



Design & Technology

DT Curriculum

The Design and Technology (D&T) curriculum at our school is designed to foster creativity, resilience, and practical problem-solving skills. We aim to provide students with the skills to design, make, and evaluate products, while embedding key transferable skills like communication, collaboration, and critical thinking. Through a balanced mix of cooking, sewing, and building units, children are exposed to a range of materials and techniques that allow them to experiment and develop their practical abilities.

The curriculum is designed for our school. The curriculum is structured so that students develop core skills in design, making, and evaluating over time. Key skills are revisited and extended through cooking, sewing, and building units, helping students build resilience and confidence. The curriculum also integrates RAF skills (Resilience, Adaptability, and Flexibility), encouraging students to persevere through challenges, think critically, and adapt their ideas as they work through each project.

- **Cooking:** Focuses on basic cooking techniques, healthy eating principles, and the ability to follow recipes and adapt them.
- **Sewing:** Covers hand-sewing techniques, fabric manipulation, and designing items that can be used practically.
- **Building:** Involves the construction of projects using wood, plastic, and other materials, fostering spatial awareness, design thinking, and manual dexterity.

Teaching of DT

DT is taught for three terms of the year. These units follow an eight phase process known as the TASC wheel. The TASC Wheel consists of eight phases, each with a specific purpose and colour-coded to help both teachers and students navigate the process. These phases are designed to guide students through the entire project lifecycle, from ideation to reflection. While the phases don't need to be taught in isolation, each phase is a key teaching point that is revisited throughout the design process.

Phase 1: Orange - Gather and Organise.

This phase introduces students to the task at hand. They start by gathering information and discussing what they already know about the project. Children often mind map ideas and gather relevant information. They might conduct research, explore the problem in detail, or explore the materials they will be using. This phase develops skills such as critical thinking, information gathering, and initial planning.

Phase 2: Yellow - Identify

In this phase, students focus on exploring the problem and defining what the task is. They identify constraints and requirements, such as size, functionality, and materials. Students work individually or in groups to identify the scope of the project and articulate their initial understanding of the project/ problem. This helps children with problem identification, specification development, and planning.

Phase 3: Forest Green - Generate

This is the ideation phase where students are encouraged to think creatively and come up with as many ideas as possible. Students often mind map a variety of possible solutions and design ideas. They explore different ways to approach the problem and create multiple sketches or prototypes. Teachers encourage open-ended thinking and support students in generating a wide range of ideas, fostering creativity and idea generation. This phase encourages creativity, divergent thinking, sketching and prototyping.

Phase 4: Mint Green - Decide

Here, students decide on the best idea by evaluating their options against design criteria and through experimentation. Students often test out ideas, consider their practicality, and select the most feasible solution based on the task requirements. Teachers facilitate decision-making by helping students apply science and technology principles. They might encourage students to test prototypes, gather data, and use feedback to refine ideas. This phase encourages decision-making, experimentation, application of science and technology.

Phase 5: Dark Blue - Implement

In this phase, students begin to make their product. They apply the skills and knowledge they have learned to bring their design to life. : Students use tools, materials, and equipment to create their product according to the design specifications they've developed. Teachers supervise the making process, ensuring students follow safety protocols and have the support needed to overcome any challenges. This helps children to develop technical skills, manual dexterity, problem-solving, material handling.

Phase 6: Light Blue - Evaluate

This phase focuses on evaluating the finished product. Students assess how well their design meets the success criteria and reflects the design specifications. Students reflect on their process and outcome, identifying strengths and areas for improvement. They might also collect feedback from peers or teachers. Teachers guide students in evaluating their own work and provide structured ways to reflect on both the design and making process. This encourages critical evaluation, self-reflection, testing.

Phase 7: Purple - Communicate

In this phase, students present their product to others and gather feedback from their target audience. Students communicate their design journey, explaining their choices, the challenges they faced, and how they overcame them. They might showcase their work through presentations, displays, or reports. Teachers provide opportunities for students to share their work with the class or a wider audience (e.g., parents, other year groups).

This develops communication, presentation skills, gathering and processing feedback.

