



## D&T Medium Term Curriculum Map 2025-2026

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Topic		Textiles and Puppets		Windmills		Mechanisms - Wheels and Axles
	I can	<p>1. I can join fabrics together using different materials</p> <p><b>Vocabulary:</b> design, equipment, glue, hand puppet, safety pin, technique.</p> <p><b>Skill:</b> can join fabric by pinning, stapling or glueing.</p> <p><b>Knowledge:</b> different techniques may be used to join fabrics for different purposes</p> <p>2. I can use a template to create my design</p> <p><b>Vocabulary:</b> decorate, design, fabric, inspiration</p> <p>model, stencil, template.</p> <p><b>Skill:</b> design a puppet using a template and use it to cut your puppet.</p> <p><b>Knowledge:</b> a template will help you cut out two identical shapes to create the puppet.</p> <p>3. I can join 2 fabrics together accurately</p> <p><b>Vocabulary:</b> equipment, fabric, glue, safety pin</p>	<p>1. I can design a windmill</p> <p>2. I can make a stable structure</p> <p>3. I can build a windmill (2 lessons)</p> <p>4. I can evaluate, test and improve my design (2 lessons)</p> <p>NOT BEING TAUGHT</p>	<p>1. I can understand how wheels move</p> <p><b>Vocabulary:</b> axle, axle holder, diagram, mechanism, wheel</p> <p><b>Skill:</b> draw and label a diagram of an axle, wheel and axle holder.</p> <p><b>Knowledge:</b> recall that in order for a wheel to move it must be attached to an axle.</p> <p>2. I can identify what stops wheels from turning</p> <p><b>Vocabulary:</b> axle, axle holder, equipment, mechanism, wheel</p> <p><b>Skill:</b> fix a design so that the wheel can move.</p> <p><b>Knowledge:</b> recall that a wheel needs an axle in order to move.</p> <p>3. I can design a moving vehicle</p> <p><b>Vocabulary:</b> axle, axle holder, chassis, mechanism, wheel</p> <p><b>Skill:</b> label my design using</p>			



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		<p>technique.</p> <p><b>Skill:</b> align two pieces of fabric. then join the fabrics together.</p> <p><b>Knowledge:</b> different techniques may be used to join fabrics for different purposes.</p> <p>4. I can decorate my design using joining methods (2 lessons)</p> <p><b>Vocabulary:</b> decorate, design criteria, equipment, inspiration, model, technique.</p> <p><b>Skill:</b> use suitable ways of <b>joining</b> (glue, pin or staple), materials (wool, fabric, buttons, pins), to decorate my puppet.</p> <p><b>Knowledge:</b></p> <p>5. I can evaluate, test and improve my design</p> <p>Evaluate how functional my vehicle is and whether it meets the Design Criteria.</p> <p>The process of evaluating and improving should happen alongside the making process.</p>		<p>appropriate vocabulary</p> <p><b>Knowledge:</b> recall what makes a wheel and an axle work.</p> <p>4. I can build a moving vehicle (2 lessons)</p> <p><b>Vocabulary:</b> axle, axle holder, chassis, dowel, mechanism, wheel, evaluation</p> <p><b>Skill:</b> make a wheel and axle mechanism.</p> <p><b>Knowledge:</b> recall what makes a wheel and an axle work</p> <p>5. I can evaluate, test and improve my design.</p> <p>Evaluate how functional my vehicle is and whether it meets the Design Criteria.</p> <p>The process of evaluating and improving should happen alongside the making process.</p>
	Skills	<p><u>Technical Knowledge</u></p> <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products.</li> <li>• Select from and use a wide range of tools and equipment to perform practical tasks.</li> </ul>	<p><u>Technical Knowledge</u></p> <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products.</li> <li>• build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>	<p><u>Technical Knowledge</u></p> <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products.</li> <li>• explore and use mechanisms in their product.</li> </ul> <p><u>Design</u></p>



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		<u>Design</u> <ul style="list-style-type: none"><li>design purposeful, functional, appealing products for themselves and other users based on design criteria.</li><li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and technology.</li><li>select from and use a wide range of materials and components, including construction materials, according to their characteristics.</li></ul> <u>Make</u> <ul style="list-style-type: none"><li>select from and use a range of tools and equipment to perform practical tasks.</li></ul> <u>Evaluate</u> <ul style="list-style-type: none"><li>evaluate their ideas and products against design criteria</li></ul>	<u>Design</u> <ul style="list-style-type: none"><li>design purposeful, functional, appealing products for themselves and other users based on design criteria.</li><li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li><li>explore and use mechanisms (e.g. levers, sliders, wheels and axles), in their products.</li></ul> <u>Make</u> <ul style="list-style-type: none"><li>select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).</li><li>select from and use a wide range of materials and components, including construction materials, according to their characteristics.</li></ul> <u>Evaluate</u> <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>	<ul style="list-style-type: none"><li>design purposeful, functional, appealing products for themselves and other users based on design criteria.</li><li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and technology.</li></ul> <u>Make</u> <ul style="list-style-type: none"><li>select from and use a range of tools and equipment to perform practical tasks.</li></ul> <u>Evaluate</u> <ul style="list-style-type: none"><li>evaluate their ideas and products against design criteria</li></ul>	
Key Vocab	<ul style="list-style-type: none"><li>Design criteria</li><li>Equipment</li><li>Glue</li><li>Inspiration</li><li>Method</li><li>Safety pin</li><li>Technique</li><li>Template</li></ul>		<ul style="list-style-type: none"><li>net</li><li>structures</li><li>windmill</li><li>stable</li><li>turbines</li></ul>		<ul style="list-style-type: none"><li>wheels</li><li>movement</li><li>axle</li><li>axle holder</li><li>change/ fix</li><li>balance</li><li>body/chassis</li><li>mechanisms</li><li>dowel</li></ul>



