



Nursery	Autumn Term 2 Textiles	Spring Term 2 Cooking	Summer Term 2 Construction	Ongoing for every unit
<p>Continuous Provision</p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.</p>	<p>Fabric fastening – stocking for tree Outcome: to finish a stocking for a tree</p> <p>Knowledge: How to thread around a punched Christmas stocking shape with coloured ribbon. The children can add festive stickers and talk about the colours</p> <p>Vocabulary: Scissors, material, fabric, thread, shape, glue, cut, fold, stick</p>	<p>Chocolate coins Outcome: To create coins for Christmas fair</p> <p>Knowledge: That materials can change. Children use cutlery to put blobs of chocolate on greased baking sheet. They choose sprinkles to add to the coins and talk about colours using</p> <p>Vocabulary: Scissors Sellotape Masking tape Glue Join Paper Wood Metal Plastic Card Names of basic colours</p>	<p>On the Move- vehicles Outcome: To create a box model of a vehicle</p> <p>Knowledge: That they can use masking tape and glue to join pieces of card and paper together. They use scissors to cup the tape and paintbrushes to finish their product</p> <p>Vocabulary: Scissors Sellotape Masking tape Glue Join Paper Wood Metal Plastic Card Names of basic colours</p>	<p>Explore different materials freely, 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. • Join different materials and explore different textures.</p> <p>Characteristics of effective learning Show curiosity about objects, events and people Questions why things happen Engage in open-ended activity Thinking of ideas Find ways to solve problems / find new ways to do things / test their ideas Use senses to explore the world around them Create simple representations of events, people and objects Planning, making decisions about how to approach a task, solve a problem and reach a goal Checking how well their activities are going Changing strategy as needed Reviewing how well the approach worked</p>



Reception	Autumn Term 2 Textiles	Spring Term 2 Cooking	Summer Term 2 construction	Ongoing for every unit
<p>Continuous Provision</p> <p>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. • Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Decoration</p> <p>Outcome Fabric fastening and cutting decoration for tree</p> <p>Knowledge: Select tools & techniques to shape, assemble and join</p> <p>Use language of designing and making (join, build, shape, longer, shorter, heavier etc.)</p> <p>Skills: cutting/sewing/gluing/stapling</p> <p>Vocabulary: material, fabric, thread, shape, glue, cut, fold, sew, staple, join evaluate, improve, design judge</p>	<p>Chocolate fruit lollies</p> <p>Outcome: make chocolate fruit 'lolly' (fruit kebab drizzled with chocolate) for fair</p> <p>Knowledge: Discuss how to make an activity safe and hygienic</p> <p>Record experiences by drawing, writing, voice recording</p> <p>skills: cutting with a knife, threading fruit on skewer</p> <p>Vocabulary: meal, snack, healthy, diet cook, healthy, farm, factory protein, sugar, vitamin, mineral, fat, thin, exercise and fitness, organic</p>	<p>Story Masks</p> <p>Outcome: Create story masks for Literacy</p> <p>Knowledge: Select tools & techniques to shape, assemble and join</p> <p>Replicate structures with materials / components</p> <p>Skills: cutting paper/card/ribbons/wool. sticking using different techniques</p> <p>Vocabulary: Plan, Build, Combine, Join, Shape, Complete, Product, Final, Change, Like, Dislike, Next time, Better, Worse, Different, Instead</p>	<p>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.</p> <p>Characteristics of effective learning</p> <p>Show curiosity about objects, events and people</p> <p>Questions why things happen Engage in open-ended activity Thinking of ideas Find ways to solve problems / find new ways to do things / test their ideas Use senses to explore the world around them</p> <p>Create simple representations of events, people and objects Planning, making decisions about how to approach a task, solve a problem and reach a goal</p> <p>Checking how well their activities are going</p> <p>Changing strategy as needed</p> <p>Reviewing how well the approach worked</p>



