Design & Technology vocabulary for the National Curriculum

This document sets out FS, KS1 and KS2 Design & Technology vocabulary under the EYFS Development Matters and National Curriculum. The tables can be used to check pupils' understanding of new vocabulary introduced from FS-Y6.

The lists are intended as a guide as to what pupils should know, and are not exhaustive. Of course, key terms may be introduced earlier as a challenge for our learners, although it is also important to ensure that learning is 'new' and carries an 'element of surprise'.

	Progression in Design & Technology Vocabulary from Foundation Stage to Year 6.						
Year	**FS**	**1**	**2**	**3**	**4**	**5**	**6**
	0-3 – build block stick **3-4 –** Stack Space Balance Model Fold Bend Fasten **Reception –** Construct Join Fringe Tear Scrunch Link Insert Slot tab	**Net-** a 3D shape is what it looks like if it is opened out flat. **Design-** a plan or drawing produced to show final product. **Make** -the process in which you carry out the design. **Evaluate-** to judge the value or worth of something. Cut Measure Glue Fold Lid Side **Join-** where two or more things are connected or fastened together. Corner Decorate Stick Twist Poke Model Stronger	**Net-** a 3D shape is what it looks like if it is opened out flat. **Design**- a plan or drawing produced to show final product. **Evaluate**- to judge the value or worth of something to see what can be done better next time. **Make-** the process in which you carry out the design. Measure Assemble Fold Scoring Joins sliding lid push on lid padding layers illustrate stretch wrap spin attach test	**Design** -a plan or drawing produced to show final product. **Make**- the process in which you carry out the design. **Evaluate**- to judge the value or worth of something to see what can be done better next time. Assemble Scoring Joins sliding lid integrated hinge push on lid added hinge padding layers dividers drawers illustrate	**Design**-a plan or drawing produced to show final product. **Make**-the process in which you carry out the design. **Evaluate-** to judge the value or worth of something to see what can be done better next time. Improve **Modify**- make partial or minor changes. **Research-** revolves around gathering in-depth information about customer or user needs and preferences. Plan Procedures Weave Prepare apply prepare discussion explore compare	Design -a plan or drawing produced to show final product. Make-the process in which you carry out the design. Evaluate- to judge the value or worth of something to see what can be done better next time. Analyse- studying how well a product does its job. Structures- are categorised as: Bridges, Containers, Buildings, Vehicles,Towers, Furniture, Fairground Rides, Enclosures etc. File Investigate Functional - Designed to be practical and useful,	**Design-** a plan or drawing produced to show final product. **Make** -the process in which you carry out the design. **Evaluate-** to judge the value or worth of something to see what can be done better next time. **Prototypes**- a test, or original, model of a product or a technology from which improvements, upgrades or fundamental changes can be made. Generate Develop Model Annotate Shaping Stiffen Reinforce aesthetic qualities consider

		Stable **Template**- shaped piece of rigid material (card) used as an outline. **Axle-** the rod that goes right through the very center of the wheel to help it move and stay in place. **Wheel** - wheel is the round circle.	bend			rather than attractive. Components – individual pieces that contribute to making something. Properties Strengthen - The capacity of an object to withstand great force or pressure. Improve Sew Stuff	

The Sacred Heart DAWN Curriculum: Design & Technology: Children can…

	DESIGN AND DEVELOP	MAKING	PRODUCT AND EVALUATION
FS	Talk about what they want to make.	Make models randomly.	Be excited about what they have made.
Y1	Generate ideas from their own experience. Talk about their ideas and say what will be done. Describe what they want to do using pictures and words. Make lists of materials they will need.	Know the features of some familiar products. Join two materials together, often with glue. Use scissors to cut, sometimes with help. Make simple models, not necessarily with a purpose. Use simple construction kits – e.g. Lego. Know about basic hygiene and safety.	Recognise the characteristics of familiar products. Know how some moving objects work. Use simple terms to talk about their own and others' work. Identify materials and mechanisms in familiar products. Know the benefits of fruit and vegetables.
Y2	Generate ideas, and plan what to do next, using their experience of materials and components. Use their knowledge of some working characteristics of materials when designing. Use wheels, slides and levers in plans. Use plans to show how to put their ideas into practice. Say how the product will be useful to the user. Draw pictures with labels, with some text.	Begin to select tools for folding, joining, rolling. Measure out and cut fabric. Use a simple template for cutting out. Practise skills before using them. Use simple finishing techniques. Select tools and techniques appropriate to the job. Follow basic safety rules. Understand and use the terms ingredient and component. Use simple scales or balances. Understand main rules of food hygiene.	Talk about how moving objects work. Describe how a commercial product works. Use like and dislike when evaluating or describing. Explain why some products are useful. Use digital photography to present design or finished work. Recognise what they have done well and talk about what could be improved. Seek out the views and judgements of others. Predict how changes will improve the finished

