Long Term Plan for Design Technology

<u>Nursery</u>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about Me/Autumn	Dark/Light Celebrations	Weather/It's cold	Spring/ New life	Our Town Tyldesley	Out and About
Key Learning	Making apple	-	-	 experience construction and l ollage, designing and making o Design and make 		Design and make
	 turnovers. Make bread. Leaf and twig collages. Modelling with clay. Construction in continuous provision. 	 Making birthday cakes individually and collaboratively. Design and make cards for birthdays and Christmas. Make Christmas decorations. Construction in continuous provision. 	 linked to The Storm Whale story. Make large clay dish and paint with cold colours. Making pancakes. Construction in continuous provision. 	 Easter cards. Make Easter baskets. Making Easter nests and Easter biscuits. Construction in continuous provision. 	 buildings found and Tyldesley. Work collaboratively to make large 3D model of school. Look at materials to see why certain ones are chosen to make uniforms for jobs. Make sandwiches for the café. Construction in continuous provision 	 boats and test if they float. Work collaboratively to make large 3D train and aeroplane for role play. Make pizza. Den making. Construction in continuous provision.
EYFS Statements	 Beginning to be interested in and describe the texture of things. Uses various construction materials Beginning to construct stacking blocks vertically and horizontally making enclosures and creating spaces Joins construction pieces together to build and balance. Realises tools can be used for a purpose. Uses available resources to create props for role play. Captures experiences and responses with a range of media, paint and other materials. 					

Long Term Plan for Design Technology

Reception

			2021-2023			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about Me	Fairytales	Space	Minibeasts	Pirates	Where in the World
Key Learning		clay, collage, cutting	activities and designing, maki	iction, junk modelling, den-ma ng, testing and evaluating pro	ducts, cutting skills.	
	 Making small world figures Exploring colour mixing Large and small scale constructions in continuous provision Large/small scale construction, junk modelling and opportunities to develop cutting skills in continuous provision 	 Following recipes to make toffee apples, gingerbread and mince pies Design and make puppets Christmas cards Making a calendar Making salt dough decorations 	 Exploring media and materials to create textures to represent moon craters Clay models of the moon Using and manipulating materials to create planet models Design and make pancakes Large/small scale construction, junk modelling and opportunities to develop cutting skills in continuous provision 	 Research, design and make a bug hotel/wormery Weaving skills Design and make Easter cards. Large/small scale construction, junk modelling and opportunities to develop cutting skills in continuous provision 	 Design and make a pirate costume with upcycling old clothes Exploring media and materials to make a treasure box/telescope Planning, making and evaluating smoothies Large/small scale construction, junk modelling and opportunities to develop cutting skills in continuous provision 	 Research and designing flags Planning, making and evaluating recipes e.g. pizza, ice cream, scones Where in the worldLarge/small scale construction, junk modelling and opportunities to develop cutting skills in continuous provision

EYFS	Understands that different media can be combined to create new effects.
Statements	Manipulates materials to achieve a planned effect.
	Constructs with a purpose in mind, using a variety of resources.
	Uses simple tools and techniques competently and appropriately.
	Selects appropriate resources and adapts work where necessary.
	Selects tools and techniques needed to shape, assemble and join materials they are using.
	Chooses particular colours to use for a purpose.
	Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	• Children use what they have learned about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and
	feelings through design and technology, art, music, dance, role play and stories.

'Never settle for less than your best' Jesus said, I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

