

## DT teaching sequences Nursery:

Autumn		Spring		Summer	
<b>Understanding the World</b>					
<p><b><u>All About Me</u></b> <b>Creating their own faces</b></p>	<p><b><u>Journeys</u></b> <b>Making Vehicles in construction area or creative area</b></p>	<p><b><u>Dinosaurs</u></b> <b>Dinosaur Puppets/box models</b> <b>Flying Dinosaurs</b></p>	<p><b><u>Growing and changing</u></b> <b>Creating flowers from different materials.</b></p>	<p><b><u>Animals and their Babies</u></b> <b>Design and make a farm animal mask.</b></p>	<p><b><u>Heroes and Adventurers</u></b> <b>Junk model space ships</b> <b>Junk Model vehicles for heroes</b></p>
<p><b>Learning Process</b></p> <ul style="list-style-type: none"> <li>Children learn to manipulate and play with different materials.</li> <li>Children learn to use their imagination as they consider what they can do with different materials.</li> <li>Children learn to explore a range of different materials in order to develop their ideas about how to use them and what to make.</li> <li>Children learn now to join different materials and explore different textures.</li> <li>Children to learn to use scissors accurately to cut different materials.</li> </ul>	<p><b>Learning Process</b></p> <ul style="list-style-type: none"> <li>Children learn to make simple models which express their ideas.</li> <li>Children learn to develop their ideas and decide which materials to use to express them.</li> <li>Children learn to explore a range of different materials in order to develop their ideas about how to use them and what to make.</li> <li>Children learn now to join different materials and explore different textures.</li> </ul>	<p><b>Learning Process</b></p> <ul style="list-style-type: none"> <li>Children learn to explore different materials freely, develop their own idea about how to use them and what to make.</li> <li>Children learn now to join different materials and explore different textures.</li> <li>Children to learn to use scissors accurately to cut different materials.</li> <li>Children learn to manipulate and play with different materials.</li> </ul>	<p><b>Learning Process</b></p> <ul style="list-style-type: none"> <li>Children learn to use their imagination as they consider what they can do with different materials.</li> <li>Children learn to explore different materials freely, develop their own idea about how to use them and what to make.</li> <li>Children learn to manipulate and play with different materials.</li> </ul>	<p><b>Learning Process</b></p> <ul style="list-style-type: none"> <li>Children learn to use their imagination as they consider what they can do with different materials.</li> <li>Children learn how to use scissors accurately to cut different materials.</li> <li>Children learn to explore a range of different materials in order to develop their ideas about how to use them and what to make.</li> </ul>	<p><b>Learning Process</b></p> <ul style="list-style-type: none"> <li>Children learn to make simple models which express their ideas.</li> <li>Children learn now to join different materials and explore different textures.</li> <li>Children to learn to use scissors accurately to cut different materials.</li> </ul>

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<p><b>In continuous provision</b> Making family/people from play dough Building houses/buildings in the construction area. Making Autumn pictures using materials and glue, cutting skills.</p>	<p><b>In continuous provision</b> Making vehicles on creative table or small world and construction. Making boats and testing them in water tray. Tissue paper to create stained glass windows. (local church)</p>	<p><b>In continuous provision</b> Creating dinosaurs in junk modelling. Making dinosaurs and dinosaur landscapes on the playdough table. Create fossils using salt dough.</p>	<p><b>In continuous provision</b> Creating a beanstalk in funky fingers. Creative table investigating joining, cutting. Chopping and tasting a range of fruits and vegetables. Creating butterflies on creative table.</p>	<p><b>In continuous provision</b> Junk Modelling animals Creating animals and their babies on the play dough table. Create a 3D woodland using various materials.</p>	<p><b>In continuous provision</b> Create a parachute Creating space stations/rockets with large bricks and crates outside. Small world/construction creating sled to travel across the ice/ boats to travel across the water. Building mountains obstacle course. Creating vehicles for local heroes.</p>
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<p>Making family/people from play dough Building houses/buildings in the construction area. Making Autumn pictures using materials and glue, cutting skills.</p>	<p>Making vehicles on creative table or small world and construction. Making boats and testing them in water tray. Tissue paper to create stained glass windows. (local church)</p>	<p>Creating rockets in construction. Outdoor building rockets/space stations with large bricks and crates.</p>	<p>Creating a beanstalk in funky fingers. Creative table investigating joining, cutting. Designing/making gardens using the flowers in playdough table.</p>	<p>Creating castles in small world and construction areas. Making crowns on the creative table.</p>	<p>Creating dragons using junk modelling. Creating knights in the playdough Creating spiders using plates and split pins.</p>
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## DT teaching sequences Y1:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Food</b> Fruits and Vegetables	<b>Mechanisms</b> Making a moving story book	<b>Structures</b> Constructing a windmill	<b>Textiles</b> Puppets	<b>Mechanisms</b> Wheels and Axels	<b>Consolidation</b>
<b>Key Concepts:</b> User Purpose, Functionality, Design Decisions, Innovation and Authenticity.					
<p><b>Teaching sequence:</b></p> <ul style="list-style-type: none"> <li>• Understanding the difference between fruits and vegetables</li> <li>• To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber)</li> <li>• To know that a blender is a machine which mixes ingredients together into a smooth liquid</li> <li>• To know that a fruit has seeds and a vegetable does not</li> <li>• To know that fruits grow on trees or vines</li> <li>• To know that vegetables can grow either above or below ground</li> <li>• To know that vegetables can come from different parts of the plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber)</li> </ul>	<p><b>Teaching sequence:</b></p> <ul style="list-style-type: none"> <li>• To know that a mechanism is the parts of an object that move together</li> <li>• To know that a slider mechanism moves an object from side to side</li> <li>• To know that a slider mechanism has a slider, slots, guides and an object</li> <li>• To know that bridges and guides are bits of card that purposefully restrict the movement of the slider.</li> <li>• To know that in Design and technology we call a plan a 'design'</li> </ul>	<p><b>Teaching sequence:</b></p> <ul style="list-style-type: none"> <li>• To understand that the shape of materials can be changed to improve the strength and stiffness of structures</li> <li>• To understand that cylinders are a strong type of structure (e.g. the main shape used for windmills and lighthouses)</li> <li>• To understand that axles are used in structures and mechanisms to make parts turn in a circle</li> <li>• To begin to understand that different structures are used for different purposes</li> <li>• To know that a structure is something that has been made and put together</li> <li>• To know that a client is the person I am designing for</li> <li>• To know that design criteria is a list of points to ensure the product meets the clients needs and wants</li> </ul>	<p>Teaching Sequence:</p> <ul style="list-style-type: none"> <li>• To know that 'joining technique' means connecting two pieces of material together</li> <li>• To know that there are various temporary methods of joining fabric by using staples, glue or pins</li> <li>• To understand that different techniques for joining materials can be used for different purposes</li> <li>• To understand that a template (or fabric pattern) is used to cut out the same shape multiple times</li> <li>• To know that drawing a design idea is useful to see how an idea will look.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that wheels need to be round to rotate and move</li> <li>• To understand that for a wheel to move it must be attached to a rotating axle</li> <li>• To know that an axle moves within an axle holder which is fixed to the vehicle or toy</li> <li>• To know that the frame of a vehicle (chassis) needs to be balanced</li> <li>• To know some real-life items that use wheels such as wheelbarrows, hamster wheels and vehicles</li> </ul>	<p>Opportunity for children to share and talk about previous learning.</p> <p>Children to evaluate what they have learnt throughout the year.</p> <p>Recap main parts of a DT project. (design, make, evaluate)</p>

