SKILLS PROGRESSION IN DESIGN TECHNOLOGY AT THE FOUNDATION STAGE				
	Personal, Social and Emotional Development	**Physical Development**	**Understanding the World**	**Expressive Arts and Design**
THREE AND FOUR YEAR OLDS	• I can select and use activities and resources, with help when needed	• I can use large muscle movements to wave flags and streamers, paint and make marks. • I know which resources to choose to carry out my own plan. • I know how to use one handed tools and equipment, for example, making snips in paper with scissors	• I know how to explore different items and know how some things work.	• I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • I can explore different materials freely, in order to develop my ideas about how to use them and what to make. • I can develop my own ideas and then decide which materials to use to express them. • I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.

SKILLS PROGRESSION IN DESIGN TECHNOLOGY AT THE FOUNDATION STAGE		
	Physical Development	**Expressive Arts and Design**
RECEPTION	• I have developed a more fluent style of moving, with developing control and grace. • I have developed my small motor skills and know how to use a range of tools competently, safely and confidently. • I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	• I know how to explore, use and refine a variety of artistic effects to express their ideas and feelings. • I know that I can return to and build on my previous learning, refining ideas and developing my ability to represent them. • I know how to create collaboratively, sharing ideas, resources and skills.

SKILLS PROGRESSION IN DESIGN TECHNOLOGY AT THE FOUNDATION STAGE		
	Physical Development	**Expressive Arts and Design**
EARLY LEARNING GOALS	**Fine Motor Skills** • I can use a range of small tools, including scissors, paintbrushes and cutlery.	**Creating with Materials** • I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • I can share my creations, explaining the process that I have used.

SKILLS PROGRESSION IN DESIGN TECHNOLOGY AT KEY STAGE ONE.				
	DESIGN	**MAKE**	**EVALUATE**	**TECHNICAL SKILLS**
NATIONAL CURRICULUM	• design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	• select from and use a range of tools and equipment to perform practical tasks • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	• explore and evaluate a range of existing products • evaluate their ideas and products against design criteria	• build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from.
YEAR ONE	**1. Marvellous Mechanisms (mechanisms)** **2. How can we improve a toy from the past? (mechanisms)** **3. Fabulous Food (cooking and nutrition)** • I can think of some ideas on my own.	**1. Marvellous Mechanisms (mechanisms)** **2. How can we improve a toy from the past? (mechanisms)** **3. Fabulous Food (cooking and nutrition)** • I can explain what I am making.	**1. Marvellous Mechanisms (mechanisms)** **2. How can we improve a toy from the past? (mechanisms)** **3. Fabulous Food (cooking and nutrition)** • I can describe how something works.	**1. Marvellous Mechanisms (mechanisms)** **2. How can we improve a toy from the past? (mechanisms)** • I can make a product that moves. • I can cut materials using scissors.

	• I can explain what I want to do. • I can use pictures and words to plan.	• I can explain which tools I am using	• I can talk about my own work and things that other people have done.	• I can describe the materials using different words. • I can say why I have chosen moving parts. • I can join materials together as part of a moving product. • I can add some kind of design to my product. **3. Fabulous Food (cooking and nutrition)** • I can cut food safely. • I can describe the texture of foods. • I can wash my hands and make sure that surfaces are clean. • I can think of interesting ways of decorating food I have made. • I can describe the properties of the ingredients I am using. • I can explain what it means to be hygienic. • I can be hygienic in the kitchen.

SKILLS PROGRESSION IN DESIGN TECHNOLOGY AT KEY STAGE ONE.				
	DESIGN	**MAKE**	**EVALUATE**	**TECHNICAL SKILLS**
NATIONAL CURRICULUM	• design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	• select from and use a range of tools and equipment to perform practical tasks • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	• explore and evaluate a range of existing products • evaluate their ideas and products against design criteria	• build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from.
YEAR TWO	**1. Where Would an Animal Like to Live? (use of materials & construction)** **2. Super Salads (cooking and nutrition)** **3. Can We Put On a Puppet Show? (textiles)** • I can think of ideas and plan what to do next. • I can choose the best tools and materials. I can give a reason why these are the best. • I can describe my design by using pictures, diagrams, models and words.	**1. Where Would an Animal Like to Live? (use of materials & construction)** **2. Super Salads (cooking and nutrition)** **3. Can We Put On a Puppet Show? (textiles)** • I can join things (materials/components) together in different ways.	**1. Where Would an Animal Like to Live? (use of materials & construction)** **2. Super Salads (cooking and nutrition)** **3. Can We Put On a Puppet Show? (textiles)** • I can explain what went well in my work. • I can explain what I would improve if I did it again.	**Where Would an Animal Like to Live? (use of materials & construction)** • I can make a structure/model using different materials. • I can make my work tidy. • I can talk with others about how I want to construct my product. • I can make simple plans before making objects, e.g. drawings, arranging pieces of construction before building. • I can measure materials to use in a model or structure. • I can join material in different ways. • I can use joining, folding or rolling to make things stronger. • I can make sensible choices as to which materials and tools to use for my constructions.

