



Our aim at Penponds is to ensure that all children are inspired to imagine, design and make products that solve real and relevant problems within a variety of contexts.

We believe that Design & Technology should be about supporting pupils to take risks, becoming innovative citizens for the world in which they live. Through the evaluation of Design and Technology we want to inspire children to understand the impact of design and technology and its essential contribution to the creativity, culture, wealth and well-being of the nation.

We ensure that all children learn about Design & Technology through a variety of projects. Through the development of skills children begin designing appealing products for themselves before linking this understanding to the future design of purposeful and functional projects. Children are encouraged to evaluate existing products and discuss improvements to their designs and products.

In Design & Technology lessons, children will produce creative designs, exploring their ideas and understanding the correct skills needed to turn their design into a reality. Children's learning progresses through each year group where the purpose and complexity is suitably increased. Children are taught to understand how high-quality Design and Technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

The Design & Technology Lead is responsible for supporting colleagues in their teaching, keeping them informed of current developments in the subject, and by providing a strategic lead and direction Design & Technology including following the school's robust system for monitoring and assessing.

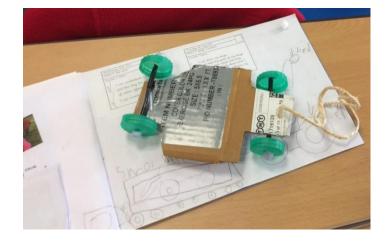
Our children are supported through our four school values – Curiosity, Creativity, Confidence and Caring- all embodied through our vision, 'Aiming High and Achieving Our Best' and our vision statement:

Penponds School will work with all stakeholders to create a happy, safe and stimulating environment where children become 'Leaders of their own Learning'. By maintaining high expectations of the whole school community, our children will be equipped to become lifelong learners. We encourage curiosity about the world, strive to be creative in everything we do and build confidence in our children to enable them to grasp opportunities and tackle challenges with resilience and self-assurance.









Intent (curriculum design, coverage and appropriateness)	Implementation (curriculum delivery, teaching and assessment)	Impact (attainment and progress)
Our aim for the Design & Technology curriculum	To ensure that high quality Design & Technology	 Children will be able to talk about their design
is to ensure that all children develop the creative,	is taking place throughout the whole school we	and technology projects and use subject specific
technical and practical expertise needed to	implement a curriculum which is progressive	language to discuss what they have learnt