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		<ul style="list-style-type: none"> <li>• To know that a windmill harnesses the power of wind for a purpose like grinding grain, pumping water or generating electricity</li> <li>• To know that windmill turbines use wind to turn and make the machines inside work</li> <li>• To know that a windmill is a structure with sails that are moved by the wind</li> <li>• To know the three main parts of a windmill are the turbine, axle and structure</li> </ul>			
<p><b>Skills</b> Design</p> <ul style="list-style-type: none"> <li>• Designing smoothie carton packaging by-hand or on ICT software</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Chopping fruit and vegetables safely to make a smoothie</li> <li>• Identifying if a food is a fruit or a vegetable</li> <li>• Learning where and how fruits and vegetables grow</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Tasting and evaluating different food combinations</li> <li>• Describing appearance, smell and taste</li> </ul>	<p><b>Skills</b> Design</p> <ul style="list-style-type: none"> <li>• Explaining how to adapt mechanisms, using bridges or guides to control the movement</li> <li>• Designing a moving story book for a given audience</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Following a design to create moving models that use levers and sliders</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it</li> </ul>	<p><b>Skills</b> Design</p> <ul style="list-style-type: none"> <li>• Learning the importance of a clear design criteria</li> <li>• Including individual preferences and requirements in a design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Making stable structures from card, tape and glue</li> <li>• Learning how to turn 2D nets into 3D structures</li> <li>• Following instructions to cut and assemble the supporting structure of a windmill</li> <li>• Making functioning turbines and axles which are assembled into a main supporting structure</li> </ul>	<p><b>Skills</b> Design</p> <ul style="list-style-type: none"> <li>• Using a template to create a design for a puppet</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Cutting fabric neatly with scissors</li> <li>• Using joining methods to decorate a puppet</li> <li>• Sequencing steps for construction</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Reviewing the success of a product by testing it with its intended audience</li> </ul>	<p><b>Skills</b> Design</p> <ul style="list-style-type: none"> <li>• Designing a vehicle that includes wheels, axles and axle holders, which will allow the wheels to move</li> <li>• Creating clearly labelled drawings which illustrate movement</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Adapting mechanisms</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Testing mechanisms, identifying what stops wheels from turning, knowing that a wheel</li> </ul>	

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<ul style="list-style-type: none"> <li>• Suggesting information to be included on packaging</li> </ul>	<p>can be fixed</p> <ul style="list-style-type: none"> <li>• Reviewing the success of a product by testing it with its intended audience</li> </ul>	<p>Evaluate</p> <ul style="list-style-type: none"> <li>• Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed</li> </ul>		<p>needs an axle in order to move</p>	
<p>Key Vocabulary</p> <ul style="list-style-type: none"> <li>• Blender</li> <li>• Carton</li> <li>• Fruit</li> <li>• Healthy</li> <li>• Ingredients</li> <li>• Peel</li> <li>• Peeler</li> <li>• Recipe</li> <li>• Slice</li> <li>• Smoothie</li> <li>• Stencil</li> <li>• Template</li> <li>• Vegetable</li> </ul>	<p>Key Vocabulary</p> <p>Assemble</p> <ul style="list-style-type: none"> <li>• Design</li> <li>• Evaluation</li> <li>• Mechanism</li> <li>• Model</li> <li>• Sliders</li> <li>• Stencil</li> <li>• Target audience</li> <li>• Template</li> <li>• Test</li> </ul>	<p>Key Vocabulary</p> <p>Client</p> <ul style="list-style-type: none"> <li>• Design</li> <li>• Evaluation</li> <li>• Net</li> <li>• Stable</li> <li>• Strong</li> <li>• Test</li> <li>• Weak</li> <li>• Windmill</li> </ul>	<p>Key Vocabulary</p> <p>Decorate</p> <ul style="list-style-type: none"> <li>• Design</li> <li>• Fabric</li> <li>• Glue</li> <li>• Model</li> <li>• Hand puppet</li> <li>• Safety pin</li> <li>• Staple</li> <li>• Stencil</li> <li>• Template</li> </ul>	<p>Key Vocabulary</p> <p>Axle</p> <ul style="list-style-type: none"> <li>• Axle holder</li> <li>• Chassis</li> <li>• Design</li> <li>• Evaluation</li> <li>• Fix</li> <li>• Mechanic</li> <li>• Mechanism</li> <li>• Model</li> <li>• Test</li> <li>• Wheel</li> </ul>	

## DT teaching sequences Y2:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Mechanisms</b> Fairground Wheel</p>	<p><b>Food</b> A balanced diet</p>	<p><b>Mechanisms</b> Making a moving monster</p>	<p><b>Structures</b> Baby bear's chair</p>	<p><b>Textiles</b> Pouches</p>	<p><b>Consolidation</b></p>
<p><b>Key Concepts:</b> User Purpose, Functionality, Design Decisions, Innovation and Authenticity.</p>					
<p><b>Teaching Sequence</b> To know what a Ferris Wheel is.  <ul style="list-style-type: none"> <li>To know that different materials have different properties and are therefore suitable for different uses</li> <li>To know the features of a ferris wheel include the wheel, frame, pods, a base an axle and an axle holder</li> <li>To know that it is important to test my design as I go along so that I can solve any problems that may occur</li> </ul> </p>	<p><b>Teaching Sequence</b>  <ul style="list-style-type: none"> <li>To know that 'diet' means the food and drink that a person or animal usually eats</li> <li>To understand what makes a balanced diet</li> <li>To know where to find the nutritional information on packaging</li> <li>To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar</li> <li>To understand that I should eat a range of different foods from each food group, and roughly how much of each food group</li> <li>To know that nutrients are substances in food that all living things need to make energy, grow and develop</li> <li>To know that 'ingredients' means the items in a mixture or recipe</li> </ul> </p>	<p><b>Teaching Sequence</b>  <ul style="list-style-type: none"> <li>To know that mechanisms are a collection of moving parts that work together as a machine to produce movement</li> <li>To know that there is always an input and output in a mechanism</li> <li>To know that an input is the energy that is used to start something working</li> <li>To know that an output is the movement that happens as a result of the input</li> <li>To know that a lever is something that turns on a pivot</li> <li>To know that a linkage mechanism is made up of a series of levers</li> <li>To know some real-life objects that contain mechanisms</li> </ul> </p>	<p><b>Teaching Sequence</b>  <ul style="list-style-type: none"> <li>To know that shapes and structures with wide, flat bases or legs are the most stable</li> <li>To understand that the shape of a structure affects its strength</li> <li>To know that materials can be manipulated to improve strength and stiffness</li> <li>To know that a structure is something which has been formed or made from parts</li> <li>To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move</li> <li>To know that a 'strong' structure is one which does not break easily</li> <li>To know that a 'stiff' structure or material is one which does not bend easily</li> <li>To know that natural structures are those found in nature</li> </ul> </p>	<p><b>Teaching Sequence</b>  <ul style="list-style-type: none"> <li>To know that sewing is a method of joining fabric</li> <li>To know that different stitches can be used when sewing</li> <li>To understand the importance of tying a knot after sewing the final stitch</li> <li>To know that a thimble can be used to protect my fingers when sewing</li> </ul> </p>	<p>Opportunity for children to share and talk about previous learning.</p> <p>Evaluate their learning from DT throughout the year.</p> <p>Recap main parts of a DT project. (design, make, evaluate)</p>



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	<ul style="list-style-type: none"> <li>To know that I should only have a maximum of five teaspoons of sugar a day to stay healthy</li> <li>To know that many food and drinks we do not expect to contain sugar do; we call these 'hidden sugar'</li> </ul>		<ul style="list-style-type: none"> <li>To know that man-made structures are those made by people</li> </ul>		
<p><b>Skills</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>Selecting a suitable linkage system to produce the desired motions</li> <li>Designing a wheel</li> </ul> <p>Selecting appropriate materials based on their properties</p> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Selecting materials according to their characteristics</li> <li>Following a design brief</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Evaluating different designs</li> <li>Testing and adapting a design</li> </ul>	<p><b>Skills</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>Designing a healthy wrap based on a food combination which work well together</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Slicing food safely using the bridge or claw grip</li> <li>Constructing a wrap that meets a design brief</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Describing the taste, texture and smell of fruit and vegetables</li> <li>Taste testing food combinations and final products</li> <li>Describing the information that should be included on a label</li> <li>Evaluating which grip was most effective</li> </ul>	<p><b>Skills</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>Creating a class design criteria for a moving monster</li> <li>Designing a moving monster for a specific audience in accordance with a design criteria</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Making linkages using card for levers and split pins for pivots</li> <li>Experimenting with linkages adjusting the widths, lengths and thicknesses of card used</li> <li>Cutting and assembling components neatly</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Evaluating own designs against design criteria</li> <li>Using peer feedback to modify a final design</li> </ul>	<p><b>Skills</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>Generating and communicating ideas using sketching and modelling</li> <li>Learning about different types of structures, found in the natural world and in everyday objects</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Making a structure according to design criteria</li> <li>Creating joints and structures from paper/card and tape</li> <li>Building a strong and stiff structure by folding paper</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Exploring the features of structures</li> <li>Comparing the stability of different shapes</li> <li>Testing the strength of own structures</li> <li>Identifying the weakest part of a structure</li> <li>Evaluating the strength, stiffness and stability of own</li> </ul>	<p><b>Skills</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>Designing a pouch</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Selecting and cutting fabrics for sewing</li> <li>Decorating a pouch using fabric glue or running stitch</li> <li>Threading a needle</li> <li>Sewing running stitch, with evenly spaced, neat, even stitches to join fabric</li> <li>Neatly pinning and cutting fabric using a template</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Troubleshooting scenarios posed by teacher</li> <li>Evaluating the quality of the stitching on others' work</li> <li>Discussing as a class, the success of their stitching against the success criteria</li> <li>Identifying aspects of their peers' work that they particularly like and why</li> </ul>	