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		<ul style="list-style-type: none"> <li>Decorate</li> </ul>					
	Sticky Knowledge	<ul style="list-style-type: none"> <li>Different fabrics require different materials to join.</li> <li>A template is important to ensure that all pieces are of equal size.</li> <li>The importance of different joining methods.</li> </ul>		<ul style="list-style-type: none"> <li>A windmill is a structure that converts wind power into rotational energy by means of vanes called sails or blade.</li> <li>There are 3 parts of a windmill – supporting structure, turbine or sails and axle.</li> <li>Windmill turbines use wind to turn and make the machine work</li> <li>An axle is a rod or spindle (either fixed or rotating) passing through the centre of a wheel or group of wheels.</li> </ul>		<ul style="list-style-type: none"> <li>Wheels move because they are attached to an axle</li> <li>Wheels are circular discs.</li> <li>Axles moves inside an axle</li> <li>The axle holder is attached to the body of a vehicle.</li> </ul>	
	Expert evidence	Finished product - Hand puppet			Finished product - Moving windmill		Finished product - Moving vehicle
Year 2	Topic		Structures – Chair		Food - Balanced Diet		Mechanisms - moving monster
	I can	<p>1. I can explore the structure and stability of different shapes.</p> <p><b>Vocabulary:</b> design criteria, man-made natural, properties, shape, stable, structure.</p> <p><b>Skill:</b> identify natural and man-made structures.</p> <p><b>Knowledge:</b> shapes and structures with wide, flat bases or legs are the most stable.</p>		<p>1. To recognise foods and their food groups.</p> <p>Vocabulary: carbohydrates, dairy, fruit, oils, proteins, spreads, vegetables.</p> <p>Skills: match foods with the food group they belong to.</p> <p>Knowledge: name the five food groups and explain how much of each food group I should have every day.</p> <p>2. To identify the balance of food groups in a meal.</p>		<p>1. I can understand how objects move.</p> <p><b>Vocabulary:</b> pivot, lever, linkage.</p> <p><b>Skill:</b> identify mechanisms in everyday objects.</p> <p><b>Knowledge:</b> mechanisms are a collection of moving parts that work together in a machine.</p> <p>2. I can explore linkages for movement.</p> <p><b>Vocabulary:</b> linkage, pivot, mechanical,</p>	



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		<p>2. I can understand strength in different shaped structures.</p> <p><b>Vocabulary:</b> stable, stiff, strong, test, weak</p> <p><b>Skill:</b> build a strong and stiff structure by folding paper and testing it.</p> <p><b>Knowledge:</b> there are different ways to fold paper to improve its strength and stiffness.</p> <p>3. I can make a structure from a design.</p> <p><b>Vocabulary:</b> design criteria, model, stable, stiff, strong, structure.</p> <p><b>Skill:</b> create joints and structures from paper, card and tape.</p> <p><b>Knowledge:</b> understand that chairs are structures that need to be strong, stiff and stable.</p> <p>4. I can make a finished structure and evaluate its strength, stiffness and stability. (2 lessons).</p> <p><b>Vocabulary:</b> design criteria, model, stable, stiff, structure, test</p> <p><b>Skill:</b> evaluate my structure according to the design criteria.</p> <p><b>Knowledge:</b> the chair I design needs to be</p>	<p>Vocabulary: balanced, diet, menu.</p> <p>Skills: plan a balanced menu.</p> <p>Knowledge: explain the food groups in a meal.</p> <p>3. I can identify an appropriate piece of equipment to prepare a given food.</p> <p>Vocabulary: chopping board, cut, grate, grater, scissors, snip, spread, table knife.</p> <p>Skill: practise food preparation skills using a range of equipment.</p> <p>Knowledge: justify using a piece of equipment with a type of food.</p> <p>4. To select balanced combinations of ingredients.</p> <p>Vocabulary: combination, design brief, feel, smell, taste.</p> <p>Skill: select foods from specific food groups and describe their taste.</p> <p>Knowledge: explain why I have chosen to put foods together.</p> <p>5. I can design a balanced wrap based on criteria</p>	<p><b>Skill:</b> making several versions of the linkage examples using different widths, lengths and thicknesses of card</p> <p><b>Knowledge:</b> a linkage is a system of levers that are connected by pivots.</p> <p>3. I can explore different design options.</p> <p><b>Vocabulary:</b> design criteria, input, linkage mechanical, output, pivot</p> <p><b>Skill:</b> draw two moving monster designs including the linkage I will use to make my monster move.</p> <p><b>Knowledge:</b> linkages use levers and pivots to create motion</p> <p>4. I can make a moving monster (2 lessons)</p> <p><b>Vocabulary:</b> design criteria, evaluation, linkage, mechanical, pivot.</p> <p><b>Skill:</b> make the features of my monster.</p> <p>Knowledge: materials can be selected according to their characteristics.</p>
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		<p>strong, stiff, stable and support Teddy.</p> <p>5. I can evaluate, test and improve my design.</p> <p>Evaluate how functional my chair is and whether it meets the Design Criteria.</p> <p>The process of evaluating and improving should happen alongside the making process.</p>	<p><b>Vocabulary:</b> design, ingredients.</p> <p><b>Skill:</b> design three different wraps.</p> <p><b>Knowledge:</b> justify the choices I have made.</p> <p>6. I can evaluate a dish based on design criteria.</p> <p><b>Vocabulary:</b> appearance, evaluate, review.</p> <p><b>Skill:</b> select the ingredients for my recipe and identify the equipment needed to prepare different foods.</p> <p><b>Knowledge:</b> decide if I like different wraps and choose my favourite.</p> <p>The process of evaluating and improving should happen alongside the making process.</p>	<p>5. I can evaluate, test and improve my design</p> <p>Evaluate how functional my monster is and whether it meets the Design Criteria.</p> <p>The process of evaluating and improving should happen alongside the making process.</p>
	Skills	<p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> <li>Build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>Generate, develop, model and</li> </ul>	<p><u>Technical Knowledge</u></p> <ul style="list-style-type: none"> <li>understand where food comes from.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>use the basic principles of a healthy and varied diet to prepare dishes.</li> </ul> <p><u>Design</u></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><u>Technical knowledge</u></p> <ul style="list-style-type: none"> <li>Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products</li> </ul> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>Generate, develop, model and communicate their ideas through</li> </ul>



