Year 3	Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition
	Create designs using annotated sketches.

Generate simple prototypes to evaluate and practise skills.

Create designs using annotated sketches.

Generate simple prototypes to evaluate and practise skills. | Make suitable choices from a wider range of tools and familiar materials.

Safely measure, mark out, cut, assemble and join with some accuracy. | Investigate and analyse existing products and those he/she has made, considering a wide range of factors.

Consider the strengths and weaknesses of designs and prototypes and how they relate to each other and prior knowledge.

Cultural links of the dream catcher. | Use a range of existing skills and media that are familiar to the children.

Begin to develop methods of joining, weaving and plaiting.

Select appropriate fruits and discuss flavour combinations. | Understand that food has to be grown, farmed or caught in Europe and the wider world.

Use a variety of ingredients to prepare and combine ingredients safely. |

Year 3 Brain Busters	Dream Catchers	Stone Age Jewellery	Smoothies
	BB1: Dreamcatchers originate from Native America.	BB1: Stone Age Jewellery would be made from shells, bones and animal teeth.	BB1: A smoothie is a blended drink containing fruit.
	BB2: The webs catch bad dreams.	BB2: They would use animal sinew (tendons) instead of string.	BB2: Some store bought smoothies contain a lot of sugar.
	BB3: The holes let the good dreams through, which travel down to the baby from the feathers.	BB3: They use tools to twist and plait.	BB3: Some smoothies contain milks or grains to change the texture and taste.
	BB4: The string on the dreamcatcher acts as a ladder for the dream to travel up or down.	BB4: The Stone Age people were resourceful and nothing went to waste.	BB4: Citrus fruits are sour, others are sweet
	BB5: They are made from yarn.	BB5: They wore jewellery to show their importance.	BB5: You need a blender to create the right smoothie consistency.

Year 3 Vocabulary	Dream Catchers	Stone Age Jewellery	Smoothies
	Charm	Clay	Blender
	Indigenous	Join	Consumer
	String/Yarn	Twist	Smoothie
	Woven	plait	Ingredients
	Feathers		Fruit
	Net or web		Healthy
	Ribbon		Juice
	Prototype		Target Audience
	Beads		Carton

Year 4	Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition
	Create designs using cross-sectional diagrams.

Introduce step by step plans for food production.

Develop more complex prototypes and use successes as a base for final product.

Create designs using cross-sectional diagrams.

Introduce step by step plans for food production.

Develop more complex prototypes and use successes as a base for final product. | Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience.

Use techniques which require more accuracy to cut, shape, join and finish his/her work eg. Applying buttons/ zips for aesthetically and functional purpose. | Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them.

Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended purpose.

Gerald Ford and the mass production of the model T | Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas

Understand and use electrical systems and gearing in products.

Read and follow recipes which involve several processes, skills and techniques. | Talk about the different food groups and name food from each group.

Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active. |

Year 4 Brain Busters	Buggies	Bread	Money Containers
	BB1: A prototype is an example model.	BB1: Bread was first discovered in the Stone age.	BB1: A seam is where two pieces of fabric are joined together.
	BB2: Weight and strength are properties of a material.	BB2: Yeast is added to make bread rise.	BB2: Running stitch is a popular style of stitch.
	BB3: A chassis is the frame of a buggy.	BB3: Bread can be sweet or savoury.	BB3: Backstitch creates a solid line of stitching.
	BB4: Wood is a good material to build a buggy.	BB4: Kneading is when we squeeze the dough together.	BB4: A prototype is an early sample.

	BB5: An electric circuit can power a buggy.	BB5: Proving is when the dough is allowed to rise before baking.	BB5: Product evaluation assesses suitability.

