Evaluate	Technical knowledge	Cooking and nutrition
<p>Begin to show accuracy and care when drawing [ELG: Fine Motor skills]</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. <p>Select appropriate resources</p> <p>Use gestures, talking and arrangements of materials and components to show design</p> <p>Use language of designing and making (join, build, shape, longer, shorter, heavier etc.)</p> <p>Model, narrate and teach skills of shaping malleable materials into 3D vertical figures, using their previously learnt skills of rolling, coiling, and balling.</p>	<p>Use a range of small tools, including scissors, paint brushes and cutlery [ELG: Fine Motor skills]</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 [ELG: Creating with materials] • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Construct with a purpose, using a variety of resources • Use simple tools and techniques • Build / construct with a wide range of objects • Select tools & techniques to shape assemble and join- treasury tags, stapler, split pins • Replicate structures with materials / components • Discuss how to make an activity safe and hygienic • Record experiences by drawing, writing, voice recording • Provide mark making and shaping tools with malleable materials. 	<ul style="list-style-type: none"> • Share their creations, explaining the process they have used [ELG: Creating with materials] • Adapt work if necessary • Dismantle, examine, talk about existing objects/structures • Consider and manage some risks • Practice some appropriate safety measures independently • Talk about how things work • Look at similarities and differences between existing objects / materials / tools • Describe textures • Be excited about what they have made. • Identify success and next steps • Change their strategy as needed 	<p>Show an interest in technological toys.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [for example wheels and axles], in their products.</p> <ul style="list-style-type: none"> • Guide children in scissor use. Provide cutting practise in their continuous provision with soft and harder materials such as strips of paper, shapes to cut around, foam cards etc. 	<p>Begin to understand some food preparation tools, techniques and processes</p> <ul style="list-style-type: none"> • Practice stirring, mixing, pouring, blending • Discuss how to make an activity safe and hygienic • Discuss use of senses • Understand need for variety in food • Begin to understand that eating well contributes to good health

Design Technology Overview – Marsh Green 2023/2024

Year 1	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills	
Design	Make	Evaluate	Technical knowledge	Cooking and nutrition
<ul style="list-style-type: none"> Investigate a range of vehicles, identifying and labelling their features. Explore different ways of using axles, chassis and wheels to create a moving base. Design a vehicle with wheels, axles and chassis, as well as a body. Follow a design to make a moving vehicle. Design a glove puppet for a particular purpose. Follow a design to make a glove puppet by sewing two pieces of fabric together and adding decorations. 	<ul style="list-style-type: none"> Make a moving vehicle with wheels and an axle. Cut out felt using a simple template. Add pieces of felt and other materials to a finger puppet to create features, such as eyes, hats arrange pieces of the construction before building make a structure/model using different materials cut materials using scissors or a knife (often with help) join two materials together, often with glue. Make simple models, not necessarily with a purpose explain which tools they are using and why they select suitable pre-cut fabrics join textiles together express Preferences when choosing fabrics 	<ul style="list-style-type: none"> Evaluate my finished moving vehicle. Use 'class crits' to evaluate to peer and self-evaluate Explore a variety of puppets, identifying and labelling their features. evaluate my finished glove puppet by identifying what went well and what could be improved explore and evaluate a range of existing products Evaluate ideas and products against design criteria describe the materials using different words Use simple terms to talk about their own and others' work describe how their product works identify success and next steps 	<ul style="list-style-type: none"> Cutting fabric Stick pieces of felt together to make a finger puppet. Use running stitch to join two pieces of fabric together. Use overstitch to join two pieces of fabric together. Sew a button onto a piece of fabric. explain their ideas orally identify the key features of an existing product say why they have chosen moving parts know how some moving objects work use tools safely explain which tools they are using and why 	<ul style="list-style-type: none"> Look at and taste a variety of fruits and vegetables. Adjectives to describe the taste, smell and texture of a variety of fruits and vegetables. Fruits and vegetables need to be washed, cut, cored, peeled or grated before they can be eaten Basic food hygiene, e.g. washing hands, tying long hair back and keeping surfaces clean. Use a knife to cut some fruits and vegetables in different ways. Grate an apple and a carrot. Peel a banana, apple and cucumber. identify healthy and unhealthy meals understand where food comes from know the benefits of fruit and vegetables. Use equipment safely