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		<p>communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p><u>Make</u></p> <ul style="list-style-type: none"> <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><u>Evaluate</u></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> <li>Build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul>	<ul style="list-style-type: none"> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul> <p><u>Evaluate</u></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>talking and drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><u>Make</u></p> <ul style="list-style-type: none"> <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><u>Evaluate</u></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>
	Key Vocab	<ul style="list-style-type: none"> <li>Design criteria</li> <li>Man-made</li> <li>Natural</li> <li>Properties</li> <li>Structure</li> <li>Stable</li> <li>Shape</li> </ul>	<ul style="list-style-type: none"> <li>nutritional information</li> <li>5 food groups - fruit and vegetables, starchy carbohydrates, proteins, dairy, oil and spreads</li> <li>slice safely - bridge or claw grip</li> <li>ingredients</li> <li>flavour combinations</li> <li>'hidden sugars'</li> <li>food hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Axle</li> <li>Design Criteria</li> <li>Input</li> <li>Linkage</li> <li>Mechanical</li> <li>Output</li> <li>Pivot</li> <li>Wheel</li> </ul>



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	Sticky Knowledge	<ul style="list-style-type: none"> <li>A structure is unstable if the joints are weak.</li> <li>A structure needs to be stiff and strong to hold a weight.</li> <li>A weak structure can be made stronger by adding supports.</li> <li>I know that shapes and structures with wide, flat bases or legs are the most stable.</li> </ul>		<ul style="list-style-type: none"> <li>Climates enable different fruits and vegetables to grow.</li> <li>Each country has its own climate.</li> <li>Not all fruits and vegetables can be grown in the UK.</li> <li>Imported food would have travelled from far away and has an impact on the environment</li> <li>Vegetables and fruit grow in certain seasons</li> <li>'Seasonal' fruits and vegetables are those that grow in a given season and taste best</li> <li>To avoid cross-contamination you should keep raw meat and fish separate from cooked meats and other food and use separate utensils and kitchen equipment for cooking with raw meat and fish</li> </ul>		<ul style="list-style-type: none"> <li>Mechanisms are a collection of moving parts that work together in a machine.</li> <li>There is always an input and output in a mechanism</li> <li>I can identify mechanisms in everyday objects</li> <li>I understand that a lever is something that turns on a pivot</li> <li>I understand that a linkage is a system of levers that are connected by pivots</li> </ul>	
	Expert evidence		Create a finished product – instrument	Create an end product - Healthy wrap			Create an end product - moving monster
Year 3	Topic		Food - Eating Seasonally		Textiles – Design a bag for Europe		Structures - constructing a castle (Battle of Barnet link)
	I can	<p>1. I can explain why food comes from different places around the world.</p> <p><b>Vocabulary:</b> arid, climate, country, Mediterranean, mountain, polar, temperate, tropical, weather.</p> <p><b>Skill:</b> identify some fruits and vegetables that cannot be grown in the UK.</p>	<p>1. I can learn how to sew cross-stitch and applique.</p> <p><b>Vocabulary:</b> appliqué, cross-stitch, embellish fabric, patch, running stitch, thread</p> <p><b>Skills:</b> use the cross-stitch sewing</p>		<p>1. I can recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure.</p> <p><b>Vocabulary:</b> 2D, 3D, castle, key features, stable, stiff, strong</p> <p><b>Skill:</b> draw the design of a castle using 2D shapes and labelling; the 3D shapes</p>		