				• I can develop my own ideas from initial starting points. • I can incorporate some type of movement into my model. • I can consider how to improve my construction **Super Salads (cooking and nutrition)** • I can cut food safely. • I can describe the texture of foods. • I can wash my hands and make sure that surfaces are clean. • I can think of interesting ways of decorating food I have made. • I can describe the properties of the ingredients I am using. • I can explain what it means to be hygienic. • I can be hygienic in the kitchen. **3. Can We Put On a Puppet Show? (textiles)** • I can describe how different textiles feel. • I can make a product from textiles by gluing. • I can measure textiles. • I can join textiles together to make something. • I can cut textiles. • I can explain why I chose a certain textile

SKILLS PROGRESSION IN DESIGN TECHNOLOGY AT LOWER KEY STAGE TWO.				
	DESIGN	**MAKE**	**EVALUATE**	**TECHNICAL SKILLS**
NATIONAL CURRICULUM	• use research and develop design criteria to inform the design of innovative, functional, • appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	• investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world	• apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products • understand and use electrical systems in their products • apply their understanding of computing to program, monitor and control their products. • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
YEAR THREE	**1. How Can a Poster be Interactive? (mechanisms)** **2. Sandwich Snacks (cooking and nutrition)** **3. How Do People Keep Their Money Safe? (textiles)** • I can show that my design meets a range of requirements.	**1. How Can a Poster be Interactive? (mechanisms)** **2. Sandwich Snacks (cooking and nutrition)** **3. How Do People Keep Their Money Safe? (textiles)** • I can use equipment and tools accurately.	**1. How Can a Poster be Interactive? (mechanisms)** **2. Sandwich Snacks (cooking and nutrition)** **3. How Do People Keep Their Money Safe? (textiles)** • I can explain what I have changed which made my design even better	**1. How Can a Poster be Interactive? (mechanisms)** • I can select the most appropriate tools and techniques to use for a given task. • I can make a product which uses mechanical components. • I can use a number of components. • I can use the most appropriate materials.

	• I can put together a step-by-step plan which shows the order and also what equipment and tools I need. • I can describe my design using an accurately labelled sketch and words. • I can make a plan that is realistic.			• I can work accurately to make cuts and holes. • I can join materials. **2. Sandwich Snacks (cooking and nutrition)** • I can choose the right ingredients for a product. • I can use equipment safely. • I can make sure that my product looks attractive. • I can describe how my combined ingredients come together. • I can be hygienic and safe. • I can present my product in an interesting way **3. How Do People Keep Their Money Safe? (textiles)** • I can join textiles of different types in different ways. • I can choose textiles both for their appearance and also their qualities. • I can think of what the user would want when choosing textiles. • I have thought about how to make my product strong. • I can devise a template. • I can explain how to join things in a different way. • I can work accurately to make cuts and holes. • I can use finishing techniques.

SKILLS PROGRESSION IN DESIGN TECHNOLOGY AT LOWER KEY STAGE TWO.				
	DESIGN	**MAKE**	**EVALUATE**	**TECHNICAL SKILLS**
NATIONAL CURRICULUM	• use research and develop design criteria to inform the design of innovative, functional, • appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	• investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world	• apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products • understand and use electrical systems in their products • apply their understanding of computing to program, monitor and control their products. • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
YEAR FOUR	**1. How Can We Help People in Need? (materials)** **2. Light It Up (materials and electrical components)** **3. Riverside Picnics (cooking and nutrition** • I can come up with at least one idea about how to create my product.	**1. How Can We Help People in Need? (materials)** **2. Light It Up (materials and electrical components)** **3. Riverside Picnics (cooking and nutrition** • I can tell if my finished product is going to be good quality.	**1. How Can We Help People in Need? (materials)** **2. Light It Up (materials and electrical components)** **3. Riverside Picnics (cooking and nutrition** • I have thought of how I will check if my design is successful.	**1. How Can We Help People in Need? (materials)** • I can measure carefully so as to make sure I have not made mistakes. • I have attempted to make my product strong. • I can use a range of advanced techniques to shape.

