Design and Technology Progression of Knowledge and Vocabulary

National Curriculum

<table>
<tr><th>EYFS</th><th>Key Stage One</th><th>Key Stage Two</th></tr>
<tr><td rowspan="6"><u>Communication and Language</u>
ELG: Listening, Attention and Understanding
• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
• Make comments about what they have heard and ask questions to clarify their understanding.
ELG: Speaking
• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

<u>Personal, Social and Emotional Development</u>
ELG: Self-Regulation
• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
ELG: Managing Self
• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
ELG: Building Relationships
• Show sensitivity to their own and to others' needs.

<u>Physical Development</u>
ELG: Fine Motor Skills
• Use a range of small tools, including scissors, paint brushes and cutlery.
• Begin to show accuracy and care when drawing.
<u>Understanding the World</u></td><td colspan="2">When designing and making, pupils should be taught to:</td></tr>
<tr><td>Design
♣ design purposeful, functional, appealing products for themselves and other users based on design criteria
♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</td><td>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</td></tr>
<tr><td>Make
♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</td><td>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</td></tr>
<tr><td>Evaluate
♣ explore and evaluate a range of existing products
♣ evaluate their ideas and products against design criteria
Technical knowledge
♣ build structures, exploring how they can be made stronger, stiffer and more stable
♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</td><td>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</td></tr>
<tr><td></td><td>Technical knowledge
♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures
♣ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
♣ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
♣ apply their understanding of computing to program, monitor and control their products.</td></tr>
<tr><td>Cooking and nutrition
♣ use the basic principles of a healthy and varied diet to prepare dishes
♣ understand where food comes from.</td><td>Cooking and nutrition
♣ understand and apply the principles of a healthy and varied diet
♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
♣ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</td></tr>
</table>

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ELG: Past and Present • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. **ELG: The Natural World** • Explore the natural world around them, making observations and drawing pictures of animals and plants. **Expressive Arts and Design** **ELG: Creating with Materials** • 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.		

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Design Work

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Begin to show accuracy and care when drawing.	**Understanding contexts, users and purposes**					
	Work within a range of contexts, e.g. imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment	Begin to work confidently within a range of contexts, e.g. imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment	Begin to work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.	Begin to work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.	Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.	Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.
	State what products they are designing and making	Clearly state what products they are designing and making	Describe the purpose of their products.	Describe the purpose of their products.	Clearly describe the purpose of their products.	Clearly describe the purpose of their products.
	Say whether their products are for themselves or other users.	Say whether their products are for themselves or other users.	Begin to gather information about the needs and wants of particular individuals and groups.	Gather information about the needs and wants of particular individuals and groups.	Begin to carry out research, using surveys, interviews, questionnaires and web-based resources.	Carry out research, using surveys, interviews, questionnaires and web-based resources.
	Describe what their products are for.	Confidently describe what their products are for.	Begin to identify the needs, wants, preferences and values of particular individuals and groups.	Begin to identify the needs, wants, preferences and values of particular individuals and groups.	Identify the needs, wants, preferences and values of particular individuals and groups.	Confidently identify the needs, wants, preferences and values of particular individuals and groups.
	Say how their products will work.	Confidently say how their products will work.	Explain how particular parts of their products work.	Explain how particular parts of their products work.	Confidently explain how particular parts of their products work.	Confidently explain how particular parts of their products work.
	Say how they will make their products suitable for their intended users.	Say how they will make their products suitable for their intended users.	Begin to indicate the design features of their products that will appeal to intended users.	Begin to indicate the design features of their products that will appeal to intended users.	Indicate the design features of their products that will appeal to intended users.	Indicate the design features of their products that will appeal to intended users.
	Begin to use simple design criteria to help develop their ideas.	Use simple design criteria to help develop their ideas.	Begin to develop their own design criteria and use these to inform their ideas.	Develop their own design criteria and use these to inform their ideas.	Develop a simple design specification to guide their thinking.	Confidently develop a simple design specification to guide their thinking.
	Generating, developing, modelling and communicating ideas					
	Begin to generate ideas by drawing on their own experiences.	Generate ideas by drawing on their own experiences.	Generate realistic ideas, focusing on the needs of the user.	Generate realistic ideas, focusing on the needs of the user.	Generate innovative ideas, drawing on research.	Generate innovative ideas, drawing on research.
	With help, use knowledge of existing products to help come up with ideas.	Use knowledge of existing products to help come up with ideas.				