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		<p><b>Knowledge:</b> label countries where different fruits and vegetables grow.</p> <p><b>2. I can explain the benefits of seasonal foods.</b></p> <p>Vocabulary: climate, export, import, seasonal, seasons.</p> <p>Skill: match fruits and vegetables with the season in which they grow in the UK.</p> <p>Knowledge: know that importing food has an impact on the environment.</p> <p><b>3. I can develop cutting and peeling skills.</b></p> <p>Vocabulary: cut, grate, peel, snip.</p> <p>Skill: identify equipment used for preparing food..</p> <p>Knowledge: explain why food would or would not need to be prepared.</p> <p><b>4. I can evaluate seasonal ingredients.</b></p> <p>Vocabulary: fruit, ingredients, seasonal, taste, texture, vegetable.</p> <p>Skill: identify current seasonal foods.</p> <p>Knowledge: taste various fruits and</p>	<p>technique.</p> <p><b>Knowledge:</b> understand why we applique.</p> <p>2. I can design a bag and its template.</p> <p><b>Vocabulary:</b> Ancient Egypt, asymmetrical, pharaohs, symmetrical, template, uekh/wesekh unique</p> <p><b>Skills:</b> create a template. to fit design criteria</p> <p><b>Knowledge:</b> understand how to adapt a template to fit design criteria.</p> <p>3. I can assemble fabric parts (to decorate the product).</p> <p><b>Vocabulary:</b> cotton, polyester, running stitch, silk, template</p> <p><b>Skills:</b> cut and shape fabric accurately; use stitches to join fabrics.</p> <p><b>Knowledge:</b> fabrics have different properties depending on the material.</p> <p>4. I can make a bag (2 lessons).</p> <p><b>Vocabulary:</b> appliqué, cross-stitch,</p>	<p>that will create the features.</p> <p><b>Knowledge:</b> It must be strong and stable and made from a mixture of 3D shapes made from nets and packaging.</p> <p>2. I can design a castle.</p> <p><b>Vocabulary:</b> 2D, 3D, castle, shape</p> <p><b>Skill:</b> It must be strong and stable and made from a mixture of 3D shapes made from nets and packaging.</p> <p>Knowledge: draw the design of my castle using 2D shapes and labelling the 3D shapes that will create the features;</p> <p>3. I can construct 3D nets.</p> <p><b>Vocabulary:</b> castle, net, shape, structure</p> <p><b>Skill:</b> can construct a range of 3D geometric shapes using a net by:</p> <p style="padding-left: 40px;">cutting along the bold lines. folding along the dotted lines. keeping the tabs the correct size. making crisply folded edges. constructing the net using glue to make a geometric shape.</p> <p>Knowledge: know that a net is what a 3D</p>
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		<p>vegetables and describe their flavours.</p> <p>5. I can safely follow a recipe when cooking.</p> <p><b>Vocabulary:</b> balanced, ingredients, measure, nutrition, recipe</p> <p><b>Skill:</b> prepare ingredients and follow a recipe safely and sensibly..</p> <p><b>Knowledge:</b> select the right equipment for each preparation technique.</p> <p>6. I can evaluate a dish.</p> <p><b>Vocabulary:</b> appearance, evaluate, taste, texture</p> <p><b>Skill:</b> identify strengths.</p> <p><b>Knowledge:</b> consider taste, texture, appearance and use of seasonal ingredients.</p>	<p>embellish, pinking, running stitch, template</p> <p><b>Skills:</b> follow design criteria; use cross-stitch.; add appliqué.</p> <p><b>Knowledge:</b> fabrics have different properties depending on the material.</p> <p>5. I can evaluate, test and improve my design.</p> <p>Evaluate how functional my bag is and whether it meets the Design Criteria.</p> <p>The process of evaluating and improving should happen alongside the making process.</p>	<p>shape would look like if it were opened out flat.</p> <p>4. I can construct and evaluate my final product (2 lessons)</p> <p><b>Vocabulary:</b> castle, design, net, scoring, structure, tab</p> <p><b>Skill:</b> cut, score and glue nets, as well as secure parts using tape</p> <p><b>Knowledge:</b> my castle should be relatively sturdy with a castle base to secure my structure.</p> <p>5. I can evaluate, test and improve my design</p> <p>Evaluate how functional my castle is and whether it meets the Design Criteria.</p> <p>The process of evaluating and improving should happen alongside the making process.</p>
	Skills	<p><u>Cooking and nutrition</u></p> <ul style="list-style-type: none"> <li>The principles of a healthy and varied diet.</li> <li>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	<ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks.</li> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>Select from and use a range of tools and equipment to perform practical</li> </ul>	<p><u>Technical Knowledge</u></p> <ul style="list-style-type: none"> <li>Pupils should be taught to apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> </ul> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>Pupils should be taught to use research and develop design</li> </ul>



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		<p><u>Make</u></p> <ul style="list-style-type: none"> <li>Pupils should be taught to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> </ul>	tasks	<p>criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>Pupils should be taught to select from and use a range of tools and equipment to perform practical tasks (e.g. 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><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>Pupils should be taught to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul>	
	Key Vocab	<ul style="list-style-type: none"> <li>climate – four seasons</li> <li>sourced</li> <li>conditions</li> <li>fruit skewers</li> <li>seasonal fruits</li> <li>import food</li> <li>environment</li> <li>rainbow foo</li> <li>prepare</li> <li>hygiene</li> <li>nutritious</li> </ul>			<ul style="list-style-type: none"> <li>castles</li> <li>tower</li> <li>turrets</li> <li>battlements</li> <li>moat</li> <li>gatehouse</li> <li>curtain walls</li> <li>drawbridge</li> <li>flag</li> <li>shapes – cylinder and cube</li> <li>net</li> </ul>



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						<ul style="list-style-type: none"> <li>• tab</li> <li>• scoring</li> <li>• strong/stable</li> </ul>	
	Sticky Knowledge	<ul style="list-style-type: none"> <li>• Climates enable different fruits and vegetables to grow.</li> <li>• Each country has its own climate</li> <li>• Not all fruits and vegetables can be grown in the UK</li> <li>• Imported food would have travelled from far away and has an impact on the environment</li> <li>• Vegetables and fruit grow in certain seasons.</li> <li>• 'Seasonal' fruits and vegetables are those that grow in a given season and taste best.</li> <li>• To avoid cross-contamination you should keep raw meat and fish separate from cooked meats and other food and use separate utensils and kitchen equipment for cooking with raw meat and fish</li> </ul>	<ul style="list-style-type: none"> <li>• Appliqué is a piece of material sewn over the top of a larger piece, sometimes just for decoration and sometimes to cover a hole in the underneath material or for decoration.</li> <li>• Cushions are used for a purpose and also for decoration.</li> </ul>			<ul style="list-style-type: none"> <li>• The features of castles are curtain wall, towers, battlements, drawbridge, flag, turrets and moat.</li> <li>• A tower and turrets are made up of the 3D shape – cylinder.</li> <li>• A gatehouse is made up of the 3D shape – cube</li> <li>• The term 'net' is what a 3D shape would look like if it were opened out flat</li> <li>• On a net you cut along the bold lines.</li> <li>• On a net you fold along the dotted lines.</li> <li>• To 'score' is to score the edges with a ruler and scissors or finger nails to create a defined shape.</li> </ul>	
	Expert Evidence		Finished product - a healthy plate of food	Finished product - a cushion fit for purpose		Finished product - a castle	
Year 4	Topic		Cooking - Adapting a recipe		Textiles: Fastening		Mechanical systems - Slingshot car (North American cars)
	I can	1. I can evaluate existing biscuit products.		1. I can identify and evaluate different types of fastenings.  Vocabulary: fabric, fastening, fix		1. I can build a car chassis  Vocabulary: chassis, energy, kinetic, mechanism	