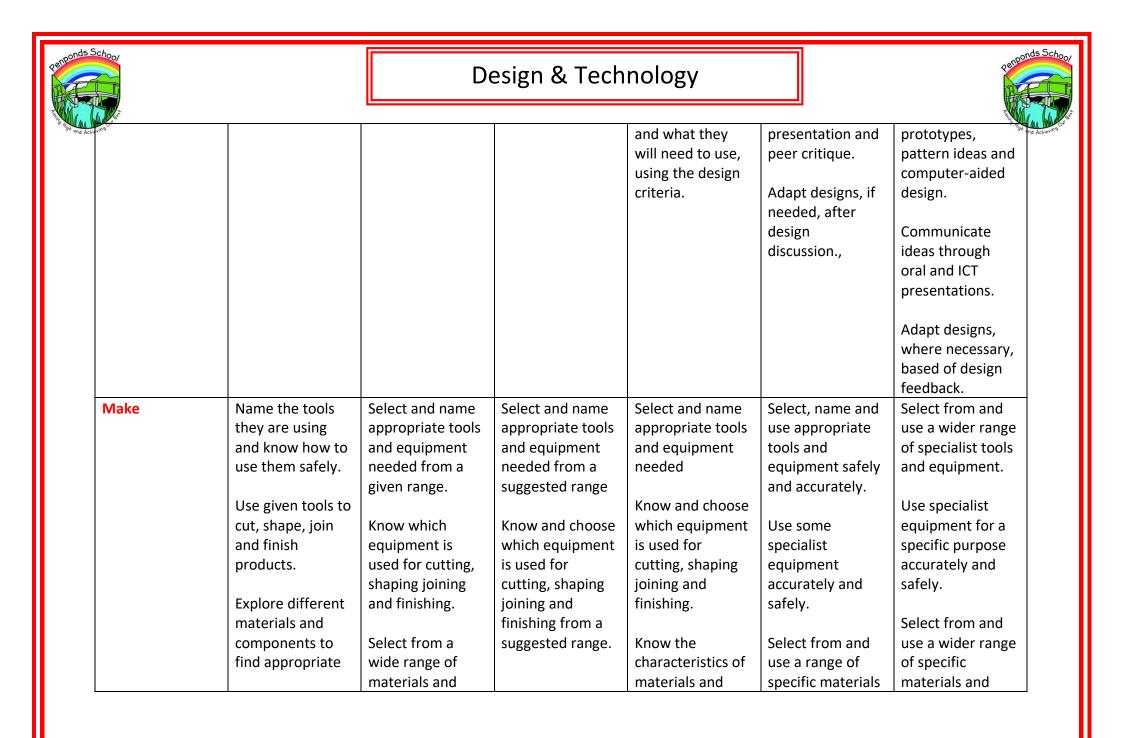


Design and Technology - Skills and knowledge components: Progression document building from previous year's learning





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<i>in9</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design	Design a	Design an	Design an	Design an	Research existing	Research existing
	functional	appealing and	appealing and	appealing and	products and	products to
	product with a	functional	functional	functional	develop design	inform design
	purpose for	product with a	product with a	product for a	criteria.	choices and
	themselves and	purpose for	clear purpose and	particular		criteria, taking
	others.	themselves and	use for	audience.	Design functional,	into consideration
		others.	themselves and		appealing	user needs.
	Design a product		others.	Create design	products aimed at	
	to do a specific	Use a set of		criteria for a	particular	Design
	job.	criteria to aid the	Sketch and label	product.	individuals or	innovative,
		design process.	diagrams of their		groups.	functional,
	Draw and label		design ideas.	Use sketches,		appealing
	pictures of their	Draw, and make		labelled diagrams	Create detailed	products aimed at
	design ideas.	notes on, their	Discuss their	and notes to	design criteria for	particular
		design ideas.	ideas and explain	explain their	a product.	individuals or
	Discuss their		the purpose,	design.		groups.
	ideas and explain	Explain what they	choice of		Communicate	
	their choices.	are making, and	materials, any	Explain their	ideas by	Develop a set of
		what they will	necessary	ideas, the	developing	criteria, based on
		need to use.	changes and how	purpose, choice	sketches, labelled	research, to aid
			it will be made.	of materials, any	diagrams and	design process.
				necessary	notes to support	
			Explain what they	changes and how	their design.	Communicate
			are making, why	it will be made.		ideas by using
			they are making it		Communicate	cross-sectional
			and what they	Explain what they	ideas through	diagrams,
			will need to use.	are making, why	discussion,	exploded
				they are making it		diagrams,







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,m ²	ways of joining materials.	components, depending on	Know some characteristics of	components and select, depending	and components according to their	components according to their
		use.	materials and components and select from a wide range of these, depending on use.	on use.	specific use and appearance	use and aesthetic properties.
Evaluate	Explore, investigate and use existing products. Say whether or not their product	Explore and evaluate existing products. Say why a product is good (or not) and what	Explore and analyse existing products. Consider why products are good (or not) and	Explore and analyse existing products against a set of criteria. Consider how products were	Investigate, explore and analyse a range of existing products based on a set of criteria.	Investigate and explore a range of existing products, considering construction and purpose.
	does the job it is supposed to. Explain why their	job it does (and if it good / bad at this job).	how effective they are at meeting their purpose.	made, why they are good (or not) and how effective they are at	Evaluate their ideas, prototypes and products against a specific	Evaluate their ideas, prototypes and products against a specific
	product is good.	Evaluate their product against their design criteria.	Suggest ways of improving their own and others' work.	meeting their purpose. Suggest ways of improving their own and others'	set of criteria. Suggest ways of improving their own and others' work, using their	set of criteria they have devised. Suggest ways of improving own
			Consider how some products have helped the world.	work based on how effective the product is.	criteria Consider how some people and	and others' work, using specific criteria.