Design Technology Overview – Marsh Green 2023/2024

Year 2	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills	
Design	Make	Evaluate	Technical knowledge	Cooking and nutrition
<ul style="list-style-type: none"> ● Use a pivot and lever mechanism using card and a split pin. ● Design a moving animal picture to include a variety of moving ● Match a mechanism to the type of movement they produce. ● Follow a design to create a moving animal picture for a particular purpose. ● Make changes to the design of a stable structure to make it fit for purpose. ● Follow a design to make a stable structure. ● Design and make a healthy pizza following given criteria. 	<ul style="list-style-type: none"> ● Make a sliding mechanism out of card. ● Make a wheel mechanism-using card and a split pin. ● Explore how to make stable structures that hold a given object. ● use their knowledge of some working characteristics of materials when designing ● select tools for folding, joining, rolling ● join multiple materials together ● use a simple template for cutting out ● simple finishing techniques 	<ul style="list-style-type: none"> ● Identify the features of a stable structure. ● Evaluate some ways to make the structure more stable. ● Evaluate my finished structure against a set of given criteria. ● Evaluate which would work best for a pizza base. ● Evaluate my finished pizza, saying what I think and feel about it. ● evaluate a range of existing products ● Evaluate ideas and products against design criteria ● assess how well their product works ● use like and dislike when evaluating or describing ● recognise what they have done well and talk about what could be improved ● seek out the views and judgements of others ● predict how changes might improve the finished product ● use digital photography to present design or finished work 	<ul style="list-style-type: none"> ● Explain what a pivot and lever are. ● Evaluate my finished moving animal picture by identifying things that worked well and things that could be improved. ● Explore a range of materials and evaluate the usefulness of their properties for a particular project. ● Cutting and using knives safely when preparing food ● Follow basic safety rules ● choose the most appropriate tools and materials and explain their choices ● join materials together as part of a moving product ● explain how different parts move ● use slides and levers in plans 	<ul style="list-style-type: none"> ● Use a variety of pizza toppings. ● Use the model of the balanced plate to evaluate how healthy different pizzas are. ● Explore different types of bread. ● identify which food group a variety of pizza toppings belong to ● Sort pizza toppings into groups based on different criteria, e.g. animal vs plant products. ● Explain why each of the food groups is important for a balanced diet. ● understand and use the terms ingredient and component ● use simple scales or balances ● understand main rules of food hygiene

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Year 3	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills	
Design	Make	Evaluate	Technical knowledge	Cooking and Nutrition
<ul style="list-style-type: none"> • children aware that different fonts and graphic techniques need to be suited to their purpose • recognise products that contain lever and linkage systems • create a design for a particular purpose • experiment to create a range of different fonts and graphic techniques • design a healthy sandwich. • Can choose a purpose for their sandwich design. • know that people have different preferences and design around these. • Incorporate new design features based on their experience of the product. • present their sandwich in an appealing way. • follow their designs to create a sandwich. • suggest improvements to their design. • follow a design accurately to make a roman purse. • describe different ways of adding embellishments to fabric • discuss how purses are made and describe what features they have. • identify the features of Roman purses. 	<ul style="list-style-type: none"> • join and combine materials and components in a variety of ways • cut and shape materials with some precision to make their mechanisms work • use suitable mechanisms to create moving parts in their storybook • create pages that are neat, accurate and creative • describe each step in the process of making their sandwich. • alter and adapt materials to make them stronger • make the finished product neat and tidy • use a range of techniques to shape and mould material • join textiles of different types in a range of ways • choose textiles both for their appearance and also qualities • begin to use a range of simple stitches 	<ul style="list-style-type: none"> • explain which designs they like best/ least and why • evaluate other people’s finished products fairly and constructively • explain what they would do differently if they were to make their product again • compare purses based on design criteria. • evaluate their work fairly and constructively. • start to think about their ideas as they make progress and design as they go along • willing to make changes if this helps them to improve their work • assess how well their product works in relation to the purpose • explain how they could change their design to make it better • alter and adapt original plans following discussion and evaluation • recognise what has gone well, but suggest further improvements for the finished article 	<ul style="list-style-type: none"> • explain why a particular mechanism has been used for a particular purpose • use technical vocabulary to describe lever and linkage systems • mark out and measure accurately • securely add buttons, beads and sequins to felt. • sew a running stitch. • sew a backstitch. • sew a whip stitch. • create a secure popper fastening. • create a secure toggle fastening. • create a secure button fastening. • choose the most appropriate tools and materials and explain their choices • follow basic safety rules • join materials together as part of a moving product • explain how different parts move • use sliders and levers in plans • they talk about how moving objects work. 	<ul style="list-style-type: none"> • know that food can be divided into different groups. • name the different food groups and describe their purpose. • know that there are a variety of different sandwiches. • taste and describe different foods. • know that different combinations of ingredients affect the taste and texture of the product. • know how to work safely and appropriately with food. • understand and use the terms ingredient and component • use simple scales or balances. • understand main rules of food hygiene.