### D&T Medium Term Curriculum Map 2025-2026

	<p><b>Vocabulary:</b> buttery, crunchy, ingredients, target audience, taste, texture.</p> <p><b>Skills:</b> identify the taste and texture of existing biscuits.</p> <p><b>Knowledge:</b> a biscuit is made for a certain target audience.</p> <p>2. I can prepare and bake.</p> <p><b>Vocabulary:</b> combine, cream, hygiene, sieve, sift, wooden spoon.</p> <p><b>Skills:</b> follow a recipe and use a cooking technique.</p> <p><b>Knowledge:</b> simple food safety and hygiene rules are important.</p> <p>3. I can design a biscuit to a given budget.</p> <p><b>Vocabulary:</b> addition, appearance, budget, design, ingredients, multiplication, pounds.</p> <p><b>Skills:</b> create a design for the final product.</p> <p><b>Knowledge:</b> ingredients are selected for a target audience.</p> <p>4. I can make a biscuit that meets a given design brief - "Biscuit bake off" (2 lessons)</p>	<p><b>Skills:</b> identify the benefits of each fastening type.</p> <p><b>Knowledge:</b> know the disadvantages of each fastening type.</p> <p>2. I can design a product to meet design criteria.</p> <p><b>Vocabulary:</b> fabric, fastening, fix.</p> <p><b>Skills:</b> design a product based on a design criteria.</p> <p><b>Knowledge:</b> understand and what is needed as part of a design criteria.</p> <p>3. I can make and test a paper template.</p> <p><b>Vocabulary:</b> fabric, fastening, fix</p> <p><b>Skills:</b> make/test a paper template.</p> <p><b>Knowledge:</b> know that creating a mock-up (prototype) of my design is useful for checking ideas and proportions.</p> <p>4. I can assemble a book jacket (2 lessons)</p> <p><b>Vocabulary:</b> fabric, fastening, fix, needle, needle eye, thread</p> <p><b>Skills:</b> join fabric by sewing.</p> <p><b>Knowledge:</b> know that my product is fit for purpose.</p>	<p><b>Skill:</b> Create a frame for a chassis using joining techniques (glue, masking tape)</p> <p><b>Knowledge:</b> kinetic energy is the energy that something (an object or person) has by being in motion, e.g., the energy that a swing has to keep moving; any object in motion uses kinetic energy.</p> <p>2. I can design a shape that reduces air resistance</p> <p><b>Vocabulary:</b> air resistance, chassis, design, graphics, model, research, structure, template</p> <p><b>Skill:</b> Draw a net to create a structure from.</p> <p><b>Knowledge:</b> understand which shapes increase or decrease the speed of the car as a result of air resistance.</p> <p>3. I can make a model based on a chosen design</p> <p><b>Vocabulary:</b> air resistance, chassis, design, graphics, model, research, structure, template</p> <p><b>Skill:</b> measuring, marking and cutting the panels (nets) against the dimensions of my chassis.</p> <p><b>Knowledge:</b> nets are flat shapes that can be turned into 3D structures and which</p>
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### D&T Medium Term Curriculum Map 2025-2026

		<p><b>Vocabulary:</b> adapt, ingredients, modify, unique, market research</p> <p><b>Skills:</b> follow a recipe; modify the recipe as and when needed</p> <p><b>Knowledge:</b> feedback is essential from my target audience</p> <p>5. I can evaluate, test and improve my design.</p> <p>Evaluate my biscuits and whether they meet the Design Criteria.</p> <p>The process of evaluating and improving should happen alongside the making process.</p>	<p>5. I can evaluate, test and improve my design</p> <p>Evaluate how functional my car is and whether it meets the Design Criteria.</p> <p>The process of evaluating and improving should happen alongside the making process.</p>	<p>include tabs that are secured to the panels of the chassis</p> <p>4. I can assemble and test my completed product (2 lessons)</p> <p><b>Vocabulary:</b> air resistance, chassis, design, graphics, model, research, structure, template</p> <p><b>Skill:</b> assemble the panels of the body to the chassis correctly</p> <p><b>Knowledge:</b> some cars are faster than others as a result of the following:</p> <ul style="list-style-type: none"> <li>• Body shape.</li> <li>• Stored energy in the elastic band.</li> <li>• Accuracy of the angle in the chassis axle.</li> </ul> <p>5. I can evaluate, test and improve my design</p> <p>Evaluate how functional my car is and whether it meets the Design Criteria.</p> <p>The process of evaluating and improving should happen alongside the making process.</p>
	Skills	<p><u>Cooking and nutrition</u></p> <ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet.</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught</li> </ul>	<p><u>Make</u></p> <ul style="list-style-type: none"> <li>• build structures, exploring how they can be made stronger, stiffer or more stable.</li> <li>• select from and use a wider range of materials and components, including construction materials, textiles, according to their functional properties and aesthetic</li> </ul>	<p><u>Design</u></p> <ul style="list-style-type: none"> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul>