	• I can take account of the ideas of others when designing. • I can produce a plan and explain it to others. • I can suggest some improvements and say what was good and not so good about my original design.	• I am conscious of the need to produce something that will be liked by others. • I can show a good level of expertise when using a range of tools and equipment. • I can work at my product even though my original idea might not have worked.	• I can begin to explain how I can improve my original design. • I can evaluate my product, thinking of both appearance and the way it works. • I can take time to consider how I could have made my idea better.	• I use finishing techniques, showing an awareness of audience. **2. Light It Up (materials and electrical components)** • I can measure carefully so as to make sure I have not made mistakes. • I have attempted to make my product strong. • I can use a range of advanced techniques to shape. • I use finishing techniques, showing an awareness of audience. • I can add things to my circuits. • I have altered my product after checking it. • I am confident about trying out new and different ideas. • I can incorporate a switch into my product. **3. Riverside Picnics (cooking and nutrition** • I can choose the right ingredients for a product. • I can use equipment safely. • I can make sure that my product looks attractive. • I can describe how my combined ingredients come together. • I can be hygienic and safe. • I can present my product in an interesting way

SKILLS PROGRESSION IN DESIGN TECHNOLOGY AT UPPER KEY STAGE TWO.				
	DESIGN	**MAKE**	**EVALUATE**	**TECHNICAL SKILLS**
NATIONAL CURRICULUM	• use research and develop design criteria to inform the design of innovative, functional, • appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	• investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world	• apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products • understand and use electrical systems in their products • apply their understanding of computing to program, monitor and control their products. • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
YEAR FIVE	**1. Birdhouse Builders (materials)** **2. Food from other Cultures (cooking and nutrition)** **3. Talking Textiles (textiles and materials** • I can come up with a range of ideas after I have collected information.	**1. Birdhouse Builders (materials)** **2. Food from other Cultures (cooking and nutrition)** **3. Talking Textiles (textiles and materials** • I can explain why my finished product is going to be of good quality.	**1. Birdhouse Builders (materials)** **2. Food from other Cultures (cooking and nutrition)** **3. Talking Textiles (textiles and materials** • I keep checking that my design is the best it can be. • I can check whether anything could be improved.	**1. Birdhouse Builders (materials)** • I can measure accurately to ensure that everything is precise. • I can ensure that my product is strong and fit for purpose. **2. Food from other Cultures (cooking and nutrition)** • I can describe what I need to do to be both hygienically and safe.

	• I can take a user's view into account when designing. • I can produce a detailed step-by-step plan. • I can suggest some alternative plans and say what the good points and drawbacks are about each.	• I can explain how my product will appeal to the audience. • I can use a range of tools and equipment expertly. • I can persevere through different stages of the making process.	• I can evaluate appearance and function against the original criteria.	• I can present my product well. • I can explain how my product should be stored and why. **3. Talking Textiles (textiles and materials** • I can think what the user would want when choosing textiles. • I can make my product attractive and strong. • I can make up a prototype first. • I can use a range of joining techniques. • I can think about how my product could be sold. • I can consider what would improve my product even more. • I can justify why the chosen material was best for the task. • I can justify design in relation to the audience.

SKILLS PROGRESSION IN DESIGN TECHNOLOGY AT UPPER KEY STAGE TWO.				
	DESIGN	**MAKE**	**EVALUATE**	**TECHNICAL SKILLS**
NATIONAL CURRICULUM	• use research and develop design criteria to inform the design of innovative, functional, • appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	• investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world	• apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products • understand and use electrical systems in their products • apply their understanding of computing to program, monitor and control their products. • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
YEAR SIX	**1. Programming Propaganda (electrical components)** **2. Spanish Tapas (cooking and nutrition)** **3. Terrific Toys (mechanical components and materials)** • I can use a range of information to inform my design.	**1. Programming Propaganda (electrical components)** **2. Spanish Tapas (cooking and nutrition)** **3. Terrific Toys (mechanical components and materials)** • I can use tools and materials precisely.	**1. Programming Propaganda (electrical components)** **2. Spanish Tapas (cooking and nutrition)** **3. Terrific Toys (mechanical components and materials)** • I can test and evaluate my final product.	**1. Programming Propaganda (electrical components)** • I can incorporate a switch into my product. • I can refine my product after testing it. • I can incorporate hydraulics and pneumatics. • I can use different kinds of circuit in my product.

	• I can use market research to inform my plans. • I can work within constraints. • I can follow a plan and refine it if necessary. • I can justify my plan to someone else. • I can consider culture and society in my design.	• I can change the way I am working if needed	• I can check if my product is fit for purpose. • I can say how I would improve my product. • I can think about how different resources would have improved my product. • I can find the information I would need to make my product better. • I can ensure that my product meets all design criteria and if not, explain why. • I can consider how my product will be used when selecting materials.	• I can think of ways in which a circuit would improve my product. **2. Spanish Tapas (cooking and nutrition)** • I can describe what I need to do to be both hygienically and safe. • I can present my product well. • I can explain how my product should be stored and why. **3. Terrific Toys (mechanical components and materials)** • I can refine my product after testing it. • I can measure accurately to ensure that everything is precise. • I can ensure that my product is strong and fit for purpose. • I can justify why I have chosen the selected materials. • I have ensured that my work is precise and accurate. • I can hide joins so as to improve the look of my product.