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			structure		
<p>Key Vocabulary</p> <ul style="list-style-type: none"> <li>● Axle</li> <li>● Decorate</li> <li>● Evaluation</li> <li>● Ferris wheel</li> <li>● Mechanism</li> <li>● Stable</li> <li>● Strong</li> <li>● Test</li> <li>● Waterproof</li> <li>● Weak</li> </ul>	<p>Key Vocabulary</p> <p>Alternative</p> <ul style="list-style-type: none"> <li>● Diet</li> <li>● Balanced diet</li> <li>● Evaluation</li> <li>● Expensive</li> <li>● Healthy</li> <li>● Ingredients</li> <li>● Nutrients</li> <li>● Packaging</li> <li>● Refrigerator</li> <li>● Sugar</li> <li>● Substitute</li> </ul>	<p>Key Vocabulary</p> <ul style="list-style-type: none"> <li>● Evaluation</li> <li>● Input</li> <li>● Lever</li> <li>● Linear motion</li> <li>● Linkage</li> <li>● Mechanical</li> <li>● Mechanism</li> <li>● Motion</li> <li>● Oscillating motion</li> <li>● Output</li> <li>● Pivot</li> <li>● Reciprocating motion</li> <li>● Rotary motion</li> <li>● Survey</li> </ul>	<p>Key Vocabulary</p> <p>Function</p> <ul style="list-style-type: none"> <li>● Man-made</li> <li>● Mould</li> <li>● Natural</li> <li>● Stable</li> <li>● Stiff</li> <li>● Strong</li> <li>● Structure</li> <li>● Test</li> <li>● Weak</li> </ul>	<p>Key Vocabulary</p> <p>Accurate</p> <ul style="list-style-type: none"> <li>● Fabric</li> <li>● Knot</li> <li>● Pouch</li> <li>● Running-stitch</li> <li>● Sew</li> <li>● Shape</li> <li>● Stencil</li> <li>● Template</li> <li>● Thimble</li> </ul>	

## DT teaching sequence Cycle A Y3/4:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Mechanical Systems</b></p> <p>Pneumatic toys</p>	<p><b>Food</b></p> <p>Eating seasonally</p>	<p><b>Structures</b></p> <p>Constructing a castle</p>	<p><b>Textiles</b></p> <p>Cushions</p>	<p><b>Electrical Systems</b></p> <p>Electric Poster</p>	<p><b>Digital World</b></p> <p>Electronic charm</p>
<p><b>Key Concepts:</b> User Purpose, Functionality, Design Decisions, Innovation and Authenticity.</p>					
<p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>• To understand how pneumatic systems work</li> <li>• To understand that pneumatic systems can be used as part of a mechanism</li> <li>• To know that pneumatic systems operate by drawing in, releasing and compressing air</li> <li>• To understand how sketches, drawings and diagrams can be used to communicate design ideas</li> <li>• To know that exploded-diagrams are used to show how different parts of a product fit together</li> <li>• To know that thumbnail sketches are small drawings to get ideas down on paper quickly</li> </ul>	<p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>• To know that not all fruits and vegetables can be grown in the UK</li> <li>• To know that climate affects food growth</li> <li>• To know that vegetables and fruit grow in certain seasons</li> <li>• To know that cooking instructions are known as a 'recipe'</li> <li>• To know that imported food is food which has been brought into the country</li> <li>• To know that exported food is food which has been sent to another country.</li> <li>• To understand that imported foods travel from far away and this can negatively impact the environment</li> <li>• To know that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre</li> </ul>	<p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>• To understand that wide and flat based objects are more stable</li> <li>• To understand the importance of strength and stiffness in structures</li> <li>• To know the following features of a castle: flags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse - and their purpose</li> <li>• To know that a façade is the front of a structure</li> <li>• To understand that a castle needed to be strong and stable to withstand enemy attack</li> <li>• To know that a paper net is a flat 2D shape that can become a 3D shape once assembled</li> <li>• To know that a design specification is a list of success criteria for a product</li> </ul>	<p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>• To know that applique is a way of mending or decorating a textile by applying smaller pieces of fabric</li> <li>• To know that when two edges of fabric have been joined together it is called a seam</li> <li>• To know that it is important to leave space on the fabric for the seam</li> <li>• To understand that some products are turned inside out after sewing so the stitching is hidden</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that an electrical system is a group of parts (components) that work together to transport electricity around a circuit</li> <li>• To understand common features of an electric product (switch, battery or plug, dials, buttons etc.)</li> <li>• To list examples of common electric products (kettle, remote control etc.)</li> <li>• To understand that an electric product uses an electrical system to work (function)</li> <li>• To know the name and appearance of a bulb, battery, battery holder and crocodile wire to build simple circuits</li> <li>• To understand the importance and purpose of information design</li> <li>• To understand how material choices (such as mounting paper to corrugated</li> </ul>	<p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>• To understand that in programming a 'loop' is code that repeats something again and again until stopped</li> <li>• To know that a Microbit is a pocket-sized, codeable computer</li> <li>• Writing a program to control (button press) and/or monitor (sense light) that will initiate a flashing LED algorithm</li> <li>• To know what the 'Digital Revolution' is and features of some of the products that have evolved as a result</li> <li>• To know that in Design and technology the term 'smart' means a programmed product</li> <li>• To know the difference between analogue and digital technologies</li> <li>• To understand what is meant by 'point of sale display'</li> </ul>

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	<ul style="list-style-type: none"> <li>To understand that vitamins, minerals and fibre are important for energy, growth and maintaining health</li> <li>To know safety rules for using, storing and cleaning a knife safely</li> <li>To know that similar coloured fruits and vegetables often have similar nutritional benefits</li> </ul>			card) can improve a product to serve its purpose (remain rigid without bending when the electrical circuit is attached).	<ul style="list-style-type: none"> <li>To know that CAD stands for Computer-aided design</li> </ul>
<p><b>Skills</b> Design</p> <ul style="list-style-type: none"> <li>Designing a toy which uses a pneumatic system</li> <li>Developing design criteria from a design brief</li> <li>Generating ideas using thumbnail sketches and exploded diagrams</li> <li>Learning that different types of drawings are used in design to explain ideas clearly</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Creating a pneumatic system to create a desired motion</li> <li>Building secure housing for a pneumatic system</li> <li>Using syringes and balloons to create different types of pneumatic systems to make a functional and appealing pneumatic toy</li> </ul>	<p><b>Skills</b> Design</p> <ul style="list-style-type: none"> <li>Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination</li> <li>Following the instructions within a recipe</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Establishing and using design criteria to help test and review dishes</li> <li>Describing the benefits of seasonal fruits and</li> </ul>	<p><b>Skills</b> Design</p> <ul style="list-style-type: none"> <li>Designing a castle with key features to appeal to a specific person/purpose</li> <li>Drawing and labelling a castle design using 2D shapes, labelling: -the 3D shapes that will create the features - materials needed and colours</li> <li>Designing and/or decorating a castle tower on CAD software</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Constructing a range of 3D geometric shapes using nets</li> <li>Creating special features for individual designs</li> <li>Making facades from a range of recycled materials</li> </ul> <p><b>Evaluate</b></p>	<p><b>Skills</b> Design</p> <ul style="list-style-type: none"> <li>Designing and making a template from an existing cushion and applying individual design criteria</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Following design criteria to create a cushion</li> <li>Selecting and cutting fabrics with ease using fabric scissors</li> <li>Threading needles with greater independence</li> <li>Tying knots with greater independence</li> <li>Sewing cross stitch to join fabric</li> <li>Decorating fabric using appliqué</li> <li>Completing design ideas with stuffing and sewing the edges</li> </ul>	<p><b>Skills</b> Design</p> <ul style="list-style-type: none"> <li>Carry out research based on a given topic (e.g. The Romans) to develop a range of initial ideas</li> <li>Generate a final design for the electric poster with consideration to the client's needs and design criteria</li> <li>Design an electric poster that fits the requirements of a given brief</li> <li>Plan the positioning of the bulb (circuit component) and its purpose</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Create a final design for the electric poster</li> <li>Mount the poster onto corrugated card to improve its strength and withstand the weight of the circuit on the rear</li> </ul>	<p><b>Skills</b> Design</p> <ul style="list-style-type: none"> <li>Problem solving by suggesting potential features on a Micro: bit and justifying my ideas</li> <li>Developing design ideas for a technology pouch</li> <li>Drawing and manipulating 2D shapes, using computer-aided design, to produce a point of sale badge</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Using a template when cutting and assembling the pouch</li> <li>Following a list of design requirements</li> <li>Selecting and using the appropriate tools and equipment for cutting, joining,</li> </ul>