10 - S						Inc
vina				Consider how	products have	Identify and
				some people and	changed the	understand how
				products have	world.	key events and
				helped the world.		individuals in
						design and
						technology have
						helped shape the world.
Technical	Build structures	Build structures	Explore how to	Explore how to	Explain how to	Design and build
knowledge	and explore how	and investigate	make structures	make structures	make structures	more complex
	they can be made	how they can be	stronger, stiffer	stronger, stiffer	stronger, stiffer	frameworks,
	stiffer and	made stronger,	and more stable	and more stable	and more stable	using a range of
	stronger using a	stiffer and more	using more /	using a variety of	using engineered	materials to
	range of	stable.	other materials.	materials.	designs (e.g.	support
	materials.				diagonal struts).	mechanisms.
		Explore different	Explore different	Explore and		
	Explore ways of	ways of joining	ways of joining	different ways of	Explore and	Apply
	joining cards to	similar materials	things together.	joining things	analyse a range of	understanding of
	make it move	together.		together (both	linkages (ways of	how to
	(e.g. split pins).	U	Create models	moving joints and	fixing and joining	strengthen,
		Create models	which use wheels,	fixed joints).	materials –	stiffen and
	Create models	with wheels, axels	axels, hinges to	,	temporary, fixed	reinforce more
	with wheels and	and hinges.	make specific	Create models	and moving) to	complex
	axels.		parts move.	which use wheels,	change	structures.
		Explore and use	'	axels, hinges and	movement (e.g.	
		levers and sliders	Explore and	other moving	make it larger or	Understand and
		to move part of	incorporate	parts for a	varied).	use CAM
		their product.	simple circuits	specific purpose.		mechanisms to

2 Dechoor		De	esign & Tech	nology		2 encor
chuy m9			and bulbs into	Explore and	Create models	create moving
			their product.	investigate series circuits, bulbs,	which use gears, pulleys, levers	models.
				buzzers and motors.	and linkages for a specific purpose.	Understand and use a range of electrical systems
				Use ICT to program and control a moving product.	Create models which use series circuits, switches, bulbs, buzzers and motors.	in their products, such as series circuits, incorporating switches, bulbs, buzzers and
					Use ICT to monitor, program and control their products.	Apply their understanding of computing to program, monitor and control their products.
Cooking and nutrition	Understand which foods are healthy and which foods are treats.	Understand what a healthy and varied diet is. Use knowledge of healthy eating to	Understand what a healthy, varied and balanced diet is. Choose, prepare	Understand why we need to eat a healthy, varied and balanced diet.	Understand which foods will provide a healthy, varied and balanced diet.	Understand and apply the principles of a healthy and varied diet.
	Suggest healthy dishes to prepare and make.	prepare dishes.	and cook dishes using some	Understand why we need	Understand which food groups help our	Understand which foods are sources of





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	Understand	cooking	particular food	bodies to	required nutrition
Understand	where food	techniques.	groups.	function.	(including
where some	comes from				minerals,
foods come from	(plant or animal).	Understand	Choose, prepare	Prepare and cook	vitamins, etc.)
(meat, fruit and		where fruit,	and cook dishes	a variety of dishes	
veg).		vegetables, meat	using different	using different	Prepare and cook
		and meat	cooking	cooking	a variety of
		products come	techniques.	techniques based	predominantly
		from.		on a specific	savoury dishes
			Know which	audience.	using a range of
			foods can be		cooking
			grown or reared	Understand why	techniques.
			locally.	we can only grow	
				some foods in our	Understand
				country and why	seasonality and
				we need to get	know where and
				some foods from	how a variety of
				other countries.	ingredients are
					grown, reared,
					caught and
					processed.