Long Term Plan for Design Technology

Year 1 and Year 2

	2021-2022						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Кеу		How did the Billy Goats		How can you join fabric to	What makes a great		
Questions		Gruff cross the river?		create a puppet?	tropical fruit salad?		
Кеу		Structures-freestanding		Textiles-templates and	Food-preparing fruit		
Learning		structures		joining techniques	and vegetables		
Narional		Designing		Designing	Designing		
Curriculum		 Generate ideas based on 		 Design a functional and 	 Design appealing 		
objectives		simple design criteria and		appealing product for a	products for a particular		
		their own experiences,		chosen user and purpose	user based on simple		
		explaining what they could		based on simple design	design criteria.		
		make.		criteria.	 Generate initial ideas 		
		 Develop, model and 		 Generate, develop, 	and design criteria through		
		communicate their ideas		model and communicate	investigating a variety of		
		through talking, mock-ups		their ideas as appropriate	fruit and vegetables.		
		and drawings.		through talking, drawing,	Communicate these		
		Making		templates, mock-ups and	ideas through talk and		
		 Plan by suggesting what 		information and	drawings.		
		to do next.		communication	Making		
		 Select and use tools, 		technology.	 Use simple utensils and 		
		skills and techniques,		Making	equipment to e.g. peel,		
		explaining their choices.		 Select from and use a 	cut, slice, squeeze, grate		
		 Select new and 		range of tools and	and chop safely.		
		reclaimed materials and		equipment to perform	 Select from a range of 		
		construction kits to build		practical tasks such as	fruit and vegetables		
		their structures.		marking out, cutting,	according to their		
		• Use simple finishing		joining and finishing.	characteristics e.g. colour,		
		techniques suitable for the		• Select from and use	texture and taste to create		
		structure they are creating.		textiles according to their	a chosen product.		

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F	Evaluating	characteristics.	Evaluating
	• Explore a range of	Evaluating	• Taste and evaluate a
	existing freestanding	• Explore and evaluate a	range of fruit and
	structures in the school	range of existing textile	vegetables to determine
a	and local environment e.g.	products relevant to the	the intended user's
	everyday products and	project being undertaken.	preferences.
	buildings.	• Evaluate their ideas	Evaluate ideas and
	Evaluate their product by	throughout and their final	finished products against
	discussing how well it	products against original	design criteria, including
	works in relation to the	design criteria.	intended user and
	purpose, the user and	Technical knowledge and	purpose.
	whether it meets the	understanding	Technical knowledge and
	original design criteria.	 Understand how simple 	understanding
	Technical knowledge and	3-D textile products are	Understand where a
	understanding	made, using a template to	range of fruit and
	Know how to make	create two identical	vegetables come from e.g.
f	freestanding structures	shapes.	farmed or grown at home.
	stronger, stiffer and more	 Understand how to join 	Understand and use
	stable.	fabrics using different	basic principles of a
	 Know and use technical 	techniques e.g. running	healthy and varied diet to
	vocabulary relevant to the	stitch, glue, over stitch,	prepare dishes, including
	project.	stapling.	how fruit and vegetables
		Explore different	are part of The eatwell
		finishing techniques e.g.	plate.
		using painting, fabric	Know and use technical
		crayons, stitching, sequins,	and sensory vocabulary
		buttons and ribbons.	relevant to the project.
		Know and use technical	
		vocabulary relevant to the	
		project.	
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Long Term Plan for Design Technology

Year 1 and Year 2

		2022-2023			
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What did the journey to Bethlehem look like?	How will teddy get home?			What would you take on a picnic?
	Creating mechanisms using sliders and levers	Creating mechanisms with wheels and axles			Food-preparing fruit and vegetables
	 Designing Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop, model and communicate their ideas through drawings and mock-ups with card and paper. Making Plan by suggesting what to do next. Select and use tools, explaining their choices, to cut, shape and join paper and card. Use simple finishing techniques suitable for the reduct t	 Designing Generate initial ideas and simple design criteria through talking and using own experiences. Develop and communicate ideas through drawings and mock-ups. Making Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. Select from and use a range of materials and components such as 			 Designing Design appealing products for a particular user based on simple design criteria. Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. Communicate these ideas through talk and drawings. Making Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Select from a range of fruit and vegetables according to their characteristics e.g. colour,
	Autumn 1	What did the journey to Bethlehem look like?Creating mechanisms using sliders and leversDesigning • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through drawings and mock-ups with card and paper. Making • Plan by suggesting what to do next. • Select and use tools, explaining their choices, to cut, shape and join paper and card. • Use simple finishing	Autumn 1Autumn 2Spring 1What did the journey to Bethlehem look like?How will teddy get home?Creating mechanisms using sliders and leversCreating mechanisms with wheels and axlesDesigning • Generate ideas based on simple design criteria and their own experiences, explaining what they could make.Designing • Generate ideas based on simple design criteria and their own experiences, explaining what they could make.Designing • Generate ideas based on simple design criteria and though drawings and mock-ups with card and paper.Develop, model and communicate their ideas through drawings and mock-ups with card and paper.Develop, and communicate ideas through drawings and mock-ups.Making • Plan by suggesting what to do next.• Select from and use a range of tools and equipment to perform practical tasks such as cutting and join paper and card.• Select from and use a range of materials and components such as	Autumn 1 Autumn 2 Spring 1 Spring 2 What did the journey to Bethlehem look like? How will teddy get home? Spring 2 Creating mechanisms using sliders and levers Creating mechanisms with wheels and axles Spring 1 Spring 2 Designing • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Creating mechanisms with wheels and axles • Designing • Develop, model and communicate their ideas through drawings and mock-ups with card and paper. Designing • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Use simple finishing techniques suitable for the product they are creating. • Select from and use a range of materials and components such as paper, card, plastic and	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 What did the journey to Bethlehem look like? How will teddy get home? How will teddy get home? Spring 2 Summer 1 Creating mechanisms using sliders and levers Creating mechanisms with wheels and axles Creating mechanisms with wheels and axles Spring 2 Summer 1 Designing • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Designing • Generate initial ideas and simple design criteria through taking and using own experiences. • Develop and communicate their ideas through drawings and mock-ups with card and paper. • Develop and communicate their ideas through drawings and mock-ups uith card and paper. • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Select from and use a range of materials and components auch as paper, card, plastic and