### D&T Medium Term Curriculum Map 2025-2026

		<p>and processed</p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>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.</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately.</li> <li>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.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products.</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	<p>qualities.</p> <p><u>Evaluate</u></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><u>Make</u></p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> <li>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.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>Technical knowledge</li> <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> </ul>
	Key Vocab	<ul style="list-style-type: none"> <li>taste</li> <li>ingredients</li> <li>crumble/crack</li> <li>measuring</li> <li>features</li> <li>basic hygiene</li> <li>safety and</li> </ul>	<ul style="list-style-type: none"> <li>fastenings</li> <li>fabric</li> <li>secure, break, strong</li> <li>design criteria</li> <li>aesthetics and practicality</li> </ul>	<ul style="list-style-type: none"> <li>Air resistance</li> <li>Design</li> <li>Structure</li> <li>Graphics</li> <li>Research</li> <li>Model</li> <li>Chassis</li> </ul>



### D&T Medium Term Curriculum Map 2025-2026

			<ul style="list-style-type: none"><li>hygiene</li><li>• prototype</li><li>• modify</li><li>• branding – name and logo, packaging</li><li>• budget</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• book sleeve</li><li>• joined</li><li>•</li><li>• sections of fabric</li><li>• template</li><li>• proportions</li><li>• assemble</li><li>• attach</li><li>• envelope style</li><li>• jacket style</li><li>• sew, stitch</li></ul>	<ul style="list-style-type: none"><li>• Template</li></ul>		
	Sticky Knowledge	<ul style="list-style-type: none"><li>• Evaluating a product is to consider the smell, taste, texture, appearance, packaging and target audience.</li><li>• Food hygiene means washing, counters, tools and hands.</li></ul>	<ul style="list-style-type: none"><li>• The main types of fastenings are zippers, Velcro, press stud, clasp, button and toggle.</li><li>• The main disadvantage of some fastenings is the cost – toggles and zippers can be expensive.</li><li>• A fastening is a device that mechanically joins or affixes two or more objects together.</li><li>• There are two styles of book sleeves: the envelope style and the jacket style.</li></ul>	<ul style="list-style-type: none"><li>• Smaller shapes create less air resistance and can move faster through the air.</li><li>• I can evaluate the speed of my design based on the understanding that some cars are faster than others as a result of:<ul style="list-style-type: none"><li>- Body shape</li><li>- Stored energy in the elastic band</li><li>- Accuracy of the angle in the chassis and axle</li></ul></li></ul>			
	Expert Evidence		Finished product - baked biscuit		Finished product - book jacket		Finished product - a moving car
Year 5	Topic		Mechanical systems: Pop-up books		Food: What could be healthier?		Structure: Bridges
	I can	1. I can design a pop-up book.  <b>Vocabulary:</b> design, design brief, design criteria, input, layers, lever, mechanism, model, motion, output, pivot, slider, spacers, structure, reinforce, research	1. I can understand where food comes from.  <b>Vocabulary:</b> abattoir, beef, farm, ingredients, process		1. I can explore how to reinforce a beam (structure) to improve its strength.  <b>Vocabulary:</b> arch bridge, beam bridge, corrugation, lamination, rigid, stiff, strength, technique		





### D&T Medium Term Curriculum Map 2025-2026

		<p><b>Skill:</b> design a book made up of a front cover and four pages and include a mixture of structures and mechanisms within it.</p> <p><b>Knowledge:</b> an input is the motion used to start a mechanism. An output is the motion that happens as a result of starting the input.</p> <p><b>2. I can follow my design brief to make my pop up book, (2 lessons)</b></p> <p><b>Vocabulary:</b></p> <p><b>Skill:</b> use paper, card and glue to make my book structure.</p> <p><b>Knowledge:</b> structures use the movement of the pages to work and that mechanisms control movement.</p> <p><b>3. I can use layers and spacers to hide mechanisms.</b></p> <p><b>Vocabulary:</b> aesthetic, layers, spacers</p> <p><b>Skill:</b> complete the mechanisms and structures as detailed in my design template.</p> <p><b>Knowledge:</b> by using layers and spacers to hide relevant parts of my mechanisms, I can make my book look neater and more attractive</p> <p><b>4. I can write and illustrate my book (2 lessons)</b></p>	<p><b>Skill:</b> beef, reared, processed, ethical, diet, ingredients, supermarket, farm</p> <p><b>Knowledge:</b> Explain the journey of beef from farm to table. and understand the ethical issues around the way in which cattle should be farmed</p> <p><b>2. I can understand the term 'healthy'.</b></p> <p><b>Vocabulary:</b> beef, reared, processed, ethical, diet, ingredients, supermarket, farm, balanced</p> <p><b>Skill:</b> research and suggest healthy substitutions and additions to a recipe</p> <p><b>Knowledge:</b></p> <p><b>3. I can adapt a traditional recipe.</b></p> <p><b>Vocabulary:</b> adaptation, enhance, ingredients, preference</p> <p><b>Skill:</b> research unique ingredients in different bolognese recipes.</p> <p><b>Knowledge:</b> Changing the ingredients of a simple recipe can enhance it.</p> <p><b>4. I can safely follow a recipe..</b></p> <p><b>Vocabulary:</b> balanced, cross-contamination, ingredients, measure, nutrition, recipe</p> <p><b>Skill:</b> Follow the recipe methods that I wrote last lesson.</p>	<p><b>Skill:</b> identify stronger and weaker structures; find different ways to reinforce structures.</p> <p><b>Knowledge:</b> understand how to reinforce a structure.</p> <p><b>2. I can build a spaghetti truss bridge.</b></p> <p><b>Vocabulary:</b> aesthetics, factors, joint, stability, stiffness, strength, truss bridge</p> <p><b>Skill:</b> use triangles to create truss bridges and test them.</p> <p><b>Knowledge:</b> understand how triangles can be used to reinforce bridges.</p> <p><b>3. I can build a wooden truss bridge (2 lessons).</b></p> <p><b>Vocabulary:</b> assemble, bench hook/vice, hardwood, material properties mark out, sandpaper, softwood, tenon saw/coping saw, truss bridge, wood file/rasp</p> <p><b>Skill:</b> measure and mark out accurately on wood; select appropriate tools and equipment for particular tasks.</p> <p><b>Knowledge:</b> explain why selecting appropriating materials is an important part of the design process.</p> <p><b>4. I can reinforce and evaluate my truss bridge.</b></p>
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### D&T Medium Term Curriculum Map 2025-2026