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Year 4	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills	
Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition
<ul style="list-style-type: none"> investigate, compare and contrast different types of packaging for chocolate, and their effectiveness on the consumer. Design packaging for a new chocolate product from a chosen brief. apply what they have learnt about the different aspects of packaging in their own design. understand the importance of a product's packaging in terms of its appeal. analyse an existing product. discuss their design and explain their choices. recognise the movement of a mechanism within a model plan their design, using diagrams and labels. plan the equipment/ tools needed and give reasons why. start to order the main stages of making their product. identify a design criterion and establish a purpose/ audience for their product. use what they know about the properties of materials to plan their ideas. make increasing use of ICT to plan ideas. identify distinguishing features of a variety of illuminated signs suggest some aesthetic and practical reasons for using LEDs instead 	<ul style="list-style-type: none"> make suggestions for how they could make a sturdy structure for a moving mine shaft. use equipment and tools accurately and safely. select the most appropriate materials, tools and techniques to use. manipulate materials using a range of tools and equipment (often with support) measure, cut and assemble with increasing accuracy work out how to make models stronger. make the finished product neat and tidy. use a range of techniques to shape and mould materials. investigate ways in which very simple circuits for illuminated signage might be constructed construct a circuit with an LED 	<ul style="list-style-type: none"> identify aspects of their own cooking skills which they wish to improve. Evaluate their packaging design. evaluate each other's work against specific criteria. discuss what makes a design successful. offer constructive comments and advice. describe ways of strengthening and reinforcing structures. suggest some problems with using traditional, incandescent bulbs in products make practical considerations about how to fit essential components in/on a product 	<ul style="list-style-type: none"> measure and mix ingredients explain how and why some food changes when it is heated. (chocolate) snip, cut and shred food safely, using appropriate apparatus. select and use appropriate apparatus to measure, sift, mix and pour when following a recipe. support and supervision, use a hob to heat food. understand how pulley and belt systems can be used to transfer movement. manipulate their pulleys to create different movements. suggest reasons why it is helpful to illuminate signs children recall how to create a simple series circuit with a light select and use appropriate tools, materials and components to construct a circuit decide on an appropriate way to fit electrical components inside their designs children identify products which contain microcontrollers which control lights make algorithms with simple sets of instructions which describe how a flashing LED is controlled write or edit programs to control an LED 	<ul style="list-style-type: none"> modify a simple recipe understand how chocolate can be part of a healthy diet. begin to select their own ingredients when cooking or baking. present food in an appealing way. understand safe food storage weigh in grams and KG.