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<ul style="list-style-type: none"> <li>• Selecting materials due to their functional and aesthetic characteristics</li> <li>• Manipulating materials to create different effects by cutting, creasing, folding, weaving</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>• Using the views of others to improve designs</li> <li>• Testing and modifying the outcome, suggesting improvements</li> <li>• Understanding the purpose of exploded-diagrams through the eyes of a designer and their client</li> </ul>	<p>vegetables and the impact on the environment •</p> <p>Suggesting points for improvement when making a seasonal tart</p>	<ul style="list-style-type: none"> <li>• Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design</li> <li>• Suggesting points for modification of the individual designs</li> </ul>	<p>Evaluate</p> <ul style="list-style-type: none"> <li>• Evaluating an end product and thinking of other ways in which to create similar items</li> </ul>	<ul style="list-style-type: none"> <li>• Measure and mark materials out using a template or ruler</li> <li>• Fit an electrical component (bulb)</li> <li>• Learn ways to give the final product a higher quality finish (e.g. framing to conceal a roughly cut edge)</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>• Learning to give and accept constructive criticism on own work and the work of others</li> <li>• Testing the success of initial ideas against the design criteria and justifying opinions</li> <li>• Revisiting the requirements of the client to review developing design ideas and check that they fulfil their needs</li> </ul>	<p>shaping and decorating a foam pouch</p> <ul style="list-style-type: none"> <li>• Applying functional features such as using foam to create soft buttons</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>• Analysing and evaluating an existing product</li> <li>• Identifying the key features of a pouch</li> </ul>
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<p>Key Vocabulary</p> <ul style="list-style-type: none"> <li>● Exploded-diagram</li> <li>● Function</li> <li>● Input</li> <li>● Lever</li> <li>● Linkage</li> <li>● Mechanism</li> <li>● Motion</li> <li>● Net</li> <li>● Output</li> <li>● Pivot</li> <li>● Pneumatic system</li> <li>● Thumbnail sketch</li> </ul>	<p>Key Vocabulary</p> <p>Climate</p> <ul style="list-style-type: none"> <li>● Dry climate</li> <li>● Exported</li> <li>● Imported</li> <li>● Mediterranean climate</li> <li>● Nationality</li> <li>● Nutrients</li> <li>● Polar climate</li> <li>● Recipe</li> <li>● Seasonal food</li> <li>● Seasons</li> <li>● Temperate climate</li> <li>● Tropical climate</li> </ul>	<p>Key Vocabulary</p> <ul style="list-style-type: none"> <li>● 2D shapes</li> <li>● 3D shapes</li> <li>● Castle</li> <li>● Design criteria</li> <li>● Evaluate</li> <li>● Facade</li> <li>● Feature</li> <li>● Flag</li> <li>● Net</li> <li>● Recyclable</li> <li>● Scoring</li> <li>● Stable</li> <li>● Strong</li> <li>● Structure</li> <li>● Tab</li> <li>● Weak</li> </ul>	<p>Key Vocabulary</p> <ul style="list-style-type: none"> <li>● Accurate</li> <li>● Applique</li> <li>● Cross-stitch</li> <li>● Cushion</li> <li>● Decorate</li> <li>● Detail</li> <li>● Fabric</li> <li>● Patch</li> <li>● Running-stitch</li> <li>● Seam</li> <li>● Stencil</li> <li>● Stuffing</li> <li>● Target audience</li> <li>● Target customer</li> <li>● Template</li> </ul>	<p>Key Vocabulary</p> <ul style="list-style-type: none"> <li>● Battery</li> <li>● Bulb</li> <li>● Circuit</li> <li>● Circuit component</li> <li>● Crocodile wires</li> <li>● Electrical product</li> <li>● Electrical system</li> <li>● Final design</li> <li>● Information design</li> <li>● Initial ideas</li> <li>● Peer assessment</li> <li>● Research</li> <li>● Self assessment</li> <li>● Sketch</li> </ul>	<p>Key Vocabulary</p> <ul style="list-style-type: none"> <li>● Analogue</li> <li>● Badge</li> <li>● CAD</li> <li>● Control</li> <li>● Design requirements</li> <li>● Develop</li> <li>● Digital</li> <li>● Digital revolution</li> <li>● Digital world</li> <li>● Display</li> <li>● Electronic</li> <li>● Electronic products</li> <li>● Fasten</li> <li>● Feature</li> <li>● Function</li> <li>● Initiate</li> <li>● Key features</li> <li>● Layers</li> <li>● Loops</li> <li>● Micro: bit</li> <li>● Monitor</li> <li>● Net</li> <li>● Point of sale</li> <li>● Product</li> <li>● Product design</li> <li>● Program</li> <li>● Sense</li> <li>● Simulator</li> <li>● Smart wearables</li> <li>● Stand</li> <li>● Technology</li> <li>● Template</li> <li>● Test</li> <li>● User</li> </ul>
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## DT teaching sequences Cycle B Y3/4:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Mechanical Systems</b> Slingshot car</p>	<p><b>Food</b> Adapting a recipe</p>	<p><b>Structures</b> Pavilions</p>	<p><b>Textiles</b> Fastenings</p>	<p><b>Electrical Systems</b> Torches</p>	<p><b>Digital World</b> Mindful moments timer</p>
<p><b>Key Concepts:</b> User Purpose, Functionality, Design Decisions, Innovation and Authenticity.</p>					
<p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>• To understand that all moving things have kinetic energy</li> <li>• To understand that kinetic energy is the energy that something (object/person) has by being in motion</li> <li>• To know that air resistance is the level of drag on an object as it is forced through the air</li> <li>• To understand that the shape of a moving object will affect how it moves due to air resistance.</li> <li>• To understand that products change and evolve over time</li> <li>• To know that aesthetics means how an object or product looks in design and technology</li> <li>• To know that a template is a stencil you can use to help you draw the same shape accurately</li> </ul>	<p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>• To know that the amount of an ingredient in a recipe is known as the 'quantity'</li> <li>• To know that it is important to use oven gloves when removing hot food from an oven</li> <li>• To know the following cooking techniques: sieving, creaming, rubbing method, cooling</li> <li>• To understand the importance of budgeting while planning ingredients for biscuits.</li> </ul>	<p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>• To understand what a frame structure is</li> <li>• To know that a 'free-standing' structure is one which can stand on its own.</li> <li>• To know that a pavilions is a decorative building or structure for leisure activities</li> <li>• To know that cladding can be applied to structures for different effects.</li> <li>• To know that aesthetics are how a product looks</li> <li>• To know that a product's function means its purpose</li> <li>• To understand that the target audience means the person or group of people a product is designed for</li> <li>• To know that architects consider light, shadow and patterns when designing</li> </ul>	<p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>• To know that a fastening is something which holds two pieces of material together for example a zipper, toggle, button, press stud and velcro</li> <li>• To know that different fastening types are useful for different purposes</li> <li>• To know that creating a mock up (prototype) of their design is useful for checking ideas and proportions.</li> </ul>	<p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>• To understand that electrical conductors are materials which electricity can pass through</li> <li>• To understand that electrical insulators are materials which electricity cannot pass through</li> <li>• To know that a battery contains stored electricity that can be used to power products</li> <li>• To know that an electrical circuit must be complete for electricity to flow</li> <li>• To know that a switch can be used to complete and break an electrical circuit</li> <li>• To know the features of a torch: case, contacts, batteries, switch, reflector, lamp, lens</li> </ul>	<p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>• To understand what variables are in programming</li> <li>• To know some of the features of a Micro:bit</li> <li>• To know that an algorithm is a set of instructions to be followed by the computer</li> <li>• To know that it is important to check my code for errors (bugs)</li> <li>• To know that a simulator can be used as a way of checking your code works before installing it onto an electronic device</li> <li>• Understand the terms 'ergonomic' and 'aesthetic'</li> <li>• Know that a prototype is a 3D model made out of cheap materials, that allows us</li> <li>• To test design ideas and make better decisions about size, shape and materials.</li> </ul>