Phase 8: Red - Learn from Experience

The final phase encourages students to reflect on their learning process and identify what they have learned from the project. Students assess what went well, what could have been done differently, and how their learning can be applied to future projects. Teachers guide students through a reflective process, encouraging them to set goals for their next project based on their experiences. This phase encourages reflection, self-assessment, goal setting.

The use of the TASC Wheel ensures that all teachers follow the same key teaching points, promoting consistency in lesson delivery across the school. By using a visual, colour-coded model, we ensure that students can easily recall and associate the different phases with specific skills. This approach helps students internalise the design process and apply it across a variety of projects, whether in cooking, sewing, or building units.

Support and Adaptions for Children with SEND

The D&T curriculum is intentionally inclusive and designed to meet the needs of all learners. We ensure that all students, regardless of their background or ability, are fully engaged in the D&T curriculum. Each unit is designed to cater to students with a range of abilities and learning styles. The hands-on nature of the subject makes it particularly engaging for tactile learners, as they can directly interact with the materials and processes involved in each project. We meet the needs of all learners through a variety of adaptations including:

- Differentiation
- Scaffolded learning
- Visual aids
- Additional adult support
- Adaptive equipment e.g., easy use scissors, large needles and pre cut materials

Recording of Work and Assessment

Formative assessment occurs throughout each lesson. It helps teachers understand students' learning and allows them to adjust their teaching to meet the needs of the children in real time. Each lesson is structured around clear learning objectives. At the end of every lesson, teachers carry out an assessment to check whether students have met these objectives. This may include questioning, observing practical work, and checking understanding through discussion. Verbal feedback is given by teachers throughout the process to guide students' designs, ensuring they are developing their ideas and applying the right techniques. Students also engage in self-assessment, reflecting on their own progress and understanding of the design process. This helps develop metacognition and ownership of their learning.

In the evaluation phase, students will reflect on the finished product, assess whether they met their original design criteria, and identify any improvements that could be made. During this phase, students receive verbal feedback from teachers and peers. This is an important opportunity for formative assessment as it allows students to receive specific, actionable feedback to improve their work. Peer feedback also encourages collaboration and learning from others' experiences, fostering a growth mindset.

At the end of each unit, a summative assessment is conducted based on the project success criteria, which is shared with the students at the beginning of the unit. These criteria provide clear benchmarks for success and ensure consistency in evaluating student progress. The final assessment focuses on evaluating whether the students' completed products meet the initial design criteria. The teacher will assess how well students have demonstrated key skills such as creativity, problem-solving, construction techniques, and evaluative thinking throughout the unit. This assessment is recorded and used as evidence of student achievement.

Structure of the DT Curriculum

DT units are taught in a two-year rolling cycle following our bespoke curriculum plan. We ensure learning in EYFS meets the needs of the EYFS curriculum and provides a strong foundation for learning as children transition into Year 1 by including learning within 'Understanding the World' and 'Expressive Arts and Design'.

Knowledge & Skills Progression 2026-2027

Reception	Term 2	Term 3	Term 6
Units	Apple & Blackberry Crumble	Making Pop-Up Cards	Stitching Bookmark
Skills	Washing fruit properly. Using child-safe knives to cut soft fruit. Rubbing butter and flour together to make a crumble topping. Sprinkling ingredients evenly over the fruit. Understanding basic oven safety (with supervision).	Folding paper accurately to create a hinge. Cutting along lines carefully with scissors. Using glue or tape to attach paper securely. Creating simple lever or slider mechanisms with card. Decorating the card neatly.	Cutting fabric with scissors. Threading a large needle with assistance. Using a simple running stitch to decorate a piece of fabric. Finishing off a stitch by tying a knot with assistance or by observation. Decorating fabric using fabric pens or simple embellishments.
Knowledge	Some will know what "seasonal" means and why different fruits grow in different seasons. How to safely handle and prepare fruit. What a crumble is and how it is made. The basic role of ingredients (e.g., fruit for flavour, flour and butter for crumble topping). Importance of hygiene (washing hands, cleaning surfaces).	What a pop-up card is and how it works. How folding and cutting paper can create movement. How to attach different paper parts securely. The importance of designing before making.	Understand the needle is threaded. Understand that needles and scissors can be dangerous and that we handle them in a certain way to stay safe. Understand that everything we design has a purpose and the purpose of a bookmark is to keep a page in a book without damaging it. To understand that we use scissors to cut material and thread. To understand that the process of using a needle and thread in material is called sewing. To understand fabric can be different thicknesses and can look and feel different. What textiles are and their uses. How to thread a needle safely. The purpose of running stitch.