Foundation Stage – Reception - some of the wonderful things we do in D&T (EAD) at Penponds:

- Plan, do and review everything that we create.
- Create protective structures to protect Supertato from the Evil Pea, linking to our learning in Literacy. We throw paint covered peas at our structures to test how well they work.
- Build bug hotels around our school grounds to create homes for bugs.
- Make model vehicles and test them on a range of surfaces while exploring forces.
- During Own Learning time we use our imagination and a range of junk modelling resources to create items for a variety of purposes. Through this we develop our skills of joining items in a variety of ways.
- Identify properties of materials and identify what materials can be used for, e.g cardboard goes soggy when it is wet, paper is not very strong.

Reception - Yearly Overview – Skills and knowledge components: Progression document coverage

	Autumn – Superheroes Assemble (PSED/RE- people and communities)	Spring – Let's Crawl (Science- weather, wildlife, habitats & growing)	Summer – On the Move (History/Geography/Seaside Cornwall)
Design and Technology- Expressive Arts and Design	Makes something with clear intentions Makes something that they give meaning to Returns to work on another occasion to edit and improve Children work independently to develop basic skills Join items in a variety of ways – Sellotape, masking tape, string, ribbon Join items with glue or tape Knows how to secure boxes, toilet rolls, decorate	Makes something with clear intentions Makes something that they give meaning to Children work independently to develop basic skills Join items in a variety of ways – Sellotape, masking tape, string, ribbon Builds models which replicate those in real life. Can use a variety of resources – loose part play	Skills Components: Makes something with clear intentions Makes something that they give meaning to Children work independently to develop basic skills Builds models which replicate those in real life. Can use a variety of resources – loose part play Creates collaboratively, sharing ideas with
	Knows how to secure boxes, toilet rolls, decorate bottles	loose part play Builds walls to create enclosed spaces	Creates collaboratively, sharing ideas wit peers and developing skills further





Adds other materials to develop models (tissue paper, glitter)Use glue spatulas with supportUse glue sticks with supportUse glue sticks and glue spatulas independently Knows how to improve models (scrunch, twist, fold, bend, roll)Product is all one texture Builds towers by stackings objects	Builds simple models using walls, roofs and towers. Creates collaboratively, sharing ideas with peers and developing skills further Works with a friend, copying ideas and developing skills together Smooth, rough, bendy, hard, Weave (fine motor)	Works with a friend, copying ideas and developing skills together Smooth, rough, bendy, hard, Weave (fine motor) Improved vocab – flexible, rigid Returns to work on another occasion to edit and improve
Returns to work on another occasion to edit and improve Physical development- Explore a range of tools e.g. spoons, spades, paintbrushes etc Use one handed tools- for example scissors to make snips in paper, hole punch etc Use scissors to cut paper in half. Use scissors to cut round a shape.	Physical development- Explore a range of tools e.g. spoons, spades, paintbrushes etc Use one handed tools- for example scissors to make snips in paper, hole punch etc	Physical development- Explore a range of tools e.g. spoons, spades, paintbrushes etc Use one handed tools- for example scissors to make snips in paper, hole punch etc









Year 1/2 Year A – some of the wonderful things we do in D&T at Penponds

- We always start with looking at and evaluating real products
- Create moving pictures to tell a story for young children
- Create structures and test properties of materials
- Evaluate recipes and present food in an interesting way

Year 1/2 - Yearly Overview Year A – National Curriculum and Skills and knowledge components: Progression document coverage