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	Begin to develop and communicate ideas by talking and drawing.	Develop and communicate ideas by talking and drawing.	Share and clarify ideas through discussion.	Share and clarify ideas through discussion.	Confidently share and clarify ideas through discussion.	Confidently share and clarify ideas through discussion.
	With help, model ideas by exploring materials, components and construction kits and by making templates and mock-ups.	Model ideas by exploring materials, components and construction kits and by making templates and mock-ups.	Model their ideas using prototypes and pattern pieces.	Model their ideas using prototypes and pattern pieces.	Confidently, model their ideas using prototypes and pattern pieces.	Confidently, model their ideas using prototypes and pattern pieces.
	With help, use information and communication technology, where appropriate, to develop and communicate their ideas.	Use information and communication technology, where appropriate, to develop and communicate their ideas.	Use computer-aided design to develop and communicate their ideas.	Use computer-aided design to develop and communicate their ideas.	Confidently use computer-aided design to develop and communicate their ideas.	Confidently use computer-aided design to develop and communicate their ideas.
			With help, use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas.	With help**,** use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas.	Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas.	Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas.
			Make design decisions that take account of the availability of resources.	Make design decisions that take account of the availability of resources.	Make design decisions, taking account of constraints such as time, resources and cost.	Make design decisions, taking account of constraints such as time, resources and cost.

Design and Technology Progression of Knowledge and Vocabulary

Making Activities

<table>
<tr><th>EYFS</th><th>Year One</th><th>Year Two</th><th>Year Three</th><th>Year Four</th><th>Year Five</th><th>Year Six</th></tr>
<tr><td rowspan="15">Use a range of small tools, including scissors, paint brushes and cutlery.

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</td><td colspan="6"><u>Planning</u></td></tr>
<tr><td>Plan by suggesting what to do next.</td><td>Plan by suggesting what to do next.</td><td>Order the main stages of making.</td><td>Order the main stages of making.</td><td>Formulate step-by-step plans as a guide to making.</td><td>Formulate step-by-step plans as a guide to making.</td></tr>
<tr><td>Select from a range of tools and equipment.</td><td>Select from a range of tools and equipment, explaining their choices.</td><td>Select tools and equipment suitable for the task.</td><td>Select tools and equipment suitable for the task.</td><td>Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</td><td>Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</td></tr>
<tr><td>Select from a range of materials and components.</td><td>Select from a range of materials and components according to their characteristics.</td><td>Select materials and components suitable for the task.</td><td>Select materials and components suitable for the task.</td><td>Explain their choice of materials and components according to functional properties and aesthetic qualities.</td><td>Explain their choice of materials and components according to functional properties and aesthetic qualities.</td></tr>
<tr><td colspan="6">Link to science and materials.</td></tr>
<tr><td></td><td></td><td></td><td></td><td>Produce appropriate lists of tools, equipment and materials that they need.</td><td>Produce appropriate lists of tools, equipment and materials that they need.</td></tr>
<tr><td colspan="6"><u>Practical Skills and Techniques</u></td></tr>
<tr><td>With help, Follow procedures for safety and hygiene.</td><td>Follow procedures for safety and hygiene.</td><td>Follow procedures for safety and hygiene.</td><td>Follow procedures for safety and hygiene.</td><td>Confidently follow procedures for safety and hygiene.</td><td>Confidently follow procedures for safety and hygiene.</td></tr>
<tr><td colspan="2">Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components.</td><td colspan="4">Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components.</td></tr>
<tr><td>With help, measure, mark out, cut and shape materials and components.</td><td>Measure, mark out, cut and shape materials and components.</td><td>Measure, mark out, cut and shape materials and components with some accuracy</td><td>Measure, mark out, cut and shape materials and components with some accuracy</td><td>Accurately measure, mark out, cut and shape materials and components.</td><td>Accurately measure, mark out, cut and shape materials and components.</td></tr>
<tr><td colspan="6">Link to maths (measure)</td></tr>
<tr><td>With help, begin to assemble, join and combine materials and components.</td><td>Begin to assemble, join and combine materials and components.</td><td>Assemble, join and combine materials and components with some accuracy</td><td>Assemble, join and combine materials and components with some accuracy</td><td>Accurately assemble, join and combine materials and components.</td><td>Accurately assemble, join and combine materials and components.</td></tr>
<tr><td rowspan="3">Begin to use finishing techniques, including those from art and design.</td><td rowspan="3">Use finishing techniques, including those from art and design.</td><td rowspan="3">Begin to apply a range of finishing techniques, including those from art and design, with some accuracy</td><td rowspan="3">Apply a range of finishing techniques, including those from art and design, with some accuracy</td><td colspan="2">Accurately apply a range of finishing techniques, including those from art and design.</td></tr>
<tr><td colspan="2">Use techniques that involve a number of steps.</td></tr>
<tr><td colspan="2">Demonstrate resourcefulness when tackling practical problems.</td></tr>
<tr><td></td><td colspan="6">Link to art and design</td></tr>
</table>