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<ul style="list-style-type: none"> <li>• To know that a birds-eye view means a view from a high angle (as if a bird in flight)</li> <li>• To know that graphics are images which are designed to explain or advertise something</li> <li>• To know that it is important to assess and evaluate design ideas and models against a list of design criteria.</li> </ul>				<ul style="list-style-type: none"> <li>• To know facts from the history and invention of the electric light bulb(s) - by Sir Joseph Swan and Thomas Edison</li> </ul>	
<p><b>Skills</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Designing a shape that reduces air resistance</li> <li>• Drawing a net to create a structure from</li> <li>• Choosing shapes that increase or decrease speed as a result of air resistance</li> <li>• Personalising a design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Measuring, marking, cutting and assembling with increasing accuracy</li> <li>• Making a model based on a chosen design</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance</li> </ul>	<p><b>Skills</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Designing a biscuit within a given budget, drawing upon previous taste testing</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Following a baking recipe</li> <li>• Cooking safely, following basic hygiene rules</li> <li>• Adapting a recipe</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Evaluating a recipe, considering: taste, smell, texture and appearance</li> <li>• Describing the impact of the budget on the selection of ingredients</li> <li>• Evaluating and comparing a range of products</li> <li>• Suggesting modifications</li> </ul>	<p><b>Skills</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect</li> <li>• Building frame structures designed to support weight</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Creating a range of different shaped frame structures</li> <li>• Making a variety of free standing frame structures of different shapes and sizes</li> <li>• Selecting appropriate materials to build a strong structure and for the cladding</li> <li>• Reinforcing corners to strengthen a structure</li> <li>• Creating a design in accordance with a plan</li> </ul>	<p><b>Skills</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Writing design criteria for a product, articulating decisions made</li> <li>• Designing a personalised book sleeve</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Making and testing a paper template with accuracy and in keeping with the design criteria</li> <li>• Measuring, marking and cutting fabric using a paper template</li> <li>• Selecting a stitch style to join fabric, working neatly sewing small neat stitches</li> <li>• Incorporating fastening to a design</li> </ul> <p><b>Evaluate</b></p>	<p><b>Skills</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Making a torch with a working electrical circuit and switch</li> <li>• Using appropriate equipment to cut and attach materials</li> <li>• Assembling a torch according to the design and success criteria</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Evaluating electrical products</li> </ul> <p><b>Skills</b></p>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Writing design criteria for a programmed timer (Micro:bit)</li> <li>• Exploring different mindfulness strategies</li> <li>• Applying the results of my research to further inform my design criteria</li> <li>• Developing a prototype case for my mindful moment timer</li> <li>• Using and manipulating shapes and clipart, using computer-aided design (CAD), to produce a logo</li> <li>• Following a list of design requirements</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Developing a prototype case for my mindful moment timer</li> <li>• Creating a 3D structure using a net</li> </ul>



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		<ul style="list-style-type: none"> <li>• Learning to create different textural effects with materials</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>• Evaluating structures made by the class</li> <li>• Describing what characteristics of a design and construction made it the most effective</li> <li>• Considering effective and ineffective designs</li> </ul>	<ul style="list-style-type: none"> <li>• Testing and evaluating an end product against the original design criteria</li> <li>• Deciding how many of the criteria should be met for the product to be considered successful</li> <li>• Suggesting modifications for improvement</li> <li>• Articulating the advantages and disadvantages of different fastening types</li> </ul>		<ul style="list-style-type: none"> <li>• Programming a micro:bit in the Microsoft micro:bit editor, to time a set number of seconds/minutes upon button press</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>• Investigating and analysing a range of timers by identifying and comparing their advantages and disadvantages</li> <li>• Evaluating my micro:bit program against points on my design criteria and amending them to include any changes I made</li> <li>• Documenting and evaluating my project</li> <li>• Understanding what a logo is and why they are important in the world of design and business</li> <li>• Testing my program for bugs (errors in the code)</li> <li>• Finding and fixing the bugs (debug) in my code</li> <li>• Testing and evaluating the success of a final product and taking inspiration from the wider world.</li> </ul>
<p>Key Vocabulary</p> <ul style="list-style-type: none"> <li>• Aesthetic</li> <li>• Air resistance</li> <li>• Chassis</li> <li>• Design</li> <li>• Design criteria</li> <li>• Function</li> <li>• Graphics</li> </ul>	<p>Key Vocabulary</p> <ul style="list-style-type: none"> <li>• Adapt</li> <li>• Budget</li> <li>• Cooling rack</li> <li>• Creaming</li> <li>• Equipment</li> <li>• Evaluation</li> <li>• Flavour</li> </ul>	<p>Key Vocabulary</p> <ul style="list-style-type: none"> <li>• Aesthetic</li> <li>• Cladding</li> <li>• Design criteria</li> <li>• Evaluation</li> <li>• Frame structure</li> <li>• Function</li> <li>• Inspiration</li> </ul>	<p>Key Vocabulary</p> <ul style="list-style-type: none"> <li>• Aesthetic</li> <li>• Assemble</li> <li>• Book sleeve</li> <li>• Design criteria</li> <li>• Evaluation</li> <li>• Fabric</li> <li>• Fastening</li> </ul>	<p>Key Vocabulary</p> <ul style="list-style-type: none"> <li>• Battery</li> <li>• Bulb</li> <li>• Buzzer</li> <li>• Cell</li> <li>• Component</li> <li>• Conductor</li> <li>• Copper</li> </ul>	<p>Key Vocabulary</p> <ul style="list-style-type: none"> <li>• 2D</li> <li>• Advantage</li> <li>• Assemble</li> <li>• Block</li> <li>• Brand identity</li> <li>• Branding</li> <li>• Bug</li> </ul>