			How to use a template for fabric cutting.
Key Vocabulary	Seasonal – Fruits and vegetables that grow naturally at certain times of the year. Crumble – A baked dish with fruit at the bottom and a crumbly topping. Ingredients – Different foods mixed together to make a dish. Peel – To remove the skin from fruit or vegetables. Chop – To cut something into small pieces. Mix – To combine ingredients together. Oven – A machine used for baking and cooking food. Hygiene – Keeping clean to avoid spreading germs.	Pop-up – A 3D element that lifts up when the card is opened. Mechanism – A part that moves to create an effect. Hinge – A fold that allows movement. Fold – Bending material to create a shape. Lever – A moving part that lifts or presses down. Slider – A mechanism that moves along a track. Glue – A sticky substance used to join materials.	Fabric – A material made from woven or knitted threads, used for sewing. Needle – A small, thin tool with a hole for thread, used for sewing. Thread – A thin strand used to sew fabric together. Stitch – A single loop of thread used to join fabric. Sew – To join fabric together using stitches. Cut – To use scissors to shape fabric. Template – A shape used as a guide to cut fabric.

Y1&2	Term 3	Term 4	Term 6
Units	Making Pizza	Finger Puppets	Roman Aqueducts
Skills	Mixing and kneading dough. Rolling out dough into a pizza base. Spreading sauce evenly over the base. Chopping and arranging toppings safely. Baking the pizza with supervision.	Using a template to cut out fabric pieces. Threading a needle independently (Year 3). Using a running stitch or whip stitch to join fabric. Attaching simple details (e.g., eyes, nose) using glue or stitching.	Cutting and shaping cardboard or plastic tubes. Testing materials for water resistance. Using saws safely (with supervision) to cut junk materials. Strengthening structures using layers or supports. Joining materials using glue, tape, or other fasteners
Knowledge	What pizza is and where it originates from. How to make dough. How different toppings affect flavour and texture. Importance of food hygiene when handling raw dough and toppings. How to safely prepare food following food hygiene.	What a seam is and why it's important. How to create a simple design for a puppet. How to use felt (or another fabric) to create a soft structure. Understanding how to join fabric using different methods (glue, staples, simple stitches). Understand the needle is threaded. Understand that needles and scissors can be dangerous and that	What an aqueduct is and why the Romans built them. How to test materials for waterproofing. How to join different materials securely. Why structures need to be stable.

		we handle them in a certain way to stay safe. Understand that everything we design has a purpose and the purpose of a bookmark is to keep a page in a book without damaging it. To understand that we use scissors to cut material and thread. To understand that the process of using a needle and thread in material is called sewing. To understand fabric can be different thicknesses and can look and feel different.	
Key Vocabulary	Dough – A soft mixture of flour and liquid used for baking. Knead – To press and fold dough to make it smooth. Roll out – To flatten dough using a rolling pin. Toppings – Ingredients placed on top of pizza. Bake – To cook food in an oven. Fresh – Food that has not been processed or preserved. Processed – Food that has been changed or prepared in a factory.	Fabric – A soft material made from woven or knitted fibres, used for sewing. Felt – A thick, soft fabric made by pressing fibres together, not woven or knitted. Seam – The line where two pieces of fabric are sewn together. Template – A shape or pattern used as a guide to cut fabric. Needle – A small, thin tool with a hole for thread, used for sewing. Thread – A thin strand used with a needle to sew fabric together. Running Stitch – A simple stitch where the needle moves up and down through the fabric in a straight line. Whip Stitch – A stitch that loops around the fabric's edge to stop it from fraying. Attach – To connect two pieces of fabric together. Join – To sew or fasten fabric pieces together to make one piece.	Aqueduct – A structure built to transport water. Waterproof – A material that does not let water pass through. Structure – A built object that stays upright. Support – A part that helps keep something strong. Stability – How well something stands without falling. Saw – A tool used to cut wood or strong materials. Join – To connect two materials together. Fastener – Something used to hold materials together (e.g., glue, tape).