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Year 5	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills	
Design	Make	Evaluate	Technical knowledge	Cooking and Nutrition
<ul style="list-style-type: none"> • understand how to plan and cost a meal • understand what design criteria are • design a bag to meet specific design criteria • plan the making process, understanding what they will need to do and the order in which they will need to do it • understand how some properties can be used – e.g. waterproof • Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces. • Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. 	<ul style="list-style-type: none"> • practise their sewing skills to repair a piece of clothing • identify and name some different sewing stitches • use one or more of these stitches when sewing fabric together • choose and use an appropriate sewing stitch to join fabric together. • consider the audience when choosing textiles. • devise a template or pattern for their product. • Ensure measurements accurate enough to ensure precision. • join textiles of different types in a range of ways • choose textiles both for their appearance and also qualities. • begin to use a range of simple stitches 	<ul style="list-style-type: none"> • identify aspects of their own cooking skills which they wish to improve • define what a fabric is • discuss the use/effectiveness of these different sewing stitches • follow their design (and amend where necessary) to make their finished product • evaluate their finished product based on the original design criteria. • Evaluate the key designs of individuals in design and technology has helped shape the world. • Begin to evaluate it personally and seek evaluation from others. 	<ul style="list-style-type: none"> • measure and mix ingredients • cut out, shape and mould pastry • use safe knife techniques for cutting medium and higher resistance foods • select and use appropriate apparatus to measure, sift, mix and pour when following a recipe • explain how and why some food changes when it is heated • snip, cut and shred food safely, using appropriate apparatus • with support and supervision, use a hob to heat food. • name a variety of different fabrics • discuss and answer questions about fabrics in terms of their properties and uses • know the difference between natural and synthetic fabrics • name some synthetic fabrics and the advantages they have over natural fabrics • name and discuss some sustainable fabrics. 	<ul style="list-style-type: none"> • cut and chop vegetables safely • combine ingredients and follow a recipe • Understand their RDA for sugar and how to identify the sugar content on food packaging • understand the seasonality of different British fruits • know how oats are grown, harvested and produced • design/follow a simple recipe • Understand that the cuisine of different countries can influence and be similar to each other • understand that different food products have different ‘shelf-lives’ • give general kitchen health and safety advice • Use proportions when cooking, by doubling and halving recipes. • modify a recipe and explain why they have changed it • meet an identified need – e.g. a meal for an older person – by selecting suitable ingredients • work in a safe and hygienic way.

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Year 6	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills	
Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition
<ul style="list-style-type: none"> communicate and develop their ideas by discussing, annotating diagrams and writing instructions. incorporate electrical systems in their product design. use a range of information to inform their design use market research to inform plans work within constraints they keep cost constraints in mind when selecting materials in design use their knowledge of science and art when designing draw scaled diagrams with increasing use of ratio calculate the amount of materials needed use this to estimate cost make up a prototype first create a detailed diagram of their chosen ride/object suggest ways in which ideas for frameworks could be developed to ideas for their own fairground ride designs design an appropriate electrical circuit for their ride 	<ul style="list-style-type: none"> develop prototypes of a computer-controlled electrical system. incorporate one or more different electrical components in their system make prototype models to communicate their ideas. control their prototypes using electronic components and computers. manipulate their pulleys to create different movements. make a decision about what kind of ride they will make follow a design to create a fairground ride with a rotating part make accurately and safely with a variety of tools, materials and electrical components 	<ul style="list-style-type: none"> children suggest ways in which a given product idea might be developed and improved. suggest ways in which models can better communicate ideas than written/verbal descriptions alone. explain ways in which they debugged and improved their programs for controlling products. explain how they learned from others and improved their own designs identify ways in which their DT and programming skills have developed, and ways in which they could further develop their learning describe ways of strengthening and reinforcing structures describe the process they will need to go through to successfully complete their product identify ways of improving their fairground rides to create a finished product of a high quality suggest ways they could improve their product if they were to make it again 	<ul style="list-style-type: none"> begin to explain how embedded systems monitor and control products improve their prototype designs by 'debugging' their software and/or hardware. debug a defective algorithm for a given product idea debug their own computer- controlled product ideas. identify the moving parts of a rotating ride/ object explain how they think a ride/object is powered and/or built understand how pulley and belt systems can be used to transfer movement describe how an electrical circuit with a motor can be used to create rotating parts use a variety of materials and components accurately 	<ul style="list-style-type: none"> use proportions when cooking extending beyond doubling and halving recipes begin to write their own recipes based on recipes they have previously tried make choices/changes to recipes and justify their decision. Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. Understand that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking. Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking Know different food and drink contain different substances – nutrients, water and fibre – that are needed for health.

