

<b>DT VOCABULARY MAP</b>			
<b>TOPIC</b>	<b>EYFS</b>	<b>Year One</b>	<b>Year Two</b>
<b>Design</b>	Picture, drawing, use	purpose, develop, model, template, information, materials	Mock up, function, product, media, appeal, prototype, client/audience
<b>Make</b>	Experiment, change, tools, materials, use.	design, equipment, material, fabric, thread, shape, glue, cut, fold, sew, staple, join	Function, refine, mechanism, adhesive, template, adhere
<b>Evaluate</b>	Materials, use, idea, improve.	evaluate, improve, design	Product, criteria, judge
<b>Technical Knowledge</b>	technology, tape, record, video, photograph, computer	roll, pleat, stiffen, strengthen, reinforce, structure, pulleys, hinge, levers	Corrugate, hinge, lever, privet, linkages, switches, buzzers
<b>Cooking and Nutrition</b>	food, meal, snack, healthy, diet	chop, cut, peel, cook, healthy, farm, factory	Nutrition, balance, carbohydrates, protein, sugar, vitamin, mineral, fat, thin, exercise and fitness, organic

<b>PROGRESSION OF SKILLS AND KNOWLEDGE</b>	
<b>Development Matters</b>	<b>Design:</b>

	<p>EA&amp;D - Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Make:</b></p> <p>EA&amp;D - Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Evaluate:</b></p> <p>EA&amp; D - Children use what they have learnt 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</p> <p><b>Technical Knowledge:</b></p> <p>UtW - Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p><b>Cooking and Nutrition:</b></p> <p>ELG5 Physical development - Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>
<p><b>National Curriculum objectives</b> <b>KS1</b></p>	<p><b>Design:</b></p> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> </ul> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make:</b></p> <ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical Knowledge:</b></p> <ul style="list-style-type: none"> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>• understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>• apply their understanding of computing to program, monitor and control their products.</li> </ul>

	<b>Cooking and Nutrition:</b> <ul style="list-style-type: none"> <li>• use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• understand where food comes from</li> </ul>		
Strand	Year One	Year Two	Knowledge needed and cross-curricular links
<b>DESIGN</b>	<p>Uses senses to explore wide range of familiar products.</p> <p>Takes simple products apart and talks about how their parts work.</p> <p>Talk about and/or use construction materials, drawings and words to plan their own original designs.</p> <p>States what products they are designing and making.</p> <p>Describes what their products are to be used for.</p>	<p>State what products they are designing and making.</p> <p>Describe what their products are to be used for.</p> <p>Say how their products will work and how they're suitable for intended users.</p> <p>Use simple design criteria to help develop their ideas.</p> <p>Use knowledge of existing products to support plans for a similar product.</p> <p>Develop and communicate ideas by talking and drawing.</p> <p>Describe, explore and investigate products that have been disassembled.</p>	<p>Link to Science (senses)</p> <p>Link to computing (algorithms)</p> <p>Link to Maths (sequencing/logical thinking)</p> <p>PSHE (team work)</p> <p>English (speaking and listening)</p> <p>Art (drawing/design)</p> <p><b>Knowledge needed:</b></p> <p>Language explicitly taught</p> <p>Opportunity to explore range of products freely.</p> <p>Opportunities to take risk (trial and error).</p> <p>Opportunities to work as a team and discuss ideas.</p>

		<p>Use construction kits, pictures, templates, mock ups and captions to plan and design.</p> <p>Talk about and describe the tools and materials needed in order complete the key tasks within a plan.</p>	<p>Opportunities to explore construction toys and products.</p>
<p><b>MAKE</b></p>	<p>Plan by suggesting what to do next.</p> <p>Select from a range of tools, materials and components. Follow procedures for safety and hygiene.</p> <p>Cut paper/ card using scissors.</p> <p>Join with tape or glue.</p> <p>Apply simple finishes. E.g., paint, PVA, glue glaze.</p> <p>Use a range of materials, including food ingredients. Measure, mark out and cut a range of materials.</p> <p>Cut and stick fabrics together.</p> <p>Apply simple finishing techniques. E.g., fabric</p>	<p>Explore and talk about the characteristics of an increasing range of materials.</p> <p>Select and use simple tools to cut and join a range of materials.</p> <p>Use a straight edge to mark lines for cutting.</p> <p>Join edge-to-edge using glue.</p> <p>Curl paper.</p> <p>Use a hole punch and stapler.</p> <p>Select from a range of finishes to improve the appearance of a product. Follow procedures for safety and hygiene.</p>	<p>Link to Art (different mediums)</p> <p>Link to Science (materials)</p> <p>Link to Maths (shape)</p> <p><b>Knowledge needed:</b></p> <p>Fine motor skills.</p> <p>Scissor and cutting skills.</p> <p>Experience of gluing and sticking.</p> <p>Know how to work safely with different tools and materials.</p> <p>Know how to keep themselves and areas clean.</p>