KNOWLEDGE PROGRESSION IN DESIGN TECHNOLOGY AT LOWER KEY STAGE TWO.	
NATIONAL CURRICULUM	• use research and develop design criteria to inform the design of innovative, functional, • appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products • understand and use electrical systems in their products • apply their understanding of computing to program, monitor and control their products. • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
YEAR FOUR	**How Can We Help People in Need? (materials)**

	• Know what a shell structure is. • Know how shell structures can be made including the materials they are made from, how they are stiffened and strengthened and how they are made appealing to certain users. • Know how to construct nets in a range of different shapes, including techniques like scoring and cutting. • Know how to design based on an audience. • Know how computer-aided design (CAD) can be used effectively, and when it should not be used. • Know how to use CAD to improve our work. **Light It Up (materials and electrical components)** • Know how battery-powered products work, including examples with a range of different switches. • Know how reading lights are made fit for purpose, including their intended audience. • Know how lights and lamps have changed and developed over time. • Know how to make manually controlled, simple series circuits with batteries and different types of switches, bulbs and buzzers and to apply this learning to include a circuit within a product. • Know how to make sure that electrical products are safe for use. **Riverside Picnics (cooking and nutrition)** • Know the names of the different food groups and give examples of foods in each group. • Know and understand the basic principles of a healthy and varied diet. • Know how to plan a meal that forms part of a healthy and varied diet, incorporating the different food groups.

KNOWLEDGE PROGRESSION IN DESIGN TECHNOLOGY AT UPPER KEY STAGE TWO.	
NATIONAL CURRICULUM	• use research and develop design criteria to inform the design of innovative, functional, • appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products • understand and use electrical systems in their products • apply their understanding of computing to program, monitor and control their products. • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
YEAR FIVE	**Birdhouse Builders (materials)**

	• Know what a frame structure is. • Know how frame structures, both permanent and portable, are used and when we might see them in everyday life. • Know how frame structures can be strengthened, stiffened and reinforced. • Know about key events and individuals related to their study of frame structure, e.g. Stephen Sauvestre (Eiffel Tower), Thomas Farnolls Pritchard (Iron Bridge). • Know how to use triangulation to reinforce square frameworks. • Know how to safely and accurately use junior hacksaws, bench hooks, square section wood, card triangles and hand drills to construct wooden frames. • Know how to identify potential problems by creating a prototype. **Food from Other Cultures (cooking and nutrition)** • Know the names of some traditional Islamic dishes and be able to describe their taste and appearance. • Know and understand that all foods have nutritional values. • Know about nutritional value and why it is important to know before eating a food. • Know the names of the essential nutrients and why we need them in our bodies. • Know the name of a famous chef in this area and be able to relay some key facts about her. • Know the names of the ingredients used to create bread and those that can be added to enhance flavour. **Talking Textiles (textiles and materials)** • Know how fabric shapes can be combined. • Know how designers have impacted fabrics used today and different products. • Know whether products are functional or decorative. • Know about a range of cushion products including what their purpose is and how they have been constructed. • Know how to use iron-transfer paper. • Know about a range of different stitching techniques.

KNOWLEDGE PROGRESSION IN DESIGN TECHNOLOGY AT UPPER KEY STAGE TWO.	
NATIONAL CURRICULUM	• use research and develop design criteria to inform the design of innovative, functional, • appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products • understand and use electrical systems in their products • apply their understanding of computing to program, monitor and control their products. • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
YEAR SIX	**Programming Propaganda (electrical components)** • Know the names of some products that operate through changes in the environment. • Be able to talk about the advantages of computer control programs to operate products. • Know some facts about a key individual within this area of DT. • Know how to create more complex circuits including series circuits where two output devices are controlled by one switch and parallel circuits.

	• Know how to use a computer to control their circuit. **Spanish Tapas (cooking and nutrition)** • Know the names of some traditional Spanish dishes and what they look like. • Know and understand that all foods have nutritional values. • Know about nutritional value and why it is important to know before eating a food. • Know the names of the essential nutrients and why we need them in our bodies. • Know about seasonality. • Know about how key chefs have contributed to Spanish cuisine. • Know some key facts about a Spanish chef. • Know how to enhance the flavour of a dish with herbs and spices, etc. and know the names of some of these ingredients. • Know how to cook safely using a range of kitchen utensils and hot appliances. **Terrific Toys (mechanical components and materials)** • Know what different types of movement look like: rotary, oscillating and reciprocating. • Know the different components of a moving mechanism: the cam and the follower. • Know how to change the movement of a follower. • Know how to use market research to design a product. • Know how to accurately cut, shape and join wood