		<p><b>Vocabulary:</b></p> <p><b>Skill:</b></p> <p><b>Knowledge:</b></p> <p>5. I can evaluate, test and improve my design</p> <p>Evaluate how functional my pop-up book is and whether it meets the Design Criteria..</p> <p>The process of evaluating and improving should happen alongside the making process.</p>	<p>Knowledge: select the right equipment for each preparation technique.</p> <p><b>5. I can evaluate, test and improve my design</b></p> <p>The process of evaluating and improving should happen alongside the making process.</p>	<p><b>Vocabulary:</b> accuracy, evaluate, joints, quality of finish, reinforce, wood sourcing</p> <p><b>Skill:</b> identify points of weakness and reinforce them as necessary following testing.</p> <p><b>Knowledge:</b> understand how to strengthen, stiffen and reinforce my structure.</p> <p>Evaluate how functional my truss bridge is and whether it meets the Design Criteria..</p> <p>The process of evaluating and improving should happen alongside the making process.</p>
	Skills	<p><u>Design</u></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul>	<p><u>Cooking and nutrition</u></p> <ul style="list-style-type: none"> <li>• Understand and apply the principles of a healthy and varied diet.</li> <li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>• Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of</li> </ul>	<p><u>Investigate</u></p> <ul style="list-style-type: none"> <li>• Generate, develop, model and communicate their ideas through discussion and prototypes.</li> </ul> <p><u>Build</u></p> <ul style="list-style-type: none"> <li>• Select from and use a wider range of materials, components and construction materials according to their functional properties and aesthetics.</li> </ul> <p><u>Investigate</u></p> <ul style="list-style-type: none"> <li>• Generate, develop, model and communicate their ideas through</li> </ul>



### D&T Medium Term Curriculum Map 2025-2026

		<p><u>Make</u></p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> <li>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.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products.</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul> <p><u>Technical knowledge</u></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> </ul>	<p>innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <ul style="list-style-type: none"> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products.</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>Understand how key events and individuals in design and technology have helped shape the world.</li> </ul> <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> <li>Apply their understanding of computing to program, monitor and control their products.</li> </ul>	<p>discussion and prototypes.</p> <p><u>Build</u></p> <ul style="list-style-type: none"> <li>Select from and use a wider range of materials, components and construction materials according to their functional properties and aesthetics.</li> </ul> <p><u>Evaluate</u></p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p><u>Evaluate</u></p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>
	Key Vocab	<ul style="list-style-type: none"> <li>Beam bridge</li> <li>Arch bridge</li> <li>Truss bridge</li> <li>Strength</li> <li>Technique</li> </ul>	<ul style="list-style-type: none"> <li>reared</li> <li>processed</li> <li>ethical issues</li> <li>cattle welfare</li> <li>from farm to</li> </ul>	<ul style="list-style-type: none"> <li>Design</li> <li>Input</li> <li>Motion</li> <li>Mechanism</li> <li>Criteria</li> </ul>



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			<ul style="list-style-type: none"><li>• Corrugation</li><li>• Lamination</li><li>• Stiff</li><li>• Rigid</li></ul>	<ul style="list-style-type: none"><li>• fork</li><li>• sensory characteristics</li><li>• nutritional information</li><li>• contamination</li><li>• packaging</li></ul>	<ul style="list-style-type: none"><li>• Research</li><li>• Reinforce</li><li>• Model</li></ul>		
	Sticky Knowledge	<ul style="list-style-type: none"><li>• I can remember that an:<ul style="list-style-type: none"><li>◦ input is the motion used to start a mechanism</li><li>◦ output is the motion that happens as a result of starting the input</li></ul></li><li>• Structures use the movement of the pages to work.</li><li>• Mechanisms control movement</li></ul>	<ul style="list-style-type: none"><li>• Beef is the name of meat from cattle.</li><li>• It is important to have a balanced diet.</li><li>• The nutritional value of a recipe alters if you remove, substitute or add additional ingredients.</li><li>• Meat should be cooked properly and that beef will go from red to a brown colour when cooked and should be hot all the way through not just on the outside.</li></ul>	<ul style="list-style-type: none"><li>• A beam bridge does not have extra support.</li><li>• An arch bridge has a curved support below the bridge.</li><li>• A truss bridge has supports above the bridge.</li><li>• To make a bridge stronger, more support is needed.</li></ul>			
	Expert Evidence		Finished product: pop-up book		Finished product - healthy plate of food		Finished product - a bridge which can hold a weight
Year 6	Topic		Food: Come Dine With Me		Textiles		Structure
	I can	<p>1. I can explain the use of complementary flavours.</p> <p><b>Vocabulary:</b> balance, bitter, complement, enhance, pairing, salty, sour, sweet, umami</p> <p><b>Skill:</b> identify the five basic tastes; match complementary flavours.</p>	<p>1. I can design an accessory for carry...to a set of design criteria.</p> <p><b>Vocabulary:</b> annotate, decorate, design criteria, fabric, properties, target audience, target customer, waistcoat, waterproof</p> <p><b>Skill:</b> design a product to a set of design criteria.</p>	<p>1. I can design a playground with a variety of structures.</p> <p>2. I can build a range of structures (2 lessons)</p> <p>3. I can improve and add detail to structures.</p>			