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<ul style="list-style-type: none"> <li>● Kinetic energy</li> <li>● Mechanism</li> <li>● Net</li> <li>● Structure</li> </ul>	<ul style="list-style-type: none"> <li>● Ingredients</li> <li>● Method</li> <li>● Net</li> <li>● Packaging</li> <li>● Prototype</li> <li>● Quantity</li> <li>● Recipe</li> <li>● Rubbing</li> <li>● Sieving</li> <li>● Target audience</li> <li>● Unit of measurement</li> <li>● Utilities</li> </ul>	<ul style="list-style-type: none"> <li>● Pavilion</li> <li>● Reinforce</li> <li>● Stable</li> <li>● Structure</li> <li>● Target audience</li> <li>● Target customer</li> <li>● Texture</li> <li>● Theme</li> </ul>	<ul style="list-style-type: none"> <li>● Mock-up</li> <li>● Net</li> <li>● Running-stitch</li> <li>● Stencil</li> <li>● Target audience</li> <li>● Target customer</li> <li>● Template</li> </ul>	<ul style="list-style-type: none"> <li>● Design criteria</li> <li>● Electrical item</li> <li>● Electricity</li> <li>● Electronic item</li> <li>● Function</li> <li>● Insulator</li> <li>● Series circuit</li> <li>● Switch</li> <li>● Test</li> <li>● Torch</li> <li>● Wire Key Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>● CAD</li> <li>● Cheap</li> <li>● Clipart</li> <li>● Coding</li> <li>● Criteria</li> <li>● Debug</li> <li>● Design</li> <li>● Develop</li> <li>● Disadvantage</li> <li>● Ergonomic</li> <li>● Evaluate</li> <li>● Form</li> <li>● Function</li> <li>● Instructions</li> <li>● Join</li> <li>● Logo</li> <li>● Loop</li> <li>● Mindfulness</li> <li>● Model</li> <li>● Net</li> <li>● Pause</li> <li>● Process</li> <li>● Program</li> <li>● Prototype</li> <li>● Research</li> <li>● Sketchpad</li> <li>● Template</li> <li>● Test</li> <li>● Timer</li> <li>● User</li> <li>● Variable</li> </ul>
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## DT teaching sequences Cycle A Y5/6:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Textiles</b> Waistcoats</p>	<p><b>Electrical Systems</b> Steady hand game</p>	<p><b>Structures</b> Playgrounds</p>	<p><b>Food</b> Come Dine with me</p>	<p><b>Digital World</b> Navigating the world</p>	<p><b>Mechanical Systems</b> Automata Toys</p>
<p><b>Key Concepts:</b> User Purpose, Functionality, Design Decisions, Innovation and Authenticity.</p>					
<p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>• To understand that it is important to design clothing with the client/ target customer in mind</li> <li>• To know that using a template (or clothing pattern) helps to accurately mark out a design on fabric</li> <li>• To understand the importance of consistently sized stitches</li> </ul>	<p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>• To know that batteries contain acid, which can be dangerous if they leak</li> <li>• To know the names of the components in a basic series circuit including a buzzer</li> <li>• To know that 'form' means the shape and appearance of an object</li> <li>• To know the difference between 'form' and 'function'</li> <li>• To understand that 'fit for purpose' means that a product works how it should and is easy to use</li> <li>• To know that form over purpose means that a product looks good but does not work very well</li> <li>• To know the importance of 'form follows function' when designing: the product must be designed primarily with the function in mind</li> <li>• To understand the diagram perspectives 'top</li> </ul>	<p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>• To know that structures can be strengthened by manipulating materials and shapes</li> <li>• To understand what a 'footprint plan' is</li> <li>• To understand that in the real world, design, can impact users in positive and negative ways</li> <li>• To know that a prototype is a cheap model to test a design idea</li> </ul>	<p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>• To know that 'flavour' is how a food or drink tastes</li> <li>• To know that many countries have 'national dishes' which are recipes associated with that country</li> <li>• To know that 'processed food' means food that has been put through multiple changes in a factory</li> <li>• To understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides</li> <li>• To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork)</li> </ul>	<p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>• To know that accelerometers can detect movement</li> <li>• To understand that sensors can be useful in products as they mean the product can function without human input</li> <li>• To know that designers write design briefs and develop design criteria to enable them to fulfil a client's request</li> <li>• To know that 'multifunctional' means an object or product has more than one function</li> <li>• To know that magnetometers are devices that measure the Earth's magnetic field to determine which direction you are facing</li> </ul>	<p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>• To understand that the mechanism in an automata uses a system of cams, axles and followers</li> <li>• To understand that different shaped cams produce different outputs</li> <li>• To know that an automata is a hand powered mechanical toy</li> <li>• To know that a cross-sectional diagram shows the inner workings of a product</li> <li>• To understand how to use a bench hook and saw safely</li> <li>• To know that a set square can be used to help mark 90° angles</li> </ul>

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	view', 'side view' and 'back'				
<p><b>Skills</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Designing a waistcoat in accordance to specification linked to set of design criteria</li> <li>• Annotating designs to fit a specific theme</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Using a template when pinning panels onto fabric</li> <li>• Marking and cutting fabric accurately, in accordance with a design</li> <li>• Sewing a strong running stitch, making small, neat stitches and following the edge</li> <li>• Tying strong knots</li> <li>• Decorating a waistcoat - attaching objects using thread and adding a secure fastening</li> <li>• Learning different decorative stitches</li> <li>• Sewing accurately with even regularity of stitches</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Evaluating work continually as it is created</li> </ul>	<p><b>Skills</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Designing a steady hand game - identifying and naming the components required</li> <li>• Drawing a design from three different perspectives</li> <li>• Generating ideas through sketching and discussion</li> <li>• Modelling ideas through prototypes</li> <li>• Understanding the purpose of products (toys), including what is meant by 'fit for purpose' and 'form over function'</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Constructing a stable base for a game</li> <li>• Accurately cutting, folding and assembling a net</li> <li>• Decorating the base of the game to a high quality finish</li> <li>• Making and testing a circuit Incorporating a circuit into a base</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Testing own and others finished games, identifying what went well and making suggestions for improvement</li> </ul>	<p><b>Skills</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Building a range of play apparatus structures drawing upon new and prior knowledge of structures</li> <li>• Measuring, marking and cutting wood to create a range of structures</li> <li>• Using a range of materials to reinforce and add decoration to structures</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Improving a design plan based on peer evaluation</li> <li>• Testing and adapting a design to improve it as it is developed</li> <li>• Identifying what makes a successful structure</li> </ul>	<p><b>Skills</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Writing a recipe, explaining the key steps, method and ingredients</li> <li>• Including facts and drawings from research undertaken</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Following a recipe, including using the correct quantities of each ingredient</li> <li>• Adapting a recipe based on research</li> <li>• Working to a given timescale</li> <li>• Working safely and hygienically with independence</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Evaluating a recipe, considering: taste, smell, texture and origin of the food group</li> <li>• Taste testing and scoring final products</li> <li>• Suggesting and writing up points of improvements in productions</li> <li>• Evaluating health and safety in production to minimise cross contamination</li> </ul>	<p><b>Skills</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Writing a design brief from information submitted by a client</li> <li>• Developing design criteria to fulfil the client's request</li> <li>• Considering and suggesting additional functions for my navigation tool</li> <li>• Developing a product idea through annotated sketches</li> <li>• Placing and manoeuvring 3D objects, using CAD</li> <li>• Changing the properties of, or combine one or more 3D objects, using CAD</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Considering materials and their functional properties, especially those that are sustainable and recyclable (for example, cork and bamboo)</li> <li>• Explaining material choices and why they were chosen as part of a product concept</li> <li>• Programming an N,E, S,W cardinal compass</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Explaining how my program fits the design</li> </ul>	<p><b>Skills</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Experimenting with a range of cams, creating a design for an automata toy based on a choice of cam to create a desired movement</li> <li>• Understanding how linkages change the direction of a force</li> <li>• Making things move at the same time</li> <li>• Understanding and drawing cross-sectional diagrams to show the inner-working</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Measuring, marking and checking the accuracy of the jelutong and dowel pieces required</li> <li>• Measuring, marking and cutting components accurately using a ruler and scissors</li> <li>• Assembling components accurately to make a stable frame</li> <li>• Understanding that for the frame to function effectively the components must be cut accurately and the joints of the frame secured at right angles</li> </ul>