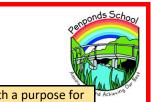
D&T	Moving Pictures	Goldilocks	Castle Kitchens
	A moving picture to illustrate a scene from the Mystery. Children learn to use levers and sliders to move part of their product. Children explore, use and evaluate using different materials to cut, shape, join together.	Design a chair Goldilocks and the Three Bears STEM children think like engineers in order to help Goldilocks build a chair that seats ALL the bears at once. First children find the problem that needs solving, then they come up with designs that can solve this. They consider the special features required by each of the	Children explore recipes from the past and the foods created for different events. Children design make and evaluate a mini banquet. To include menu, place mat and food.
	holes a chocolate coin.	bears and of the purpose of the chair. They then work together to build, test and improve their design. They communicate their findings explaining their reasons for	National Curriculum objectives Cooking and Nutrition
	 National Curriculum objectives Design design purposeful, functional, appealing products for 	the features of their design. National Curriculum objectives	 Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life
	 themselves and other users based on design criteria generate, develop, model and communicate their ideas through 	 Design design purposeful, functional, appealing products for 	 skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to:





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	 talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria Technical knowledge 	 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 Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria Technical knowledge Build structures exploring how they can be made stronger, stiffer and more stable. 	 use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from
	Skills Components:	Skills Components:	Skills Components:
	Design and Technology Year 1	Year 1	Year 1





Design a functional product with a purpose for themselves and others. Draw and label pictures of their design ideas. Discuss their ideas and explain their choices. Name the tools they are using and know how to use them safely. Use given tools to cut, shape, join and finish products. Explore different materials and components to find ways of joining materials. Explore, investigate and use existing products. Say whether or not their product does the job it is supposed to. Explain why their product is good. Year 2 Design an appealing and functional product with a purpose for themselves and others. Use a set of criteria to aid the design process. Draw, and make notes on, their design ideas. Explain what they are making, and what they will need to use. Select and name a range of tools and equipment Know which equipment is used for cutting, shaping, joining and finishing Select from a range of materials and components depending on use. Explore and evaluate existing products.	Design a functional product with a purpose for themselves and others. Draw and label pictures of their design ideas. Discuss their ideas and explain their choices. Name the tools they are using and know how to use them safely. Use given tools to cut, shape, join and finish products. Explore different materials and components to find ways of joining materials. Explore, investigate and use existing products. Say whether or not their product does the job it is supposed to. Explain why their product is good Build structures and explore how they can be made stiffer and stronger using a range of materials. Vear 2 Design an appealing and functional product with a purpose for themselves and others. Use a set of criteria to aid the design process. Draw, and make notes on, their design ideas. Explain what they are making, and what they will need to use.	 Design a functional product with a purpose for themselves and others. Draw and label pictures of their design ideas. Discuss their ideas and explain their choices. Name the tools they are using and know how to use them safely. Explore different materials and components to find ways of joining materials. Explore, investigate and use existing products. Understand which foods are healthy and which foods are treats. Suggest healthy dishes to prepare and make. Understand where some foods come from (meat, fruit and veg). Year 2 Design an appealing and functional product with a purpose for themselves and others. Use a set of criteria to aid the design process. Draw, and make notes on, their design ideas. Explain what they are making, and what they will need to use. Select and name a range of tools and equipment Know which equipment is used for cutting, shaping, joining and finishing Select from a range of materials and components depending on use. Explore and evaluate existing products. Say why a product is good (or not) and what
Say why a product is good (or not) and what job it does Evaluate their product against	Select and name a range of tools and equipment	job it does Evaluate their product against their design criteria.
their design criteria.	Know which equipment is used for cutting, shaping, joining and finishing	Understand what a healthy and varied diet is.





Build structures - investigate how they can be	Select from a range of materials and	Use knowledge of healthy eating to prepare
made stronger	components depending on use.	dishes.
Explore different ways of joining similar	Explore and evaluate existing products.	Understand where food comes from (plant or
materials together.	Say why a product is good (or not) and	animal).
	what job it does Evaluate their product	
	against their design criteria.	
	Build structures - investigate how they can	
	be made stronger, stiffer, more stable.	
	Explore different ways of joining similar	
	materials together.	