			product.
Y3	Use others to help generate their ideas. Use what they know about the properties of materials. Plan their work to include a range of joins. Ensure that plans are realistic and appropriate for the aim. Show the order of working in plans. Use models, pictures and words in designs. Make increasing use of ICT to plan ideas. Recognise that designs must meet a range of needs. Say why something will be useful. Apply what they know about mechanisms to create movement when planning and designing. Investigate a range of products to see how they work.	Measure and cut out using centimetres and weigh in grams. Choose tools and equipment, which are appropriate for the job. Prepare for work by assembling components together before joining. Use scoring and folding for precision. Make holes using a punch and drill. Work out how to make models stronger. Alter and adapt materials to make them stronger. Combine a number of components together in different ways. Make the finished product neat and tidy. Begin to select their own ingredients when cooking or baking. Make good presentation of food.	Be clear about their ideas when asked. Can alter and adapt original plans following discussion and evaluation. Recognise what has gone well, but suggest further improvements for the finished article. Suggest which elements they would do better in the future. Identify where evaluation has led to improvements. Understand safe food storage.
Y4	Collect and use information to generate ideas. Consider the way the product will be used. Understand designs must meet a range of criteria and constraints. Take users' views into account. Understand how some properties can be used – e.g. waterproof. Think ahead about the order of their work. Add electricity to create motion or make light. Produce step by step plans. Make ongoing sketches and annotations.	Increasingly model their ideas before making. Measure accurately to centimetres and grams. Combine materials for strength and to improve how the product looks. Use permanent and temporary fastenings to join. Join with a greater range of techniques – e.g. staples. Strengthen joins and corners in a variety of ways. Understand how wheels, axles, turning mechanisms, hinges and levers all work together.	Talk about what they like and dislike, giving reasons. Develop their designs through their own reflection and the evaluation of others. Carry out tests before making improvements. Evaluate food by taste, texture, flavour etc.
Y5	Make more complex designs to include belts and pulleys, and a combination of other mechanisms. Plan the order of work by thinking ahead. Use sketches to show other ways of doing things – and then make choices. Meet an identified need – e.g. a meal for an older person – by selecting ingredients or materials. Use various sources of information and draw	Carry out tests to see if their design works. Make improvements from design suggestions. Work in a safe and hygienic way. Measure and cut precisely to millimetres. Make stable and strong joins to stand the test of time. Use proportions when cooking, by doubling and halving recipes.	Identify what is working well and what might be improved – and make choices from several alternatives. Refine the quality of the finished product, including making annotations on the design. Clarify ideas through drawing and modeling. Increasingly use testing to improve models and finished products.

	on them in design.		
Y6	Keep cost constraints in mind when selecting materials in design. Use their knowledge of –e.g.- science and art when designing. Be aware of commercial aspects and incorporate these into their designs. Draw scaled diagrams with increasing use of ratio. Calculate the amount of materials needed use this to estimate cost.	Measure and cut out in precise detail, and make sure that finished products are carefully Finished. Make separate elements of a model before combining into the finished article. Understand how an article might be mass produced. Produce a simple instruction manual or handbook for their product.	Research products using the internet. Test and evaluate commercial products, understanding how this information supports their own designs. Evaluate a range of different sources of information such as advertising and handbooks.

The Sacred Heart DAWN Curriculum: Design & Technology: Highly Effective AfL Questions

	DESIGN AND DEVELOP	**MAKING**	**PRODUCT AND EVALUATION**
	G&T Question: What is unique about your design? Grey Sections: To be assessed practically through practical work and the skills they have used.		
FS	Can you talk about what they want to make?	Can you make models randomly?	Can you show excitement about what you have made and talk about why it has made you feel this way?
Y1	Can you generate ideas from their own experience? Can you talk about your ideas and say what will be done? Can you describe what they want to do using pictures and words? Can you make lists of materials you will need?	Do you know the features of some familiar products? Can you join two materials together, often with glue? Can you use scissors to cut, sometimes with help? Can you make simple models, not necessarily with a purpose? Can you use simple construction kits – e.g. Lego? Do you know about basic hygiene and safety?	Can you recognise the characteristics of familiar products? Do you know how some moving objects work? Can you use simple terms to talk about your own and others' work? Can you identify materials and mechanisms in familiar products? Do you know the benefits of fruit and vegetables?
Y2	Can you generate ideas, and plan what to do next, using your experience of materials and components?	Can you begin to select tools for folding, joining, rolling? Do you know how to measure out and cut fabric?	Can you talk about how moving objects work? Can you research and describe how a commercial product works?