Y3&4	Term 2	Term 4	Term 6
Units	Making stew and dumplings	Lighthouses	Making Bags
Skills	Chopping vegetables safely with a knife.	Cutting and shaping wood using saws (with supervision).	Measuring and cutting fabric accurately.

	Peeling and grating ingredients. Simmering a stew and stirring occasionally. Mixing and shaping dumpling dough. Cooking dumplings in a stew.	Hammering nails safely to secure parts. Constructing a cylindrical lighthouse structure. Creating a simple electrical circuit with a switch. Fixing a lightbulb in place and testing the circuit.	Using a backstitch for strength Using a whip stitch and running stitch. Sewing a straight seam with guidance. Turning fabric inside out for a neat finish. Attaching handles securely. Adding decorative elements using fabric paint, applique, or embroidery.
Knowledge	What a stew is and why it is a nutritious meal. What a vegetarian is. How different vegetables add flavour and texture. The importance of balanced meals with carbohydrates, protein, and vegetables. How to prepare vegetables safely (peeling, chopping). How dumplings help thicken and complete a stew.	How lighthouses work and why they are important. How electrical circuits power a lightbulb. How to build a strong, stable structure. How to safely use saws and hammers.	The purpose of a tote bag and different types of textiles used in making them. The importance of strong seams and reinforcement in textiles. How to design a functional product with aesthetic appeal. How to pin fabric in place before sewing. Understand the needle is threaded. Understand that needles and scissors can be dangerous and that we handle them in a certain way to stay safe. Understand that everything we design has a purpose and the purpose of a bookmark is to keep a page in a book without damaging it. To understand that we use scissors to cut material and thread. To understand that the process of using a needle and thread in material is called sewing. To understand fabric can be different thicknesses and can look and feel different.
Key Vocabulary	Stew – A dish made by slowly cooking vegetables and other ingredients in liquid. Simmer – To cook something gently just below boiling.	Lighthouse – A tall building with a light to help ships. Electrical Circuit – A complete loop that allows electricity to flow.	Tote Bag – A simple fabric bag with two handles, used for carrying things. Fabric – A soft material made from woven or knitted fibres, used for sewing.

	Peel - To remove the outer layer of something . Dumpling – A soft ball of dough cooked in a stew. Peel – To remove the skin from vegetables or fruit. Chop – To cut food into small pieces. Boil – To heat liquid until it bubbles. Carbohydrates – Foods that give us energy, like bread, potatoes, and dumplings.	Battery – A power source for electrical devices. Wire – A thin metal strand that carries electricity. Bulb – A glass object that lights up when powered. Hammer – A tool used to drive in nails. Screw & Screw driver Nail – A metal pin used to join wood. Saw – A tool used to cut wood or strong materials. Stability – How well a structure stays upright.	Seam – The line where two pieces of fabric are sewn together. Backstitch – A strong stitch where the needle moves backward before going forward to create a secure line. Reinforce – To make something stronger by adding extra stitches. Template – A shape or pattern used as a guide to cut fabric. Pin – A small sharp tool used to hold fabric in place before sewing. Secure – To make sure fabric pieces are firmly attached. Handle – A strap or loop attached to a bag to hold or carry it. Decorate – To add details to fabric to make it more attractive. Embroidery – Stitching patterns or pictures onto fabric for decoration. Appliqué – A technique where one fabric shape is sewn onto another for decoration.
--	---	--	---

Y5&6	Term 1	Term 4	Term 5
Units	Upcycling Clothes to teddies	Baking- focaccia bread and soup	Bird Box
Skills	Investigate and evaluate existing textile products. Create a repeating pattern for fabric using a printmaking technique. Measure, mark out and cut fabric accurately. Sew using a range of stitches (e.g. running stitch, back stitch and over stitch/blanket stitch where appropriate) and a sewing machine. Hem fabric to create a neat finish. Attach and reinforce pockets and straps securely. Join fabric pieces accurately.	Kneading and proving bread dough. Creating dimples in focaccia and adding toppings (e.g., herbs, olives). Baking focaccia correctly. Chopping and preparing vegetables for soup. Blending or mashing soup to change texture. Seasoning food to enhance flavour.	Investigate and evaluate existing bird boxes. Develop a design specification based on the needs of a chosen bird species. Generate and communicate ideas through annotated sketches. Measure, mark out and cut timber accurately. Use a bench hook safely when sawing. Join materials securely using wood glue, nails or screws. Reinforce joints to improve strength and durability.