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Evaluative Activities

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Show sensitivity to their own and to others' needs. Share their creations, explaining the process they have used.	**Own Ideas and Products**					
	Begin to talk about their design ideas and what they are making.	Talk about their design ideas and what they are making.	Begin to refer to their design criteria as they design and make.	Refer to their design criteria as they design and make.	Begin to critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make.	Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make.
	Begin to make simple judgements about their products and ideas against design criteria.	Make simple judgements about their products and ideas against design criteria.	Begin to identify the strengths and areas for development in their ideas and products.	Identify the strengths and areas for development in their ideas and products.	Identify the strengths and areas for development in their ideas and products.	Confidently identify the strengths and areas for development in their ideas and products.
			Begin to use their design criteria to evaluate their completed products.	Use their design criteria to evaluate their completed products.	Begin to evaluate their ideas and products against their original design specification.	Evaluate their ideas and products against their original design specification.
	Begin to suggest how their products could be improved.	Suggest how their products could be improved.	Begin to consider the views of others, including intended users, to improve their work.	Consider the views of others, including intended users, to improve their work.	Consider the views of others, including intended users, to improve their work.	Confidently consider the views of others, including intended users, to improve their work.
	Existing Products					
	Across KS1 pupils should explore: • What products are. • Who products are for. • How products work. • How products are used. • Where products might be used. • What materials products are made from. • What they like and dislike about products.		**Across KS2** pupils should investigate and analyse: • How well products have been designed. • How well products have been made. • Why materials have been chosen. • What methods of construction have been used. • How well products work. • How well products achieve their purposes. • How well products meet user needs and wants.			
			In **early KS2** pupils should also investigate and analyse: • Who designed and made the products. • Where products were designed and made. • When products were designed and made. • Whether products can be recycled or reused.		In **late KS2** pupils should also investigate and analyse: • How much products cost to make. • How innovative products are. • How sustainable the materials in products are. • What impact products have beyond their intended purpose.	
	Key Events and Individuals					
			Begin to know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.		Know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.	