'Never settle for less than your best'

Evaluating	Evaluating		Evaluating
•Explore a range of	 Explore and evaluate a 		 Taste and evaluate a
existing books and	range of products with		range of fruit and
everyday products that use	wheels and axles.		vegetables to determine
simple sliders and levers.	 Evaluate their ideas 		the intended user's
Evaluate their product by	throughout and their		preferences.
discussing how well it	products against original		 Evaluate ideas and
works in relation to the	criteria.		finished products against
purpose and the user and	Technical knowledge and		design criteria, including
whether it meets design	understanding		intended user and
criteria.	 Explore and use wheels, 		purpose.
Technical knowledge and	axles and axle holders.		Technical knowledge and
understanding	 Distinguish between 		understanding
Explore and use sliders	fixed and freely moving		 Understand where a
and levers.	axles.		range of fruit and
Understand that	 Know and use technical 		vegetables come from e.g.
different mechanisms	vocabulary relevant to the		farmed or grown at home.
produce different types of	project.		 Understand and use
movement.			basic principles of a
Know and use technical			healthy and varied diet to
vocabulary relevant to the			prepare dishes, including
project.			how fruit and vegetables
			are part of The eatwell
			plate.
			 Know and use technical
			and sensory vocabulary
			relevant to the project.

Long Term Plan for Design Technology

Year 3 and Year 4

			2021-2022			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Кеу		How would you use a	What makes the basis of a			How does a flat paper
Questions		moving model to explain a	good soup recipe?			pattern turn into a pencil
		volcano?				case?
Кеу		Mechanical systems-levers	Food-healthy and			Textiles-2D shape
Learning		and linkages	varied diet			to 3D product
Narional		Designing	Designing			Designing
Curriculum		 Generate realistic ideas 	 Generate and clarify 			 Generate realistic ideas
objectives		and their own design	ideas through discussion			through discussion and
		criteria through discussion,	with peers and adults to			design criteria for an
		focusing on the needs of	develop design criteria			appealing, functional
		the user.	including appearance,			product fit for purpose and
		 Use annotated sketches 	taste, texture and aroma			specific user/s.
		and prototypes to develop,	for an appealing product			 Produce annotated
		model and communicate	for a particular user and			sketches, prototypes, final
		ideas.	purpose.			product sketches and
		Making	 Use annotated sketches 			pattern pieces.
		 Order the main stages of 	and appropriate			Making
		making.	information and			 Plan the main stages of
		 Select from and use 	communication			making.
		appropriate tools with	technology, such as web-			 Select and use a range of
		some accuracy to cut,	based recipes, to develop			appropriate tools with
		shape and join paper and	and communicate ideas.			some accuracy e.g. cutting,
		card.	Making			joining and finishing.
		 Select from and use 	 Plan the main stages of a 			 Select fabrics and
		finishing techniques	recipe, listing ingredients,			fastenings according to
		suitable for the product	utensils and equipment.			their functional
		they are creating.	 Select and use 			characteristics e.g.
			appropriate utensils and			strength, and aesthetic