	Select appropriate materials and tools for a purpose.		Sand wood to create a smooth finish. Assemble a stable structure using accurate measurements. Test and evaluate the finished product against the design specification.
Knowledge	A product should be designed for a specific user and purpose. Repeating patterns are commonly used in textile design. Different stitches have different purposes (joining, strengthening and finishing). Reinforcement is needed where a product experiences the greatest strain (e.g. straps and pockets). Designers use prototypes, testing and evaluation to improve products. Products should be evaluated against an agreed design specification. Surface pattern designers and textile designers create fabrics before products are manufactured.	What focaccia bread is and where it comes from. How yeast helps bread rise. The role of salt, water, and flour in bread making. What a seasonal vegetable is. How soups can be made from different ingredients and seasonings. The importance of seasoning and taste balancing. How food waste can be reduced by making soup from leftovers.	Different bird species require different entrance hole sizes and box dimensions. Bird boxes should protect birds from predators and harsh weather. Strong structures rely on accurate measuring, secure joints and reinforcement. Timber is a suitable material because it is strong, durable and easy to work with. Outdoor products should be designed to withstand weather. Prototypes and testing help designers improve products. Designers evaluate products against a design specification before making improvements. Products should meet both functional and aesthetic requirements.
Key Vocabulary	Print – To transfer a design or image onto a surface, such as fabric or paper, using ink or paint. Motif – A single shape, image or design that is repeated in a pattern. Textile – Any fabric or cloth made from woven, knitted, or pressed fibers. Stuffing – A printing technique where a carved or textured block is covered in ink or paint and pressed onto a surface to create a design. Pattern – A template or guide used to cut fabric into the correct shape for sewing.	Focaccia – A type of Italian flatbread with toppings. Prove – Letting dough rest so it rises before baking. Yeast – A tiny organism that helps bread rise. Dimple – Pressing small dents into focaccia before baking. Seasoning – Adding herbs, salt, and spices to food for flavour. Soup – A liquid dish made by cooking ingredients in broth. Blend – To mix ingredients into a smooth liquid.	Drill – A tool used to make holes in materials. Saw – A tool used to cut wood or strong materials. Screw – A metal fastener that holds materials together. Nail – A small metal pin used to join materials. Secure – To fix something in place firmly.

	Seam Allowance – The extra fabric left at the edge of a seam to help with sewing. Blanket Stitch – A stitch that loops around the fabric edge to keep it neat and stop fraying. Backstitch – A strong stitch where the needle moves backward before going forward to create a secure line. Reinforce – To make something stronger by adding extra stitches. Secure – To make sure fabric pieces are firmly attached. Decorate – To add details to fabric to make it more attractive.	Mash – To crush food into a soft texture. Waste – Food that is thrown away instead of used	
--	--	--	--

Knowledge & Skills Progression 2027-2028

Reception curriculum to be confirmed.

Y1&2	Term 1	Term 2	Term 3
Units	Berry Pie	Keyring	K'nex Cars
Skills	Washing berries properly. Using child-safe knives to cut soft fruit. Mashing berries to release juices. Mixing ingredients together for the filling. Rolling and shaping pre-made pastry. Decorating the pie before baking (e.g., using cutters for pastry shapes).	Cutting fabric accurately using scissors. Using a simple template to create a fabric shape. Threading a needle with support. Creating basic embroidery patterns (e.g., simple lines, shapes). Using a running stitch to sew fabric together. Sewing a fabric loop securely for the keyring attachment.	Assembling K'nex pieces to create a vehicle structure. Connecting wheels, axles, and other moving parts. Testing and adjusting the vehicle to make sure it moves. Exploring how to use force (e.g., pushing or pulling) to make the vehicle
Knowledge	What a pie is and how it is made. The difference between fresh and frozen berries. How to prepare fruit safely (washing, chopping, mashing). The role of pastry in making a pie. Why it is important to follow a recipe.	What a keyring is and its purpose. How to cut out a simple shape from fabric using a template. What embroidery is and how it can be used for decoration. How to sew a small loop to attach a keyring.	What a vehicle is and how it moves. How different parts of a vehicle work together to make it move (wheels, axles, and gears). The role of friction and force in motion. The importance of designing before building.