Year 1 Skills	Autumn Term 2 Textiles	Spring Term 2 cooking	Summer Term 2 construction	Ongoing for every unit
<p>Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world χ build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users χ critique, evaluate and test their ideas and products and the work of others χ understand and apply the principles of nutrition and learn how to cook</p>	<p>Pom pom snowmen</p> <p>Outcome: pompom wool snowmen for Christmas fair with sewn scarf</p> <p>knowledge • Understand how simple 3-D textile products are made, using a template to create two identical shapes. • Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. • Explore different finishing techniques • Know and use technical vocabulary relevant to the project.</p> <p>Vocabulary joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish</p>	<p>Eat more fruit and veg</p> <p>Outcome: design and make fruit kebabs to sell at Easter fair</p> <p>Knowledge: • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell plate. • Know and use technical and sensory vocabulary relevant to the project.</p> <p>Vocabulary fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients,</p>	<p>Stable structures</p> <p>Outcome: Children create their own stable toy garage</p> <p>Knowledge: • Know how to make freestanding structures stronger, stiffer and more stable. • Know and use technical vocabulary relevant to the project.</p> <p>Vocabulary: cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder</p>	<p>Designing Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through own experiences. • Develop and communicate these ideas through talk and drawings and mock ups where relevant.</p> <p>Making • Select and use simple utensils, tools and equipment to perform a job e.g. peel, cut, slice, squeeze, grate and chop safely; marking out, cutting, joining and finishing; cut, shape and join paper and card. • Select from a range of ingredients and materials according to their characteristics to create a chosen product.</p> <p>Evaluating • Taste, explore and evaluate a range of products to determine the intended user’s preferences for the product • Evaluate their ideas throughout and finished products against design criteria, including intended user and purpose.</p> <p>Vocabulary planning, investigating design, evaluate, make, user, purpose, ideas, product,</p>



Year 2 Skills	Autumn Term 2 textiles	Spring Term 2 cooking	Summer Term 2 construction	Ongoing for every unit
<p>Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world χ build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users χ critique, evaluate and test their ideas and products and the work of others χ understand and apply the principles of nutrition and learn how to cook</p>	<p>Sew a star Outcome: To create a star with sewn sequins as a Christmas fair tree decoration Knowledge: • Understand how simple 3-D textile products are made, using a template to create two identical shapes. • Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. • Explore different finishing techniques • Know and use technical vocabulary relevant to the project.</p> <p>Vocabulary: joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish</p>	<p>Perfect Pizzas Outcome: To create mini healthy pizzas to sell Knowledge Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell plate. • Know and use technical and sensory vocabulary relevant to the project. .</p> <p>Vocabulary fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients</p>	<p>Moving minibeasts Outcome: to make a moving minibeast using sliders and leavers Knowledge • Explore and use sliders and levers. • Understand that different mechanisms produce different types of movement. • Know and use technical vocabulary relevant to the project.</p> <p>Vocabulary slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards</p>	<p>Designing Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through talking, mock-ups and drawings.</p> <p>Making • Plan by suggesting what to do next. • Select and use tools, equipment, skills and techniques to perform practical tasks, explaining their choices. • Select new and materials, components, reclaimed materials and construction kits to build and create their products. • Use simple finishing techniques suitable for the products they are creating.</p> <p>Evaluating • Explore a range of existing products related to their design criteria. • Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.</p> <p>Vocabulary: investigating, planning, design, make, evaluate, user, purpose, ideas, design criteria, product, function</p>



Year 3 Skills	Autumn Term 2 textile	Spring Term 2 cooking	Summer Term 2 construction	Ongoing for every unit
<p>Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world χ build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users χ critique, evaluate and test their ideas and products and the work of others χ understand and apply the principles of nutrition and learn how to cook</p>	<p>Fabric collage Christmas tree</p> <p>Outcome: To fasten different pieces of material together to make a decorated Christmas tree decoration to sell at school fair.</p> <p>Knowledge: • Know how to strengthen, stiffen and reinforce existing fabrics. • Understand how to securely join two pieces of fabric together.</p> <p>Vocabulary: fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance</p>	<p>Easter Flapjacks</p> <p>Outcome: To make a flapjack with Easter spices/eggs as decoration and flavour for Easter fair</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Know how to use appropriate equipment and utensils to prepare and combine food. • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. • Know and use relevant technical and sensory vocabulary appropriately <p>Skills:</p> <p>Vocabulary: name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet user,</p>	<p>Inventions</p> <p>Outcome: children know about different inventors and design their own invention to solve an everyday problem</p> <p>Knowledge: • Develop and use knowledge of how to construct strong, stiff shell structures. • Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. • Know and use technical vocabulary relevant to the project.</p> <p>Skills:</p> <p>Vocabulary: shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing,</p>	<p>Design- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>-select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate -investigate and analyse a range of existing products</p> <ul style="list-style-type: none"> - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world <p>Vocabulary: user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, function, planning, design criteria, annotated sketch, appealing</p>