	Can you use your knowledge of some working characteristics of materials when designing? Can you use wheels, slides and levers in plans? How can you put your ideas in practice? Can you say how the product will be useful to the user? Can you draw pictures with labels, with some text?	Can you use a simple template for cutting out? Can you practise skills before using them? Can you use simple finishing techniques? Can you select tools and techniques appropriate to the job? Do you know how to follow basic safety rules? Can you understand and use the terms ingredient and component? How do you use simple scales to balance? Can you understand main rules of food hygiene?	Can you use like and dislike when evaluating or describing? How are some products useful? Can you use digital photography to present design or finished work? Can you recognise what you have done well and talk about what could be improved? Can you seek out the views and judgements of others? Can you predict how changes will improve the finished product?
Y3	How could you generate ideas? Can you use what you know about the properties of materials? Can you plan your work to include a range of joins Can you ensure that plans are realistic and appropriate for the aim? Can you show the order of working in plans? Can you use models, pictures and words in designs? Can you use of ICT to plan ideas? Do your designs meet a range of needs? Can you say why something will be useful? Can you apply what you know about mechanisms to create movement when planning and designing? Can you investigate a range of products to see how they work?	Can you measure and cut out using centimetres and weigh in grams? What equipment do you need to measure weight? How do you know the tools and equipment are appropriate for the job? How can you prepare for work before joining? What can you use for precision? What can you use to make holes? How can you make models stronger? Can you combine a number of components together in different ways? Can you make the finished product neat and tidy? What ingredients will you need when cooking or baking? How can you record this? How can you make good presentation of food?	How can you be clear about your ideas when asked? Can you alter and adapt original plans following discussion and evaluation? How can you suggest further improvements for the finished article? Can you discuss and suggest which elements you would do better in the future? Can you identify where evaluation has led to improvements? Why is food storage important?
Y4	How can you collect and use information to generate ideas? Can you consider the way the product will be used? Do you understand designs must meet a range of criteria and constraints? Can you take users' views into account? Do you understand how some properties can be used – e.g. waterproof? Can you think ahead about the order of their	Can you increasingly model their ideas before making? How can you measure accurately to centimetres and grams? How can you combine materials for strength and to improve how the product looks? Can you use permanent and temporary fastenings to join? Can you join with a greater range of techniques – e.g. staples?	Can you talk about what you like and dislike, giving reasons? Can you develop your designs through your own reflection and the evaluation of others? How can you carry out tests before making improvements? Can you evaluate food by taste, texture, flavour etc?

	work? Can you think about how to add electricity to create motion or make light? Can you produce step-by-step plans? Can you make ongoing sketches and annotations?	How can you strengthen joins and corners in a variety of ways? Do you understand how wheels, axles, turning mechanisms, hinges and levers all work together?	
Y5	Can you make more complex designs to include belts and pulleys, and a combination of other mechanisms? Can you plan the order of work by thinking ahead? How can you use sketches to show other ways of doing things – and then make choices? How can you make sure you have met an identified need – e.g. a meal for an older person? How can you use various sources of information and draw on them in design?	How can you carry out tests to see if your design works? Can you make improvements from design suggestions? Do you know how to work in a safe and hygienic way? What can you use to measure and cut precisely to millimetres? How can you make stable and strong joins to stand the test of time? Can you use proportions when cooking?	Can you identify what is working well and what might be improved – and make choices from several alternatives? How can you refine the quality of the finished product, including making annotations on the design? Can you clarify ideas through drawing and modeling? How can you use testing to improve models and finished products?
Y6	How can you keep cost constraints in mind when selecting materials in design? Can you use your knowledge of –e.g.- science and art when designing? Are you aware of commercial aspects and can incorporate these into your designs? Can you draw scaled diagrams with increasing use of ratio? Can you calculate the amount of materials needed use this to estimate cost?	How can you measure and cut out in precise detail, and make sure that finished products are carefully finished? Can you make separate elements of a model before combining into the finished article? Do you understand how an article might be mass-produced? Can you produce a simple instruction manual or handbook for their product?	How might you research products? How can you test and evaluate commercial products? Do you understanding how this information supports own designs? Can you evaluate a range of different sources of information such as advertising and handbooks?