	How to follow food hygiene.	How to thread a needle and make simple stitches with assistance where needed.	
Key Vocabulary	Pie – A dish with a pastry base and filling, often sweet or savoury. Berry – A small, juicy fruit like raspberries or blueberries. Pastry – A dough used for making pie crusts and baked goods. Filling – The mixture inside a pie or pastry. Mash – To press fruit or vegetables into a soft texture. Roll out – To flatten dough or pastry using a rolling pin. Mix – To combine ingredients together. Decorate – To add details to food to make it look nice.	Keyring – A small object attached to a metal ring that holds keys. Shape – The outline or form of an object, cut from fabric. Embroidery – Stitching patterns or designs onto fabric for decoration. Loop – A small strip of fabric sewn to create an opening for the keyring. Metal Ring – A circular metal piece used to attach a keyring. Template – A guide used to cut fabric into the correct shape. Running Stitch – A simple stitch where the needle moves up and down through the fabric. Thread – A thin strand used for sewing. Needle – A small, thin tool with a hole for thread, used for sewing. Decorate – To add details to fabric to make it more attractive.	K'nex – A construction toy made of interlocking plastic pieces used to build structures and models. Vehicle – A machine that moves people or things from one place to another. Axle – A rod that connects wheels and allows them to rotate. Wheel – A round part that allows things to move by rolling. Force – A push or pull that makes an object move. Structure – A built object made up of parts joined together. Adjust – To change something slightly to make it work better.

Y3&4	Term 1	Term 2	Term 3
Units	Breakfast Muffins	Christmas Stocking	Catapults
Skills	Measuring ingredients using cups or scales. Mixing wet and dry ingredients correctly. Folding fruit into batter gently. Lining a muffin tray with cases. Portioning batter evenly into cases. Understanding how muffins bake and rise (with supervision).	Cutting felt fabric accurately using a template. Threading a needle independently. Using a running stitch and whip stitch to join fabric. Sewing a loop to hang the stocking. Adding simple decorative elements (e.g., embroidery, sequins, buttons). Finishing off stitches by tying knots securely.	Using saws to cut materials safely (with supervision). Assembling parts to create a working lever mechanism. Testing and adjusting the catapult to make sure it launches. Understanding how to balance a lever for maximum force. Using glue to attach parts securely.
Knowledge	What a muffin is and how it differs from bread or cake. How fruit can be used in baking to add natural sweetness.	What a Christmas stocking is and its traditional purpose. How to use felt fabric and why it is useful for this project.	What a catapult is and how it uses a lever to launch objects. How levers work to move or lift objects using a pivot.

	The difference between wet and dry ingredients in baking. How baking powder helps muffins rise. The importance of measuring ingredients accurately. The importance of following instructions. How to follow food hygiene. How to create a batter.	How to sew two pieces of fabric together to create a 3D object. How to use different stitches to join fabric and add decoration. How to attach embellishments like buttons, sequins, or embroidery.	The difference between effort and load in a lever. The importance of stable structures when building.
Key Vocabulary	Muffin – A small baked cake that is usually eaten for breakfast or a snack. Batter – A wet mixture used in baking. Ingredient – A single food item used in a recipe. Measure – To weigh or count the right amount of an ingredient. Mix – To combine ingredients together. Fold – To gently mix ingredients without removing air. Bake – To cook food in an oven. Rise – When baked goods get bigger and fluffier due to heat.	Christmas Stocking – A large sock-shaped fabric decoration used at Christmas. Felt – A thick, soft fabric made by pressing fibers together, not woven or knitted. Seam – The line where two pieces of fabric are sewn together. Whip Stitch – A stitch that loops around the fabric's edge to stop it from fraying. Thread – A thin strand used for sewing. Needle – A small, thin tool with a hole for thread, used for sewing. Running Stitch – A simple stitch where the needle moves up and down through the fabric. Embellish – To add decorations like buttons, sequins, or embroidery. Decorate – To add details to fabric to make it more attractive. Loop – A small strip of fabric sewn to create a hanging point.	Catapult – A device that launches objects using a lever. Lever – A rigid bar that pivots to lift or move an object. Pivot – The point where a lever turns. Effort – The force applied to move or lift an object. Load – The object being moved or lifted by the lever. Saw – A tool used to cut materials like wood or plastic. Glue – A sticky substance used to join materials. Balance – Distributing weight evenly to keep something steady.