Year 1/2 Year B – some of the wonderful things we do in D&T at Penponds

- Explore existing products and question why they are designed this waty
- Create and improve on existing recipes for yogurt





- Design and make robotic models using different mechanisms
- Explore and use pneumatics to make things move

Year 1/2 - Yearly Overview Year B – National Curriculum and Skills and knowledge components: Progression document coverage

Design and	Yogurt Café	Space Robots	Moving Monsters (Plan Bee)
Technology			
	NC objectives:	NC objectives:	NC objectives:
	Design	Design	Design
	I design purposeful, functional, appealing	I design purposeful, functional, appealing	I design purposeful, functional, appealing products
	products for themselves and other users	products for themselves and other users	for themselves and other users based on design
	based on design criteria	based on design criteria	criteria
	I generate, develop, model and communicate	generate, develop, model and	I generate, develop, model and communicate their
	their ideas through talking, drawing,	communicate their ideas through talking,	ideas through talking, drawing, templates, mock-
	templates, mock-ups and, where appropriate,	drawing, templates, mock-ups and, where	ups and, where appropriate, information and
	information and communication technology	appropriate, information and	communication technology
	Make	communication technology	Make
	Iselect from and use a range of tools and	Make	Iselect from and use a range of tools and
	equipment to perform practical tasks [for	Iselect from and use a range of tools and	equipment to perform practical tasks [for example,
	example, cutting, shaping, joining and	equipment to perform practical tasks [for	cutting, shaping, joining and finishing]
	finishing]	example, cutting, shaping, joining and	Iselect from and use a wide range of materials and
	Iselect from and use a wide range of	finishing]	components, including construction materials,
	materials and components, including	Iselect from and use a wide range of	textiles and ingredients, according to their
	construction materials, textiles and	materials and components, including	characteristics
	ingredients, according to their characteristics	construction materials, textiles and	Evaluate
	Evaluate	ingredients, according to their	explore and evaluate a range of existing products
	explore and evaluate a range of existing	characteristics	I evaluate their ideas and products against design
	products	Evaluate	criteria
	Provide the end of	explore and evaluate a range of existing	Technical knowledge
	design criteria	products	Divid structures, exploring how they can be made
	Technical knowledge	evaluate their ideas and products against	stronger, stiffer and more stable
	Cooking and Nutrition	design criteria	Perform explore and use mechanisms [for example,
	I use the basic principles of a healthy and	Technical knowledge	levers, sliders, wheels and axles], in their products.
	varied diet to prepare dishes		





understand where food comes from	 build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	
Sticky Knowledge Know how yogurt is made and flavoured List of fruits that come from the rainforest Examples of packaging	Sticky Knowledge Pictures of mechanisms that enable a robot to move e.g. hinged joint, wheel and axle.	Sticky Knowledge Examples of products that use air to change shape or move e.g. balloons, pumps, vacuum cleaner, bike tyres.
Components: Year 1 Design a functional product with a purpose for themselves and others. Design a product to do a specific job. Draw and label pictures of their design ideas. Discuss their ideas and explain their choices. Name the tools they are using and know how to use them safely. Use given tools to cut, shape, join and finish products Explore different materials and components to find ways of joining materials Explore, investigate and use existing products. Say whether or not their product does the job it is supposed to. Explain why their product is good Build structures and explore how they can be made stiffer and stronger using a range of materials. Understand which foods are healthy and which foods are treats.	Components: Year 1 Design a functional product with a purpose for themselves and others. Design a product to do a specific job. Draw and label pictures of their design ideas. Discuss their ideas and explain their choices. Name the tools they are using and know how to use them safely. Use given tools to cut, shape, join and finish products Explore different materials and components to find ways of joining materials Explore, investigate and use existing products. Say whether or not their product does the job it is supposed to. Explain why their product is good Build structures and explore how they can be made stiffer and stronger using a range of materials. Explore ways of joining cards to make it	Components: Year 1 Design a functional product with a purpose for themselves and others. Design a product to do a specific job. Draw and label pictures of their design ideas. Discuss their ideas and explain their choices. Name the tools they are using and know how to use them safely. Use given tools to cut, shape, join and finish products Explore different materials and components to find ways of joining materials Explore, investigate and use existing products. Say whether or not their product does the job it is supposed to. Explain why their product is good Explore ways of joining cards to make it move (e.g. split pins). Create models with wheels and axels.
Suggest healthy dishes to prepare and make. Understand where some foods come from (meat, fruit and veg).	move (e.g. split pins). Create models with wheels and axels. Year 2	Design an appealing and functional product with a purpose for themselves and others. Use a set of criteria to aid the design process.