Design and Technology Progression of Knowledge and Vocabulary

Technical Knowledge

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	**Making Products Work**					
	To begin to know about the simple working characteristics of materials and components.	To know about the simple working characteristics of materials and components.	How to use learning from science to help design and make products that work.	How to use learning from science to help design and make products that work.	Confidently know how to use learning from science to help design and make products that work.	Confidently know how to use learning from science to help design and make products that work.
	Link to scisence					
	To being to know about the movement of simple mechanisms such as levers, sliders, wheels and axles.	To know about the movement of simple mechanisms such as levers, sliders, wheels and axles.	How to use learning from mathematics to help design and make products that work.	How to use learning from mathematics to help design and make products that work.	Confidently know how to use learning from mathematics to help design and make products that work.	Confidently know how to use learning from mathematics to help design and make products that work.
	To begin to know how freestanding structures can be made stronger, stiffer and more stable	To know how freestanding structures can be made stronger, stiffer and more stable	That materials have both functional properties and aesthetic qualities.	That materials have both functional properties and aesthetic qualities.	Confidently know that materials have both functional properties and aesthetic qualities.	Confidently know that materials have both functional properties and aesthetic qualities.
	To begin to know that a 3-D textiles product can be assembled from two identical fabric shapes.	To know that a 3-D textiles product can be assembled from two identical fabric shapes.	That materials can be combined and mixed to create more useful characteristics.	That materials can be combined and mixed to create more useful characteristics.	Confidently know that materials can be combined and mixed to create more useful characteristics.	Confidently know that materials can be combined and mixed to create more useful characteristics.
	To begin to know that food ingredients should be combined according to their sensory characteristics.	To know that food ingredients should be combined according to their sensory characteristics.	That mechanical and electrical systems have an input, process and output.	That mechanical and electrical systems have an input, process and output.	Confidently know that mechanical and electrical systems have an input, process and output.	Confidently know that mechanical and electrical systems have an input, process and output.
	To begin to know the correct technical vocabulary for the projects they are undertaking.	To know the correct technical vocabulary for the projects they are undertaking.	The correct technical vocabulary for the projects they are undertaking.	The correct technical vocabulary for the projects they are undertaking.	Confidently know the correct technical vocabulary for the projects they are undertaking.	Confidently know the correct technical vocabulary for the projects they are undertaking.
			Begin to know how mechanical systems such as levers and linkages or pneumatic systems create movement.	Know how mechanical systems such as levers and linkages or pneumatic systems create movement.	Begin to know how mechanical systems such as cams or pulleys or gears create movement.	Know how mechanical systems such as cams or pulleys or gears create movement.
			Begin to know how simple electrical circuits and components can be used to create functional products.	Know how simple electrical circuits and components can be used to create functional products.	Begin to know how more complex electrical circuits and components can be used to create functional products.	Know how more complex electrical circuits and components can be used to create functional products.

Design and Technology Progression of Knowledge and Vocabulary

			Link to science			
			Begin to know how to program a computer to control their products.	Know how to program a computer to control their products.	Begin to know how to program a computer to monitor changes in the environment and control their products.	Know how to program a computer to monitor changes in the environment and control their products.
			Link to computing			
			Begin to know how to make strong, stiff shell structures.	Know how to make strong, stiff shell structures.	Begin to know how to reinforce and strengthen a 3d framework.	Know how to reinforce and strengthen a 3D framework.
					Begin to know that a 3d textiles product can be made from a combination of fabric shapes.	Know that a 3D textiles product can be made from a combination of fabric shapes.
			Begin to know that food ingredients can be fresh, pre-cooked and processed.	Know that food ingredients can be fresh, pre-cooked and processed.	Begin to know that a recipe can be adapted by adding or substituting one or more ingredients.	Know that a recipe can be adapted by adding or substituting one or more ingredients.