St Thomas More Primary School Design and Technology September 2025



Year 4 Skills	Autumn Term 2 textiles	Spring Term 2 cooking	Summer Term 2 construction	Ongoing for every unit
<p>Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world χ build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users χ critique, evaluate and test their ideas and products and the work of others χ understand and apply the principles of nutrition and learn how to cook</p>	<p>Seasonal stockings</p> <p>Outcome: to create a small sewn stocking for a gift to sell at Christmas fair</p> <p>Knowledge: • Understand the need for patterns and seam allowances. • Know and use technical vocabulary relevant to the project.</p> <p>Skills:</p> <p>Vocabulary: fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance</p>	<p>Easter biscuits</p> <p>Outcome: To create Easter biscuits with Simnel flavours (marzipan, cinnamon) to sell at Easter fair</p> <p>Knowledge: • Know how to use appropriate equipment and utensils to prepare and combine food. • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. • Know and use relevant technical and sensory vocabulary appropriately</p> <p>Vocabulary: name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet</p>	<p>Light up signs</p> <p>Outcome: To create a light up sign for topic</p> <p>Knowledge: • • Understand and use electrical systems in their products linked to science coverage</p> <p>Vocabulary: series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device , font, lettering, text, graphics, decision,</p>	<p>Design- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>-select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate -investigate and analyse a range of existing products</p> <p>- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>- understand how key events and individuals in design and technology have helped shape the world</p> <p>Vocabulary evaluating, design brief design criteria, innovative, prototype, user, purpose, function, prototype, design criteria, innovative, appealing, design brief, planning, annotated sketch, sensory evaluations</p>



Year 5 Skills	Autumn Term 2 fabric	Spring Term 2 cooking	Summer Term 2 construction	Ongoing for every unit
<p>Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world χ build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users χ critique, evaluate and test their ideas and products and the work of others χ understand and apply the principles of nutrition and learn how to cook</p>	<p>Nativity scene puppets Outcome: To create a nativity scene using puppets to tell the story of Jesus' birth Knowledge: • Produce a 3-D textile product from a combination of accurately made pattern pieces, fabric shapes and different fabrics. • Understand how fabrics can be strengthened, stiffened and reinforced where appropriate. • Know and use technical vocabulary relevant to the project. Vocabulary seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings</p>	<p>Easter Cinnamon twists Outcome: To create Easter cinnamon twists to sell at Easter fair Knowledge: • Know how to use utensils and equipment including heat sources to prepare and cook food. • Understand about seasonality in relation to food products and the source of different food products. • Know and use relevant technical and sensory vocabulary. Vocabulary: ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble</p>	<p>Building bridges Knowledge• Understand how to strengthen, stiffen and reinforce 3-D frameworks. • Know and use technical vocabulary relevant to the project. Vocabulary: frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent</p>	<p>Design- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately -select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate -investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world Vocabulary research, evaluate, design criteria, annotate, evaluate, mock-up, prototype</p>



Year 6 Skills	Autumn Term 1 fabric	Spring Term 1 cooking	Summer Term 1 construction	Ongoing for every unit
<p>Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world χ build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users χ critique, evaluate and test their ideas and products and the work of others χ understand and apply the principles of nutrition and learn how to cook</p>	<p>Embroidery Outcome: To Create an embroidered Christmas gift for school fair</p> <p>Knowledge • Produce a textile product from a combination of accurately made pattern pieces, fabric shapes and different fabrics. • Understand how fabrics can be strengthened, stiffened and reinforced where appropriate. • Know and use technical vocabulary relevant to the project.</p> <p>Vocabulary: seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings,</p>	<p>Ration Cooking Outcome: To create cookies and food based on healthy ration recipes for Easter fair, e.g. (carrot cookies, crumble, hot cross buns)</p> <p>Knowledge• • Know how to use utensils and equipment including heat sources to prepare and cook food Understand about seasonality in relation to food products and the source of different food products. • Know and use relevant technical and sensory vocabulary.</p> <p>Vocabulary: ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble</p>	<p>Let's go fly a kite Outcome: To create a kite that flies</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Understand how to strengthen, stiffen and reinforce 3-D frameworks. • Know and use technical vocabulary relevant to the project. <p>Vocabulary: frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent</p>	<p>Design- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>-select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate -investigate and analyse a range of existing products</p> <ul style="list-style-type: none"> - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world