Y5&6	Term 1	Term 2	Term 3
Units	Jacket Potato and Salad	Upcycled Stuffed Toy	Automata Toys
Skills	Washing and preparing potatoes. Understanding how potatoes are cooked (baking, microwaving, or boiling – done by adults). Cutting and preparing toppings (e.g., grating cheese, mashing avocado, mixing beans).	Cutting fabric accurately from upcycled clothing. Designing and drawing a simple pattern for a stuffed toy. Using running stitch, backstitch, whip stitch and blanket stitch for strength and decoration.	Measuring and marking wood accurately for cutting. Using saws and drills to cut and shape wood. Assembling the components of an automata using glue and nails.

	Making a simple salad (e.g., chopping lettuce, slicing cucumbers, grating carrots). Arranging a meal attractively on a plate. Understand balanced diets.	Stuffing fabric evenly and securing it closed. Attaching additional fabric details using sewing techniques. Evaluating the final product and considering improvements.	Drilling holes and fitting axles or cams to create movement. Testing and adjusting the toy to ensure smooth mechanical operation.
Knowledge	What a jacket potato is and why it is a healthy meal. How different toppings provide nutrition (e.g., protein from beans, vitamins from vegetables). How to safely cut and prepare salad ingredients. The importance of balanced meals with carbohydrates, protein, and vegetables. How cooking changes the texture of a potato.	What upcycling is and why it is beneficial for sustainability. How to design and create a 3D fabric object. How to sew strong seams to ensure durability. How to attach small details (e.g., eyes, limbs) securely. How to use different stitches for both function and decoration.	What an automata is and how it uses mechanical parts to create movement. How gears, cams, and other mechanisms work to produce movement. The importance of using tools safely and effectively. How to use a combination of tools to create a moving toy.
Key Vocabulary	Jacket Potato – A baked potato with a crispy skin and soft inside. Topping – Extra food placed on top of another dish. Salad – A mix of raw vegetables, often eaten cold. Chop – To cut food into small pieces. Grate – To shred food into tiny pieces using a grater. Mash – To press food until it becomes soft and smooth. Carbohydrate – A nutrient that gives energy, found in foods like potatoes and bread. Protein – A nutrient needed for growth, found in cheese, beans, and meat. Balanced Meal – A meal that includes different food groups to keep us healthy.	Upcycling – Reusing old materials to create something new and useful. Sustainability – Using resources in a way that protects the environment for the future. Textile – Any fabric or cloth made from woven, knitted, or pressed fibers. Stuffing – Soft material used to fill fabric shapes to make them puffy. Pattern – A template or guide used to cut fabric into the correct shape for sewing. Seam Allowance – The extra fabric left at the edge of a seam to help with sewing. Blanket Stitch – A stitch that loops around the fabric edge to keep it neat and stop fraying. Backstitch – A strong stitch where the needle moves backward before going forward to create a secure line.	Automata – A mechanical toy or model that moves by itself. Gear – A rotating wheel with teeth that interlock with another gear to transmit motion. Cam – A rotating piece that converts rotary motion into linear motion, often used in automata. Axle – A rod that allows parts to rotate, like wheels or gears. Sawdust – Small particles of wood created when cutting or sanding wood. Drill – A tool used to make holes in wood or other materials. Nail – A thin metal pin used to join materials, usually driven in with a hammer. Glue – A sticky substance used to join parts together. Mechanical Movement – Movement created by mechanical parts, such as gears, cams, or levers.

		Reinforce – To make something stronger by adding extra stitches. Secure – To make sure fabric pieces are firmly attached. ● Decorate – To add details to fabric to make it more attractive. ● Embellish – To add decorations like buttons, sequins, or embroidery to fabric. ● Finishing Touches – The final small details added to complete a project.	
--	--	--	--