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 Investigation Investigation Investigation book availation with mech Evail production Evail 	vestigate and analyse ks and, where lable, other products lever and linkage hanisms. aluate their own ducts and ideas against ria and user needs, as design and make. mical knowledge and erstanding iderstand and use r and linkage hanisms.	equipment to prepare and combine ingredients. • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. Evaluating • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. • Evaluate the ongoing		 qualities e.g. pattern. Evaluating Investigate a range of 3-D textile products relevant to the project. Test their product against the original design criteria and with the intended user. Take into account others' views. Understand how a key event/individual has influenced the development of the chosen product and/or
fixed	and loose pivots.	work and the final product with reference to the		chosen product and/or fabric.
		design criteria and the views of others.		Technical knowledge and understanding
proje	ect.	Technical knowledge and understanding • 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 how to strengthen, stiffen and reinforce existing fabrics. Understand how to securely join two pieces of fabric together. Understand the need for patterns and seam allowances. Know and use technical vocabulary relevant to the project.
		 Know and use relevant technical and sensory vocabulary appropriately. 		p. 0,000

Long Term Plan for Design Technology

Year 3 and Year 4

			2022-20	23		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Кеу		What is the best way to		What is the best way to		What does a
Questions		costruct a desk lamp?		build a desk tidy?		Mediterranean diet look
						like?
Кеу		Electrical systems-simple		Structures-shell structures		Food-healthy and
Learning		circuits and switches				varied diet
Narional		Designing		Designing		Designing
Curriculum		 Gather information 		 Generate realistic ideas 		 Generate and clarify
objectives		about needs and wants,		and design criteria		ideas through discussion
		and develop design criteria		collaboratively through		with peers and adults to
		to inform the design of		discussion, focusing on the		develop design criteria
		products that are fit for		needs of the user and		including appearance,
		purpose, aimed at		purpose of the product.		taste, texture and aroma
		particular individuals or		 Develop ideas through 		for an appealing product
		groups.		the analysis of existing		for a particular user and
		 Generate, develop, 		products and use		purpose.
		model and communicate		annotated sketches and		 Use annotated sketches
		realistic ideas through		prototypes to model and		and appropriate
		discussion and, as		communicate ideas.		information and
		appropriate, annotated		Making		communication
		sketches, cross-sectional		 Order the main stages of 		technology, such as web-
		and exploded diagrams.		making.		based recipes, to develop
		Making		 Select and use 		and communicate ideas.
		 Order the main stages of 		appropriate tools to		Making
		making.		measure, mark out, cut,		 Plan the main stages of a
		 Select from and use tools 		score, shape and assemble		recipe, listing ingredients,
		and equipment to cut,		with some accuracy.		utensils and equipment.
		shape, join and finish with		 Explain their choice of 		 Select and use
		some accuracy. • Select		materials according to		appropriate utensils and

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from and use motorials	functional properties and	on vinment to process and
from and use materials	functional properties and	equipment to prepare and
and components, including	aesthetic qualities.	combine ingredients.
construction materials and	Use finishing techniques	 Select from a range of
electrical components	suitable for the product	ingredients to make
according to their	they are creating.	appropriate food products,
functional properties and	Evaluating	thinking about sensory
aesthetic qualities.	 Investigate and evaluate 	characteristics.
Evaluating	a range of existing shell	Evaluating
 Investigate and analyse a 	structures including the	 Carry out sensory
range of existing battery-	materials, components	evaluations of a variety of
powered products.	and techniques that have	ingredients and products.
 Evaluate their ideas and 	been used.	Record the evaluations
products against their own	 Test and evaluate their 	using e.g. tables and
design criteria and identify	own products against	simple graphs.
the strengths and areas for	design criteria and the	 Evaluate the ongoing
improvement in their	intended user and	work and the final product
work.	purpose.	with reference to the
Technical knowledge and	Technical knowledge and	design criteria and the
understanding	understanding	views of others.
 Understand and use 	Develop and use	Technical knowledge and
electrical systems in their	knowledge of how to	understanding
products, such as series	construct strong, stiff shell	Know how to use
circuits incorporating	structures.	appropriate equipment
switches, bulbs and	• Develop and use	and utensils to prepare
buzzers.	knowledge of nets of	and combine food.
Apply their	cubes and cuboids and,	 Know about a range of
understanding of	where appropriate, more	fresh and processed
computing to program and	complex 3D shapes.	ingredients appropriate for
control their products.	Know and use technical	their product, and whether
Know and use technical	vocabulary relevant to the	they are grown, reared or
vocabulary relevant to the	project.	caught. • Know and use
project.	p. 0,000	relevant technical and
		sensory vocabulary
		appropriately.
		appropriately.