Design and Technology Progression of Knowledge and Vocabulary

Food and Nutrition

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Use a range of small tools, including scissors, paint brushes and cutlery. Explore the natural world around them, making observations and drawing pictures of animals and plants.	**Where Food Comes From**					
	Know that all food comes from plants or animals. Know that food has to be farmed, grown elsewhere (e.g. home) or caught.		Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.		Know that seasons may affect the food available. Know how food is processed into ingredients that can be eaten or used in cooking.	
	Food Preparation, Cooking and Nutrition					
	Begin to know how to name and sort foods into the five groups in the eatwell plate.	Know how to name and sort foods into the five groups in The eatwell plate.	Begin to know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell Plate.	Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell Plate.	Begin to know that recipes can be adapted to change the appearance, taste, texture and aroma.	Know that recipes can be adapted to change the appearance, taste, texture and aroma.
	Link to PSHE and science					
	Begin to know that everyone should eat at least five portions of fruit and vegetables every day.	Know that everyone should eat at least five portions of fruit and vegetables every day.	Begin to know that to be active and healthy, food and drink are needed to provide energy for the body.	Know that to be active and healthy, food and drink are needed to provide energy for the body.	Begin to know that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.	Know that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.
	Begin to know how to prepare simple dishes safely and hygienically, without using a heat source.	Know how to prepare simple dishes safely and hygienically, without using a heat source.	Begin to know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.	Begin to know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.	Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.	Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.
	Begin to know how to use techniques such as cutting, peeling and grating.	Know how to use techniques such as cutting, peeling and grating.	Begin to know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.	Begin to know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.	Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.	Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.

Design and Technology Progression of Knowledge and Vocabulary

Progression of Vocabulary for Design, Make and Evaluate (new vocabulary is in green)

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
design	Investigating, planning, design, user, purpose, ideas, product	investigating, planning, design, user, purpose, ideas, design criteria, product, function	Planning, design, user, purpose, design criteria, Investigate, drawing, label, annotated sketch, innovative	design brief, design criteria, innovative, user, purpose, planning, annotated sketch	design decisions, user, purpose, design specification ,design brief, innovative, research design criteria, annotate, authentic	annotated sketch, purpose, user, innovation, research, design brief, design specification, innovative
make	make	make	Prototype, model	prototype	mock-up, prototype	mock-up, prototype
evaluate	evaluate	evaluate	Evaluate, appealing, function, functional	Evaluating, evaluations function, appealing	functionality evaluate	function functional

Progression of Vocabulary for Cooking and Nutrition (new vocabulary is in green)

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
fruit and vegetable names	fruit and vegetable names	fruit and vegetable names	name of products, ingredients	name of products, ingredients	ingredients e.g. spice, herbs, fat, sugar, carbohydrate, protein, vitamins, nutrients,	ingredients, spice, herbs, fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition
name of equipment and utensils (e.g. knife)	name of equipment and utensils (e.g. knife, peeler, juicer, grater, sieve).	name of equipment and utensils (e.g. peeler, knife, juicer, grater, sieve);	names of equipment, utensils,	names of equipment, utensils	utensils	utensils
sensory vocabulary e.g. soft, hard	sensory vocabulary e.g. soft, hard, juicy, crunchy, sweet.	sensory vocabulary e.g. soft, hard, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour.	Sensory vocabulary e.g. texture, taste, sweet, sour, hot, spicy, appearance, smell, greasy, moist, cook, fresh, savoury	Sensory vocabulary e.g. texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury,		
seed skin	skin, seed, flesh, pip, core	flesh, skin, seed, pip, core;	, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested	edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested	dairy, allergy, intolerance, savoury, source, seasonality	dairy, allergy, intolerance, savoury, source, seasonality
cutting	cutting, slicing, peeling, squeezing,	cutting, slicing, peeling, squeezing,	techniques	techniques	combine, fold, blend, stir, pour, mix, crush, whisk.	combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble
Healthy, ingredients	healthy diet, choosing, ingredients	healthy diet, choosing, ingredients	Preference, healthy/varied diet, hygienic	healthy/varied diet, hygienic	nutrition, healthy, varied	healthy, varied

Design and Technology Progression of Knowledge and Vocabulary

Progression of Vocabulary for Mechanisms: Cycle A (new vocabulary is in green)

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
slider, lever	slider, lever, pivot, slot, bridge/guide,		components, fixing, attaching		cam, snail cam, off-centre cam, peg cam, pear shaped cam follower, axle, shaft, crank, handle, housing, framework rotation, rotary motion, oscillating motion, reciprocating motion, exploded diagrams mechanical system, input movement, process, output movement	
card, masking tape, paper fastener	card, masking tape, paper fastener, join		tubing, syringe, plunger, split pin, paper fastener			
up, down	Up, down, pull, push, forwards, backwards		inflate, deflate, pump, seal, air-tight linear, rotary, pneumatic system, input movement, process, output movement, control, compression, pressure, oscillating, reciprocating			
straight	straight, curve,					

