

<b>Concepts</b>	<b>Authenticity</b>	Children should design and make products that are believable, real and meaningful to themselves i.e. not replicas or reproductions or models which do not provide opportunities for children to make design decisions with clear users and purposes in mind.
	<b>Design Decisions</b>	When designing and making, children need opportunities to make informed decisions such as selecting materials, components and techniques and deciding what form the products will take, how they will work, what task they will perform and who they are for.
	<b>Innovation</b>	When designing and making, children need some scope to be original with their thinking. Projects that encourage innovation lead to a range of design ideas and products being developed, characterised by engaging, open-ended starting points for children's learning.
	<b>Functionality</b>	Children should design and make products that function in some way to be successful. Products often combine aesthetic qualities with functional characteristics. In D&T, it is insufficient for children to design and make products which are purely aesthetic.
	<b>Purpose</b>	Children should know what the products they design and make are for. Each product should perform a clearly defined task that can be evaluated in use.
	<b>User</b>	Children should have a clear idea of who they are designing and making products for, considering their needs, wants, interests or preferences. The user could be themselves, an imaginary character, another person, client, consumer or a specific target audience.
<b>Mechanisms</b>	<b>Create an instrument using junk modelling materials</b>	
<b>Design</b>	Reviewing instruments and how they are played, talking about likes and dislikes, gathering materials needed.	
<b>Make</b>	Joining materials together using methods of own choice; reviewing alongside adult.	
<b>Evaluate</b>	Talking about the finished product. Checking it is fit for purpose.	
<b>Technical Knowledge</b>	Understanding how to cut, join using glue and tape and attach pieces by punching holes.	
<b>Vocabulary</b>	Join, attach, cut, fix,	
<b>Textiles</b>	<b>Make a new scarf for the bear</b>	
<b>Design</b>	Use their own ideas and experiences to select an appropriate fabric to make a scarf to keep the bear warm	
<b>Make</b>	Select the fabrics they need and the tools needed to join, glue and staples.	
<b>Evaluate</b>	Talk about the process of making their scarf, what went well and what was difficult.	
<b>Technical Knowledge</b>	Knowledge that different fabrics are fit for different purposes. Know how to join fabrics together including using a stapler.	
<b>Vocabulary</b>	Fabric, material, join, fix,	
<b>Cooking &amp; Nutrition</b>	<b>Baking bread for the little red hen</b>	
<b>Birth to 5 matters</b>	Talks about why things happen and how things work	
<b>Design</b>	Talk about instructions and what ingredients are needed to bake bread.	
<b>Make</b>	Follow step by step instructions to add, mix, shape and bake the ingredients.	
<b>Evaluate</b>	Talk about changes that have happened during the baking process. Taste the bread and evaluate, talking about likes and dislikes.	
<b>Cooking and Nutrition</b>	Understanding that the consistency of the ingredients changes as they are mixed together. Understanding that once it is baked, the process cannot be reversed.	
<b>Vocabulary</b>	Ingredients, instructions, weigh, mix, pour, knead, roll, bake, yeast, flour, oil, water, salt	