Long Term Plan for Design Technology

Year 5 and Year 6

			2021-2022			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	Where would a spider want to live?		How do the seasons affect the availability of food?			How can you use electrical circuits to improve a game?
Key Learning	Structures-frame structures		Food-seasonality			Electrical systems-more complicated systems and switches
Narional	Designing		Designing			Designing
Curriculum	Carry out research into		 Generate innovative 			 Use research to develop
objectives	user needs and existing		ideas through research			a design specification for a
	products, using surveys,		and discussion with peers			functional product that
	interviews, questionnaires		and adults to develop a			responds automatically to
	and web-based resources.		design brief and criteria for			changes in the
	 Develop a simple design 		a design specification.			environment. Take account
	specification to guide the		 Explore a range of initial 			of constraints including
	development of their ideas		ideas, and make design			time, resources and cost.
	and products, taking		decisions to develop a final			 Generate and develop
	account of constraints		product linked to user and			innovative ideas and share
	including time, resources		purpose.			and clarify these through
	and cost.		 Use words, annotated 			discussion.
	Generate, develop and		sketches and information			 Communicate ideas
	model innovative ideas,		and communication			through annotated
	through discussion,		technology as appropriate			sketches, pictorial
	prototypes and annotated		to develop and			representations of
	sketches.		communicate ideas.			electrical circuits or circuit
	Making		Making			diagrams.
	• Formulate a clear plan,		 Write a step-by-step 			Making
	including a step-by-step		recipe, including a list of			 Formulate a step-by-step
	list of what needs to be		ingredients, equipment			plan to guide making,
	done and lists of resources		and utensils			listing tools, equipment,

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to be used.	Select and use	materials and components.
Competently select from	appropriate utensils and	Competently select and
and use appropriate tools	equipment accurately to	accurately assemble
to accurately measure,	measure and combine	materials, and securely
mark out, cut, shape and	appropriate ingredients.	connect electrical
join construction materials	 Make, decorate and 	components to produce a
to make frameworks.	present the food product	reliable, functional
 Use finishing and 	appropriately for the	product.
decorative techniques	intended user and	Create and modify a
suitable for the product	purpose.	computer control program
they are designing and	Evaluating	to enable an electrical
making.	• Evaluate the final	product to work
Evaluating	product with reference	automatically in response
 Investigate and evaluate 	back to the design brief	to changes in the
a range of existing frame	and design specification,	environment.
structures.	taking into account the	Evaluating
Critically evaluate their	views of others when	Continually evaluate and
products against their	identifying improvements.	modify the working
design specification,	 Understand how key 	features of the product to
intended user and	chefs have influenced	match the initial design
purpose, identifying	eating habits to promote	specification.
strengths and areas for	varied and healthy diets.	Test the system to
development, and carrying	Technical knowledge and	demonstrate its
out appropriate tests.	understanding	effectiveness for the
 Research key events and 	Know how to use	intended user and
individuals relevant to	utensils and equipment	purpose.
frame structures.	including heat sources to	Technical knowledge and
Technical knowledge and	prepare and cook food.	understanding
understanding	Understand about	Understand and use
Understand how to	seasonality in relation to	electrical systems in their
strengthen, stiffen and	food products and the	products.
reinforce 3-D frameworks.	source of different food	Apply their
Know and use technical	products.	understanding of
vocabulary relevant to the	 Know and use relevant 	computing to program,
project.	technical and sensory	monitor and control their
	vocabulary.	products.
		Know and use technical
		vocabulary relevant to the
		project.