Progression of Vocabulary for Mechanisms: Cycle B (new vocabulary is in green)

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
slider, lever	wheel, axle, axle holder, body		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		pulley, rotation, spindle, driver, follower, ratio, axle, motor circuit, switch, circuit diagram, exploded diagrams, mechanical system, electrical system, input, process, output design decisions	
card, masking tape, paper fastener	cutting, joining, shaping, finishing					
up, down	fixed, free, moving mechanism					
straight	names of tools, equipment and materials used					

Progression of Vocabulary for Textiles (new vocabulary is in green)

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Scissors, wool	scissors, needle, thread, wool, names of all fabrics and components used		pins, needles, thread, pinking shears, fastenings, names of textiles		pins, needles, thread, pinking shears, names of textiles and fastenings used, iron transfer	
	template, decorate		Template, pattern pieces		template, pattern pieces	
fold	weave, print, cut, fold		Running stitch, back stitch, prototype seam, seam allowance, reinforce, right side, wrong side, hem		Running stitch, back stitch, prototype seam, seam allowance, blanket stitch, embroidery, hem	
					computer aided design (CAD), computer aided manufacture (CAM) font, lettering, text, graphics, scale, modify, repeat, copy, flip, , reinforce	

Progression of Vocabulary for Structures (new vocabulary is in green)

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Cut, fold	cut, fold, join, fix		joining, assemble, marking out, scoring, shaping, tabs, accuracy, adhesives		join, temporary, permanent, shape	
Top, under	structure, wall, tower, framework, weak, strong, base, top, underneath, side		shell structure, stiff, strong,		frame structure, stiffen, strengthen, reinforce, stability, triangulation	
wood	edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic		vertex, edge, face, length, capacity, material			
circle, triangle, square	circle, triangle, square, rectangle, cuboid, cube, cylinder		three-dimensional (3-D) shape, net, cube, cuboid, prism, width, breadth			
			reduce, reuse, recycle			
			font, lettering, text, graphics			

Design and Technology Progression of Knowledge and Vocabulary

Cognition and learning	Communication and Interaction
Provide visual aids to enable learners to identify designers and inventors and their work. Consider seating and grouping to allow children to concentrate, considering small group learning to ask questions and explore resources.. Break lessons into chunks so that learning is in manageable stages. Pre-teach so that children know the expectation of what is going to happen in the lesson and the outcome they will be expected to produce at the end of the lesson. Provide time for children to look back in their books to make connections to what they already know. Take time to model and demonstrate each element of the process. Showing outcomes from a previous lessons work can be a useful memory aid. Have visual aids in the form of worked examples that the pupils can have to hand when completing independent tasks.	Discuss and display any key vocabulary and the meaning and practise saying the words together. Provide visual word banks that are accessible to the learners (bigger) Refer to vocabulary regularly during lessons and whilst modelling.
Sensory and / or physical needs	**Social, emotional and mental health difficulties**
Supporting learners who struggle with fine motor skills, e.g. using frames and adhesives that hold down the work to surfaces where learners may struggle to hold the work in place, e.g. when cutting. Provide learners with large scale materials to work on and gradually decrease the scale as they acquire greater control. Purchase adapted resources to support the children in their work, e.g. adapted knives that support children to apply pressure. Children practise skills e.g. cutting using play dough. Introduce each piece of equipment, name it, explain what it does and model how it can be used.	Encourage independence of clearing away their equipment. If a child reaches crisis due to escalating stress and/or distress deescalate the situation by distracting from the trigger and talk them down.
Neurodiversity and co-occurrence of need	
Consider seating and grouping to allow children to concentrate, considering small group learning to ask questions and explore resources. Ensure there is a calm environment to help minimise distractions. Break lessons into chunks so that learning is in manageable stages. Take time to model and demonstrate each element of the process.	