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	<ul style="list-style-type: none"> <li>• Gathering images and information about existing children's toys</li> <li>• Analysing a selection of existing children's toys</li> </ul>			<p>criteria and how it would be useful as part of a navigation tool</p> <ul style="list-style-type: none"> <li>• Developing an awareness of sustainable design</li> <li>• Identifying key industries that utilise 3D CAD modelling and explain why</li> <li>• Describing how the product concept fits the client's request and how it will benefit the customers</li> <li>• Explaining the key functions in my program, including any additions</li> <li>• Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool</li> <li>• Explaining the key functions and features of my navigation tool to the client as part of a product concept pitch</li> <li>• Demonstrating a functional program as part of a product concept</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting appropriate materials based on the materials being joined and the speed at which the glue needs to dry/set</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>• Evaluating the work of others and receiving feedback on own work</li> <li>• Applying points of improvements</li> <li>• Describing changes they would make/do if they were to do the project again</li> </ul>
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<p>Key Vocabulary</p> <ul style="list-style-type: none"> <li>● Accurate</li> <li>● Adapt</li> <li>● Annotate</li> <li>● Design</li> <li>● Design criteria</li> <li>● Detail</li> <li>● Fabric</li> <li>● Fastening</li> <li>● Knot</li> <li>● Properties</li> <li>● Running-stitch</li> <li>● Seam</li> <li>● Sew</li> <li>● Shape</li> <li>● Target audience</li> <li>● Target customer</li> <li>● Template</li> <li>● Thread</li> <li>● Unique</li> <li>● Waistcoat</li> <li>● Waterproof</li> </ul>	<p>Key Vocabulary</p> <ul style="list-style-type: none"> <li>● Assemble</li> <li>● Battery</li> <li>● Battery pack</li> <li>● Benefit</li> <li>● Bulb</li> <li>● Bulb holder</li> <li>● Buzzer</li> <li>● Circuit</li> <li>● Circuit symbol</li> <li>● Component</li> <li>● Conductor</li> <li>● Copper</li> <li>● Design</li> <li>● Design criteria</li> <li>● Evaluation</li> <li>● Fine motor skills</li> <li>● Fit for purpose</li> <li>● Form</li> <li>● Function</li> <li>● Gross motor skills</li> <li>● Insulator</li> <li>● LED</li> <li>● User</li> </ul>	<p>Key Vocabulary</p> <ul style="list-style-type: none"> <li>● Adapt</li> <li>● Apparatus</li> <li>● Bench hook</li> <li>● Cladding</li> <li>● Coping saw</li> <li>● Design</li> <li>● Dowel</li> <li>● Evaluation</li> <li>● Feedback</li> <li>● Idea</li> <li>● Jelutong</li> <li>● Landscape</li> <li>● Mark out</li> <li>● Measure</li> <li>● Modify</li> <li>● Natural materials</li> <li>● Plan view</li> <li>● Playground</li> <li>● Prototype</li> <li>● Reinforce</li> <li>● Sketch</li> <li>● Strong</li> <li>● Structure</li> <li>● Tenon saw</li> <li>● Texture</li> <li>● User</li> <li>● Vice</li> <li>● Weak</li> </ul>	<p>Key Vocabulary</p> <ul style="list-style-type: none"> <li>● Accompaniment</li> <li>● Collaboration</li> <li>● Cookbook</li> <li>● Cross-contamination</li> <li>● Equipment</li> <li>● Farm</li> <li>● Flavour</li> <li>● Illustration</li> <li>● Imperative-verb</li> <li>● Ingredients</li> <li>● Method</li> <li>● Nationality</li> <li>● Preparation</li> <li>● Processed</li> <li>● Reared</li> <li>● Recipe</li> <li>● Research</li> <li>● Storyboard</li> <li>● Target audience</li> <li>● Top tips</li> <li>● Unit of measurement</li> </ul>	<p>Key Vocabulary</p> <ul style="list-style-type: none"> <li>● 3D CAD</li> <li>● Application (apps)</li> <li>● Biodegradable</li> <li>● Boolean</li> <li>● Cardinal compass</li> <li>● Client</li> <li>● Compass</li> <li>● Concept</li> <li>● Convince</li> <li>● Corrode</li> <li>● Duplicate</li> <li>● Environmentally friendly</li> <li>● Equipment</li> <li>● Feature</li> <li>● Finite</li> <li>● Function</li> <li>● Functional</li> <li>● GPS tracker</li> <li>● If statement</li> <li>● Infinite</li> <li>● Investment</li> <li>● Lightweight</li> <li>● Loop</li> <li>● Manufacture</li> <li>● Materials (wood, metal, plastic etc.)</li> <li>● Mouldable</li> <li>● Navigation</li> <li>● Non-recyclable</li> <li>● Product lifecycle</li> <li>● Product lifespan</li> <li>● Program</li> <li>● Recyclable</li> <li>● Smart</li> <li>● Sustainable</li> <li>● Sustainable design</li> <li>● Unsustainable design</li> </ul>	<p>Key Vocabulary</p> <ul style="list-style-type: none"> <li>● Accurate</li> <li>● Assembly-diagram</li> <li>● Automata</li> <li>● Axle</li> <li>● Bench hook</li> <li>● Cam</li> <li>● Clamp</li> <li>● Component</li> <li>● Cutting list</li> <li>● Diagram</li> <li>● Dowel</li> <li>● Drill bits</li> <li>● Exploded-diagram</li> <li>● Finish</li> <li>● Follower</li> <li>● Frame</li> <li>● Function</li> <li>● Hand drill</li> <li>● Jelutong</li> <li>● Linkage</li> <li>● Mark out</li> <li>● Measure</li> <li>● Mechanism</li> <li>● Model</li> <li>● Research</li> <li>● Right-angle</li> <li>● Set square</li> <li>● Tenon saw</li> </ul>
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				<ul style="list-style-type: none"><li>• Variable</li><li>• Workplane</li></ul>	
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## DT teaching sequences Cycle B Y5/6:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Textiles</b> Stuffed toys</p>	<p><b>Electrical Systems</b> Doodlers</p>	<p><b>Structures</b> Bridges</p>	<p><b>Food</b> What could be healthier?</p>	<p><b>Digital World</b> Monitoring devices</p>	<p><b>Mechanical Systems</b> Pop up Book</p>
<p><b>Key Concepts:</b> User Purpose, Functionality, Design Decisions, Innovation and Authenticity.</p>					
<p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>• To know that blanket stitch is useful to reinforce the edges of a fabric material or join two pieces of fabric</li> <li>• To understand that it is easier to finish simpler designs to a high standard</li> <li>• To know that soft toys are often made by creating appendages separately and then attaching them to the main body</li> <li>• To know that small, neat stitches which are pulled taut are important to ensure that the soft toy is strong and holds the stuffing securely</li> </ul>	<p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>• To know that series circuits only have one direction for the electricity to flow</li> <li>• To know when there is a break in a series circuit, all components turn off</li> <li>• To know that an electric motor converts electrical energy into rotational movement, causing the motor's axle to spin</li> <li>• To know a motorised product is one which uses a motor to function.</li> <li>• To know that product analysis is critiquing the strengths and weaknesses of a product</li> <li>• To know that 'configuration' means how the parts of a product are arranged</li> </ul>	<p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>• To understand some different ways to reinforce structures</li> <li>• To understand how triangles can be used to reinforce bridges</li> <li>• To know that properties are words that describe the form and function of materials</li> <li>• To understand why material selection is important based on their properties</li> <li>• To understand the material (functional and aesthetic) properties of wood</li> <li>• To understand the difference between arch, beam, truss and suspension bridges</li> <li>• To understand how to carry and use a saw safely</li> </ul>	<p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>• To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed, including key welfare issues</li> <li>• To know that I can adapt a recipe to make it healthier by substituting ingredients</li> <li>• To know that I can use a nutritional calculator to see how healthy a food option is</li> <li>• To understand that 'cross-contamination' means that bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects</li> </ul>	<p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>• To know that a 'device' means equipment created for a certain purpose or job and that monitoring devices observe and record</li> <li>• To know that a sensor is a tool or device that is designed to monitor, detect and respond to changes for a purpose</li> <li>• To understand that conditional statements (and, or, if booleans) in programming are a set of rules which are followed if certain conditions are met.</li> <li>• To understand key developments in thermometer history</li> <li>• To know events or facts that took place over the last 100 years in the history of plastic, and how this is changing our outlook on the future</li> <li>• To know the 6Rs of sustainability</li> </ul>	<p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>• To know that mechanisms control movement</li> <li>• To understand that mechanisms that can be used to change one kind of motion into another</li> <li>• To understand how to use sliders, pivots and folds to create paper-based Mechanisms</li> <li>• To know that a design brief is a description of what I am going to design and make</li> <li>• To know that designers often want to hide mechanisms to make a product more aesthetically pleasing</li> </ul>