Long Term Plan for Design Technology

Year 5 and Year 6

2022-2023								
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Кеу		How can 3 pieces of fabric	What foods typically form		How does a ferris wheel			
Questions		make a 3D object?	part of a South American		turn?			
			diet?					
Кеу		Textiles-combining	Food-celebrating culture		Mechanical systems-			
Learning		different fabric shapes			pulleys or gears			
Narional		Designing	Designing		Designing			
Curriculum		 Generate innovative 	 Generate innovative 		 Generate innovative 			
objectives		ideas by carrying out	ideas through research		ideas by carrying out			
		research including surveys,	and discussion with peers		research using surveys,			
		interviews and	and adults to develop a		interviews, questionnaires			
		questionnaires.	design brief and criteria for		and web-based resources.			
		 Develop, model and 	a design specification.		 Develop a simple design 			
		communicate ideas	 Explore a range of initial 		specification to guide their			
		through talking, drawing,	ideas, and make design		thinking.			
		templates, mock-ups and	decisions to develop a final		 Develop and 			
		prototypes and, where	product linked to user and		communicate ideas			
		appropriate,	purpose.		through discussion,			
		computeraided design.	 Use words, information 		annotated drawings,			
		 Design purposeful, 	and communication		exploded drawings and			
		functional, appealing	technology as appropriate		drawings from different			
		products for the intended	to develop and		views.			
		user that are fit for	communicate ideas.		Making			
		purpose based on a simple	Making		 Produce detailed lists of 			
		design specification.	 Write a step-by-step 		tools, equipment and			
		Making	recipe, including a list of		materials. Formulate step-			
		 Produce detailed lists of 	ingredients, equipment		by-step plans and, if			
		equipment and fabrics	and utensils		appropriate, allocate tasks			
		relevant to their tasks. •	 Select and use 		within a team.			

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Formulate step-by-step	appropriate utensils and	 Select from and use a 	
plans and, if appropriate,	equipment accurately to	range of tools and	
allocate tasks within a	measure and combine	equipment to make	
team.	appropriate ingredients.	products that that are	
 Select from and use a 	 Make, decorate and 	accurately assembled and	
range of tools and	present the food product	well finished. Work within	
equipment to make	appropriately.	the constraints of time,	
products that are	Evaluating	resources and cost.	
accurately assembled and	Carry out sensory	Evaluating	
well finished. Work within	evaluations of a range of	 Compare the final 	
the constraints of time,	relevant products and	product to the original	
resources and cost.	ingredients. Record the	design specification.	
Evaluating	evaluations using e.g.	 Test products with 	
 Investigate and analyse 	tables/graphs/charts such	intended user and critically	
textile products linked to	as star diagrams.	evaluate the quality of the	
their final product.	• Evaluate the final	design, manufacture,	
 Compare the final 	product with reference	functionality and fitness	
product to the original	back to the design brief	for purpose.	
design specification.	and design specification,	 Consider the views of 	
 Test products with 	taking into account the	others to improve their	
intended user and critically	views of others when	work.	
evaluate the quality of the	identifying improvements.	 Investigate famous 	
design, manufacture,	Know how to use	manufacturing and	
functionality and fitness	utensils and equipment	engineering companies	
for purpose.	including heat sources to	relevant to the project.	
 Consider the views of 	prepare and cook food.	Technical knowledge and	
others to improve their	 Know and use relevant 	understanding	
work.	technical and sensory	 Understand that 	
Technical knowledge and	vocabulary.	mechanical and electrical	
understanding		systems have an input,	
• A 3-D textile product can		process and an output.	
be made from a		 Understand how gears 	
combination of accurately		and pulleys can be used to	
made pattern pieces,		speed up, slow down or	
fabric shapes and different		change the direction of	
fabrics.		movement.	
 Fabrics can be 		 Know and use technical 	
strengthened, stiffened		vocabulary relevant to the	
and reinforced where		project.	
appropriate.			

'Never settle for less than your best' Jesus said, I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12