Year 4 Vocabulary	Buggies	Bread	Money Containers
	Series circuit	Bread	Overstitch
	Friction	Recipe	Container
	simple circuit	Bake	Fabric
	axle	Flour	Sew
	gears	Kneading	Back stitch
	motor	Temperature	Purse
	chassis	Rise	Running stitch
	cross-section	prove	
	material		

Year 5	Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition
	Create designs using exploded diagrams. Produce step by step plans to guide manufacturing/ food production. Demonstrating application of knowledge for materials, tools, techniques and flavour combinations. Create and use more technically developed prototypes within own work. Create designs using exploded diagrams. Produce step by step plans to guide manufacturing/ food production. Demonstrating application of knowledge for materials, tools, techniques and flavour combinations. Create and use more technically developed prototypes within own work.	Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. Make careful and precise measurements so that joins, holes and openings are in exactly the right place.	Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product. Use his/her knowledge of requirements/ abilities/ materials related to the period to further explain the effectiveness of existing products and products he/she have made. The roles of people in professional kitchen.	Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable Understand how mechanical systems such as levers, gearing or pulleys create movement. Select appropriate ingredients and use a wide range of techniques to combine them.	Understand seasonality and the advantages of eating seasonal and locally produced food. Understand the main food groups and the different nutrients that are important for health. Use information on food labels to inform choices

Year 5 Brain Busters	Cranes	Saxon Houses	Ratatouille
	BB1: A crane is a machine that is used to lift heavy objects.	BB1: The Anglo-Saxons lived in small villages rather than Roman towns.	BB1: Ratatouille is a French vegetable dish.
	BB2: The boom is a large lever used to lift an object.	BB2: The Anglo-Saxons made these houses from the natural materials that they found-wood, thatch and wattle and daub.	BB2: Recipes can feature different methods to make the same dish.
	BB3: A counter-weight is used to balance the weight of an object.	BB3: Instructions for building can be written as steps – bullet pointed or numbered, drawn as images or a mixture of both.	BB3: Knives go between the bridge made by the hand.
	BB4: Some mechanisms allow a smaller force to have a greater effect.	BB4: Anglo-Saxon buildings were joined using ropes and knotting or wooden pegs.	BB4: Nutritional values can be found on the backs of all food packaging.
	BB5: The closer an object is to the pivot, the more weight can be lifted.	BB5: Wattle and daub is a woven lattice of wooden strips (wattle) and is covered with a sticky material made of a combination of wet soil, clay, sand, animal dung and straw (daub).	BB5: Ratatouille is a traditional vegetable stew.

Year 5 Vocabulary	Cranes	Saxon Houses	Ratatouille
	Counter weight Weight Boom Pivot Gear Crane Jib Pulley Mechanism	Profile Weave Frame Thatch Knot Stage Wattle and daub	Bake Roast Slice Dice Stew Recipe Bridge nutrition

Year 6	Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition
	Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, pattern pieces and computer-aided design. Generate prototypes to more critically evaluate skills and processes of own and others work. Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, pattern pieces and computer-aided design. Generate prototypes to more critically evaluate skills and processes of own and others work.	Use technical knowledge and accurate skills to problem solve during the making process. Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately.	Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities. CCL – Art Christopher Wren architecture.	Understand how to use more complex mechanical and electrical systems. Use knowledge of existing stitches and repetition to create patterns. Continue to develop safe methods of preparing and cooking food.	Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty. Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills

Year 6 Brain Busters	Cross Stitch	Salsa	Electronic Game
	BB1: Cross stitch is a form of embroidery.	BB1: The ingredients for salsa dip originate from all over the world.	BB1: Operation and Buzz Wires are examples of electronic games.
	BB2: Binka = material used	BB2: A product can change (ingredients, packaging, price) depending on the brand.	BB2: Electronic games have a circuit that enables lights and sounds to work.
	BB3 Half stitch = / Diagonal stitch	BB3: The main ingredients are tomatoes, onions and garlic.	BB3: A prototype is a basic model of the final product.
	BB4: Cross-stitch = X	BB4: Recipes can be modified according to personal preferences.	BB4: Testers are given prototypes to ensure the product works effectively and identify modifications.
	BB5: Cross-stitch patterns are used as a guide.	BB5: Products are marketed towards a specific target audience.	BB5: Electronic games are designed with a target audience in mind.

Year 6 Brain Busters	Cross Stitch	Salsa	Electronic Game
	Embroidery Binka Cross-stitch Half-stitch Patterns Adjustments	Aroma Appearance Modify Consistency	Electronic Audience Design brief Cell Wires Bulb buzzer