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				<ul style="list-style-type: none"> <li>To understand what a virtual model is and the pros and cons of traditional vs CAD modelling</li> </ul>	
<p><b>Skills</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>Designing a stuffed toy considering the main component shapes required and creating an appropriate template</li> <li>Considering the proportions of individual components</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Creating a 3D stuffed toy from a 2D design</li> <li>Measuring, marking and cutting fabric accurately and independently</li> <li>Creating strong and secure blanket stitches when joining fabric</li> <li>Threading needles independently</li> <li>Using applique to attach pieces of fabric decoration</li> <li>Sewing blanket stitch to join fabric</li> <li>Applying blanket stitch so the space between the stitches are even and regular</li> </ul>	<p><b>Skills</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>Identifying factors that could be changed on existing products and explaining how these would alter the form and function of the product</li> <li>Developing design criteria based on finding from investigating existing products</li> <li>Developing design criteria that clarifies the target user</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Altering a product's form and function by tinkering with its configuration.</li> <li>Making a functional series circuit, incorporating a motor</li> <li>Constructing a product with consideration for the design criteria</li> <li>Breaking down the construction process into steps so that others can make the product</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Carry out a product analysis to look at the</li> </ul>	<p><b>Skills</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>Designing a stable structure that is able to support weight</li> <li>Creating frame structure with focus on triangulation</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Making a range of different shaped beam bridges</li> <li>Using triangles to create truss bridges that span a given distance and supports a load</li> <li>Building a wooden bridge structure</li> <li>Independently measuring and marking wood accurately</li> <li>Selecting appropriate tools and equipment for particular tasks</li> <li>Using the correct techniques to saws safely</li> <li>Identifying where a structure needs reinforcement and using card corners for support</li> <li>Explaining why selecting appropriating materials is an important part of the</li> </ul>	<p><b>Skills</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients</li> <li>Writing an amended method for a recipe to incorporate the relevant changes to ingredients</li> <li>Designing appealing packaging to reflect a recipe</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Cutting and preparing vegetables safely</li> <li>Using equipment safely, including knives, hot pans and hobs</li> <li>Knowing how to avoid cross-contamination</li> <li>Following a step by step method carefully to make a recipe</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Identifying the nutritional differences between different products and recipes</li> <li>Identifying and describing healthy benefits of food groups</li> </ul>	<p><b>Skills</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>Researching (books, internet) for a particular (user's) animal's needs</li> <li>Developing design criteria based on research</li> <li>Generating multiple housing ideas using building bricks</li> <li>Understanding what a virtual model is and the pros and cons of traditional and CAD modelling</li> <li>Placing and manoeuvring 3D objects, using CAD</li> <li>Changing the properties of, or combine one or more 3D objects, using CAD</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Understanding the functional and aesthetic properties of plastics</li> <li>Programming to monitor the ambient temperature and coding an (audible or visual) alert when the temperature rises above or falls below a specified range</li> </ul> <p><b>Evaluate</b></p>	<p><b>Skills</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>Designing a pop-up book which uses a mixture of structures and mechanisms</li> <li>Naming each mechanism, input and output accurately</li> <li>Storyboarding ideas for a book</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Following a design brief to make a pop up book, neatly and with focus on accuracy</li> <li>Making mechanisms and/or structures using sliders, pivots and folds to produce movement</li> <li>Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Evaluating the work of others and receiving feedback on own work</li> <li>Suggesting points for improvement</li> </ul>

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<p>Evaluate</p> <ul style="list-style-type: none"> <li>• Testing and evaluating an end product and giving point for further improvements</li> </ul>	<p>purpose of a product along with its strengths and weaknesses</p> <ul style="list-style-type: none"> <li>• Determining which parts of a product affect its function and which parts affect its form</li> <li>• Analysing whether changes in configuration positively or negatively affect an existing product</li> <li>• Peer evaluating a set of instructions to build a product</li> </ul>	<p>design process</p> <ul style="list-style-type: none"> <li>• Understanding basic wood functional properties</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>• Adapting and improving own bridge structure by identifying points of weakness and reinforcing them as necessary</li> <li>• Suggesting points for improvements for own bridges and those designed by others</li> </ul>		<ul style="list-style-type: none"> <li>• Stating an event or fact from the last 100 years of plastic history</li> <li>• Explaining how plastic is affecting planet Earth and suggesting ways to make more sustainable choices</li> <li>• Explaining key functions in my program (audible alert, visuals)</li> <li>• Explaining how my product would be useful for an animal carer including programmed features</li> </ul>	
<p>Key Vocabulary</p> <ul style="list-style-type: none"> <li>• Accurate</li> <li>• Annotate</li> <li>• Appendage</li> <li>• Blanket-stitch</li> <li>• Design criteria</li> <li>• Detail</li> <li>• Evaluation</li> <li>• Fabric</li> <li>• Sew</li> <li>• Shape</li> <li>• Stuffed toy</li> <li>• Stuffing</li> <li>• Template</li> </ul>	<p>Key Vocabulary</p> <ul style="list-style-type: none"> <li>• Circuit component</li> <li>• Configuration</li> <li>• Current</li> <li>• Develop</li> <li>• DIY</li> <li>• Investigate</li> <li>• Motor</li> <li>• Motorised</li> <li>• Problem solve</li> <li>• Product analysis</li> <li>• Series circuit</li> <li>• Stable</li> <li>• Target user</li> </ul>	<p>Key Vocabulary</p> <ul style="list-style-type: none"> <li>• Abutment</li> <li>• Accurate</li> <li>• Arched bridge</li> <li>• Beam bridge</li> <li>• Coping saw</li> <li>• Evaluation</li> <li>• File</li> <li>• Mark out</li> <li>• Material properties</li> <li>• Measure</li> <li>• Predict</li> <li>• Reinforce</li> <li>• Research</li> <li>• Sandpaper</li> <li>• Set square</li> <li>• Suspension bridge</li> <li>• Tenon saw</li> <li>• Test</li> <li>• Truss bridge</li> </ul>	<p>Key Vocabulary</p> <ul style="list-style-type: none"> <li>• Beef</li> <li>• Cross-contamination</li> <li>• Diet</li> <li>• Ethical issues</li> <li>• Farm</li> <li>• Healthy</li> <li>• Ingredients</li> <li>• Method</li> <li>• Nutrients</li> <li>• Packaging</li> <li>• Reared</li> <li>• Recipe</li> <li>• Research</li> <li>• Substitute</li> <li>• Supermarket</li> <li>• Vegan</li> <li>• Vegetarian</li> <li>• Welfare</li> </ul>	<p>Key Vocabulary</p> <ul style="list-style-type: none"> <li>• Alert</li> <li>• Ambient</li> <li>• Boolean</li> <li>• Consumables</li> <li>• Decompose</li> <li>• Development</li> <li>• Device</li> <li>• Duplicate</li> <li>• Durable</li> <li>• Electronic</li> <li>• Inventor</li> <li>• Lightweight</li> <li>• Man-made</li> <li>• Manipulate</li> <li>• Manoeuvre</li> <li>• Microplastics</li> <li>• Model</li> <li>• Monitor</li> <li>• Monitoring device</li> </ul>	<p>Key Vocabulary</p> <ul style="list-style-type: none"> <li>• Aesthetic</li> <li>• Computer-aided design (CAD)</li> <li>• Caption</li> <li>• Design</li> <li>• Design brief</li> <li>• Design criteria</li> <li>• Exploded-diagram</li> <li>• Function</li> <li>• Input</li> <li>• Linkage</li> <li>• Mechanism</li> <li>• Motion</li> <li>• Output</li> <li>• Pivot</li> <li>• Prototype</li> <li>• Slider</li> <li>• Structure</li> <li>• Template</li> </ul>

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		<ul style="list-style-type: none"> <li>• Wood</li> </ul>		<ul style="list-style-type: none"> <li>• Moulded</li> <li>• Plastic</li> <li>• Plastic pollution</li> <li>• Programming comment</li> <li>• Programming loop</li> <li>• Reformed</li> <li>• Replica</li> <li>• Research</li> <li>• Sensor</li> <li>• Strong</li> <li>• Sustainability</li> <li>• Synthetic</li> <li>• Thermometer</li> <li>• Thermoscope</li> <li>• Value</li> <li>• Variable</li> <li>• Versatile</li> <li>• Water-resistant</li> <li>• Workplane</li> </ul>	
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