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Design and Technology Vocabulary Map						
	Design and Develop	Making		Product		Evaluation
EYFS	<ul style="list-style-type: none"> Plan • Draw • Ideas • Design 	<ul style="list-style-type: none"> • Make • Build • Combine 	<ul style="list-style-type: none"> • Join • Shape • Tools 	<ul style="list-style-type: none"> • Complete • Product • Final 	<ul style="list-style-type: none"> Change • Like • Dislike • Next time 	<ul style="list-style-type: none"> • Better • Worse • Different • Instead
Design and Technology Vocabulary Map						
	Design	Technical Knowledge and Making		Cooking and Nutrition		Evaluate
KS1	<ul style="list-style-type: none"> • Plan • Prepare • Design • Materials • Ideas • Use • Model • Development • Market Research • Survey • Template 	fast <ul style="list-style-type: none"> • Slow • Faster • Slower • Up • Down • Turn • Wind up • Design • Draw • Sketch • Tools • Fix • Glue • Attach 	<ul style="list-style-type: none"> • Features • Brick • Wood • Stone • Cloth • Metal • Foam • Felt • Paper • Tissue • Newspaper • Cardboard 	<ul style="list-style-type: none"> • Healthy • Unhealthy • Source • Fruit • Vegetables • Clean • Safe • Dirty 	<ul style="list-style-type: none"> • Unsafe • Amount • Ingredients • Recipe • Weight • Nutrients • Vegetarian • Dietary requirements 	<ul style="list-style-type: none"> • Improve • Prefer • Useful • Unsuccessful • Future • Progress • modify • Alter • Adapt • Original • Finished article • Evaluate • Graphics
KS2	<ul style="list-style-type: none"> • Plan • Organise • Prototype • Initial ideas • Criteria • Diagrams • Labels • Annotate • Brief • Product • Consumer • Customer • Target audience • Purpose • Application • Constraints • Client 	Materials <ul style="list-style-type: none"> • Mould • Liquid • Solid • Form • Shape • Adhesive • Lattice 	Mass-produce <ul style="list-style-type: none"> • Hand-made • Packaging • Presentation • Machine made • Dimensions • Durable 	Healthy <ul style="list-style-type: none"> • Unhealthy • Balanced • Vitamins • Disease • Nutrition • Healthy eating • Hygiene • Diet 	Cross contamination <ul style="list-style-type: none"> • Grams • Storage • Presentation • Taste • Texture • Flavour • Disinfect • Bacteria 	Assess <ul style="list-style-type: none"> • Edit • Improve • Alter • Outcome • Develop • Test • Analyse Effective <ul style="list-style-type: none"> • Fit for purpose • Design criteria • Alternatives • Models • Quality • Function • Functionality

EYFS

Examples of deeper thinking questions	<p>I wonder...</p> <p>How could we make it stronger?</p> <p>How could we make it even better?</p> <p>Show me how you have...</p> <p>Explain me how you have...</p> <p>Tell me How you have...</p> <p>What would happen if you changed?</p> <p>What do you like about it?</p> <p>Tell your friend something that you like about their work</p>	
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	YEAR 1	YEAR 2
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Examples of deeper thinking questions	<p>What would you change about your design?</p> <ul style="list-style-type: none"> • How could you make your design faster/stronger etc? • What do you like about someone else’s design? • What would happen if you changed....? 	<p>What could you do to make your design better?</p> <ul style="list-style-type: none"> • Find one thing that is better about someone else’s design. • How would you help someone who wanted to make their own...? • What is the best/worst thing about your design?
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	YEARS 3 & 4	YEARS 5 & 6
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Examples of deeper thinking questions	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • What could you change to improve your design? • What made creating your design difficult? • What questions would you ask if? • What made creating your design difficult? 	<p><u>Year 4</u></p> <ul style="list-style-type: none"> • Explain what you could change and how it would improve your design? • How would you change your design for the ‘real world’? • How effective at.... Is your... 	<p><u>Year 5</u></p> <ul style="list-style-type: none"> • How could you make your design more suited to mass production? • What developments would need to be made for your design to....? • What tests would you need to do to...? 	<p><u>Year 6</u></p> <ul style="list-style-type: none"> • What would you need to change to be able to sell your design? • How could you adapt... to make...? • What do you predict would happen if...? • Judge whether.... would cause/change/affect....
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