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		<p><b>Knowledge:</b> explain why certain flavours work well together.</p> <p>2. I can research and design a three-course meal.</p> <p><b>Vocabulary:</b> equipment, flavour, ingredients, method, research, recipe</p> <p><b>Skill:</b> research a recipe; list the ingredients I need for my chosen recipe..</p> <p><b>Knowledge:</b> understand that not all courses complement one another.</p> <p>3. I can identify and use preparation techniques needed for a recipe</p> <p><b>Vocabulary:</b> balance, complement, enhance, pairing, preparation</p> <p><b>Skill:</b> identify and use preparation techniques needed for a recipe.</p> <p><b>Knowledge:</b> explain the combinations of ingredients in a recipe.</p> <p>4. I can apply culinary skills and knowledge safely and sensibly (Kapow Lessons 4, 5 and 6).</p> <p><b>Vocabulary:</b> farm to fork, flavour, ingredients, method, preparation, recipe, storyboard</p>	<p><b>Knowledge:</b> explain that there are different ways of joining and fastening fabrics which are useful for different purposes.</p> <p>2. I can mark and cut fabric according to a design.</p> <p><b>Vocabulary:</b> adapt, fabric, fastening, shape, template</p> <p><b>Skill:</b> accurately mark/cut out the outline of the panels for my pencil case.</p> <p><b>Knowledge:</b> explain the differences between my design and the template.</p> <p>3. I can assemble my pencil case (2 lessons)</p> <p><b>Vocabulary:</b> fabric knot running-stitch seam sew thread</p> <p><b>Skill:</b> sew a small, neat, strong running stitch that follows the edge. tying strong knots to secure the thread in place.</p> <p><b>Knowledge:</b></p>	<p>4. I can create a surrounding landscape (2 lessons)</p>
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### D&T Medium Term Curriculum Map 2025-2026

		<p><b>Skill:</b> prepare ingredients and follow a recipe safely and sensibly.</p> <p><b>Knowledge:</b> describe the farm to fork process for a given ingredient using a storyboard.</p> <p><b>5. I can evaluate, test and improve my design/recipe.</b></p> <p>The process of evaluating and improving should happen alongside the making process.</p>	<p>4. I can decorate my waistcoat</p> <p>5. I can evaluate, test and improve my design</p>	
	Skills	<p><u>Cooking and nutrition</u></p> <ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet.</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>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.</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul>	<p><u>Design</u></p> <ul style="list-style-type: none"> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, patterns pieces and computer aided design.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>Evaluate their ideas and products against their own design criteria and consider the views of others.</li> </ul>	<p><u>Design</u></p> <ul style="list-style-type: none"> <li>Use research to develop and inform the design of innovative, functional and appealing products that are fit for purpose and aimed at particular groups.</li> <li>Generate, develop, model and communicate ideas through discussion and annotated sketches.</li> <li>Investigate and analyse a range of existing products.</li> <li>Inform the design of innovative, functional and appealing products, aimed at particular individuals or groups.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>Select from and use a wide range of tools and equipment to perform practical tasks.</li> <li>Select from and use a wider range of materials and components including construction materials, according to their functional properties and aesthetic qualities.</li> </ul>



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		<p><u>Make</u></p> <ul style="list-style-type: none"><li>• Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately.</li><li>• 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.</li></ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"><li>• Investigate and analyse a range of existing products.</li><li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li></ul> <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"><li>• Understand how key events and individuals in design and technology have helped shape the world.</li></ul>			<p><u>Evaluate</u></p> <ul style="list-style-type: none"><li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li></ul> <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"><li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li></ul>
Key Vocab	<ul style="list-style-type: none"><li>• ingredients</li><li>• storyboard</li><li>• cookbook</li><li>• interpreting recipes</li><li>• farm to fork</li><li>• units of measurements</li><li>• grown/reared</li><li>• farmed/caught</li><li>• processed</li></ul>		<ul style="list-style-type: none"><li>• Annotate</li><li>• Decorate</li><li>• Design criteria</li><li>• Fabric</li><li>• Target customer</li><li>• Waistcoat</li><li>• Waterproof</li></ul>		<ul style="list-style-type: none"><li>• structures and equipment</li><li>• apparatus</li><li>• footprint</li><li>• reinforcement</li><li>• materials</li><li>• landscape</li><li>• strengthen structures</li><li>• sketch</li><li>• test and modify</li><li>• cladding</li><li>• cut/shape/join</li></ul>



### D&T Medium Term Curriculum Map 2025-2026

<del>Box Curriculum Term Curriculum Map 2023-2024</del>							
	Sticky Knowledge	<ul style="list-style-type: none"><li>• Not all courses complement one another.</li><li>• The process of 'Farm to Fork' means that the food on the table is sourced directly from a specific farm without having to go through a distributor or a store.</li><li>• Fruit and vegetables need to be washed.</li><li>• The seeds in a pepper need to be removed before cooking and eating.</li><li>• To avoid cross-contamination you should keep raw meat and fish separate from cooked meats and other food.</li><li>• To avoid cross-contamination you should use separate utensils and kitchen equipment for cooking with raw meat and fish.</li><li>• You always wash your hands and wipe surfaces with bacterial spray after and preparing raw meat</li></ul>		<ul style="list-style-type: none"><li>• A product should be designed with a purpose in mind.</li><li>• A template should be used to ensure accurate dimensions.</li><li>• A needle and thread can be used to fasten and attach objects.</li></ul>		<ul style="list-style-type: none"><li>• There are different types of structures used in playground apparatus.</li><li>• Structures can be strengthened by manipulating materials and shapes/</li><li>• A footprint plan shows exactly where everything will go in their playground</li></ul>	
	Expert Evidence		Finished product: create a 3 course meal		Finished product - a waistcoat		Finished product - children's playground