	crayons, gluing on feathers.		
<b>EVALUATE</b>	<p>Talk about their design ideas and what they are making.</p> <p>Talk about the steps taken to achieve the outcome. Talk about how to make their products better.</p> <p>Explore what their products are, what they are made from, who they are for, how they are used.</p> <p>Talk about likes and dislikes of existing product.</p>	<p>Talk about and describe key features of a range of products.</p> <p>Explore and evaluate a range of existing products.</p> <p>Begin to evaluate the success of the product in terms of function and aesthetic criteria.</p> <p>Make simple judgements about their products and ideas against design criteria.</p> <p>Talk and write about how to make their products better.</p> <p>Talk about likes and dislikes of existing product. Give reasons</p>	<p>Link to English (speaking and listening)</p> <p>Link to Computing (algorithm)</p> <p>Link to Maths (problem solving and logical thinking)</p> <p>Link to PSHE (know what you like/dislike)</p> <p><b>Knowledge needed:</b></p> <p>Experience of different products.</p> <p>Experience of evaluating different objects and ideas.</p>
<b>TECHNICAL KNOWLEDGE</b>	<p>Pupils show an interest in toys with buttons, flaps and simple mechanisms and operate them successfully. Pupils know about the movement of simple</p>	<p>Attach wheels to a chassis using an axle, e.g. cotton reels and dowel.</p> <p>Deconstruct a simple slider and describe how it works.</p>	<p>Link to Maths (shape)</p> <p>Link to English (speaking and listening)</p> <p>Link to Science (materials)</p>

	<p>mechanisms such as levers, sliders, wheels and axles.</p> <p>Use simple construction materials to make a vehicle. Explore and talk about books containing flaps and moving pictures.</p> <p>Construct a simple lever with support.</p> <p>Explore building bridges and towers using large and small-scale construction materials. E.g. Duplo, cardboard boxes. Make simple 2D structures using straws.</p>	<p>Construct a simple slider independently.</p> <p>Make a lever by joining card strips with paper fasteners.</p> <p>Construct a range of simple structures.</p> <p>Make a structure more stable by widening the base.</p> <p>Talk about and begin to select textiles based on characteristics of an increasing range of materials.</p> <p>Use a simple template. Join fabrics using glue, staples and thread. Apply an increasing range of finishing techniques, e.g. painting and printing.</p>	<p>Link to PSHE (team work)</p> <p>Link to Art (painting)</p> <p><b>Knowledge needed:</b></p> <p>Technical vocabulary to be explicitly taught.</p> <p>Know about simple mechanisms.</p> <p>Know about flaps and moving pictures in context.</p> <p>Experience of construction toys.</p> <p>Experience of working with patterns and shape.</p> <p>Experience of exploring different structures and their shape.</p> <p>Fine motor skills.</p>
<p><b>Cooking and Nutrition</b></p>	<p>Recognise that food comes from plants or animals.</p> <p>Know that food is farmed, grown or caught.</p> <p>Sort fruit and vegetables by taste, shape, size, colour, texture and</p>	<p>Sort and classify food into food groups, e.g. vegetables, pulses, cereals, dairy etc.</p> <p>Talk about what happens when food is heated and cooled.</p> <p>Know how to prepare simple dishes safely</p>	<p>Link to Science (healthy/growth)</p> <p>Link to PSHE (healthy foods)</p> <p>Link to Geography (urban areas/rural areas)</p> <p>Link to history (food production)</p>

	<p>simple food groups, e.g. meat, vegetables etc.</p> <p>Begin to recognise that everyone should eat at least five portions of fruit and vegetables a day.</p> <p>Use basic tools e.g. cutters and whisks.</p> <p>Use techniques – cutting, peeling and grating.</p>	<p>and hygienically without using a heat source. Measure and weigh accurately using cups and spoons.</p> <p>Use techniques – cutting, chopping, peeling and grating.</p>	<p>Maths (measurement)</p> <p>Link to PE (exercise)</p> <p><b>Knowledge needed:</b></p> <p>Types of food.</p> <p>Healthy foods.</p> <p>How to prepare food.</p> <p>How to weigh food.</p> <p>How to follow instructions.</p> <p>Know about different tools.</p> <p>Know how to keep safe and work safely.</p> <p>Know about the benefits of exercise and healthy lifestyle.</p>
--	--	--	---