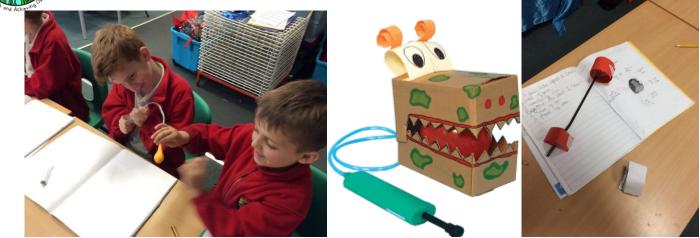




	Design an appealing and functional product	Draw, and make notes on, their design ideas.
Year 2	with a purpose for themselves and others.	Explain what they are making, and what they will
Design an appealing and functional product	Use a set of criteria to aid the design	need to use.
with a purpose for themselves and others.	process.	Select and name a range of tools and equipment
Use a set of criteria to aid the design process.	Draw, and make notes on, their design ideas.	Know which equipment is used for cutting, shaping,
Draw, and make notes on, their design ideas.	Explain what they are making, and what they	joining and finishing
Explain what they are making, and what they	will need to use.	Select from a range of materials and components
will need to use.	Select and name a range of tools and	depending on use.
Select and name a range of tools and	equipment	Explore and evaluate existing products.
equipment	Know which equipment is used for cutting,	Say why a product is good (or not) and what job it
Know which equipment is used for cutting,	shaping, joining and finishing	does Evaluate their product against their design
shaping, joining and finishing	Select from a range of materials and	criteria.
Select from a range of materials and	components depending on use.	Explore different ways of joining similar materials
components depending on use.	Explore and evaluate existing products.	together.
Explore and evaluate existing products.	Say why a product is good (or not) and what	
Say why a product is good (or not) and what	job it does Evaluate their product against	
job it does Evaluate their product against	their design criteria.	
their design criteria.	Build structures - investigate how they can	
Explore different ways of joining similar	be made stronger, stiffer, more stable.	
materials together.	Explore different ways of joining similar	
Explore and use levers and sliders to move	materials together.	
part of their product.	Create models with wheels, axels and	
Understand what a healthy and varied diet is.	hinges.	
Use knowledge of healthy eating to prepare	Explore and use levers and sliders to move	
dishes.	part of their product.	
Understand where food comes from (plant or		
animal).		







Year 3/4 Year A- some of the wonderful things we do in History at Penponds

- Explore and investigate types of packaging.
- Design and make packaging for a delicate Egyptian artefact.
- Carry out a survey to find out consumer preferences.
- Design and make a fruit smoothie.
- Follow instructions to build a catapult.
- Test the effectiveness of a product.
- Explore levers.





Year 3/4 Year A - Yearly Overview – National Curriculum and Skills and knowledge components: Progression document coverage

<u>D&T</u>	NC objectives:	NC objectives:	NC objectives:
	Use research and develop design criteria	Understand seasonality and know	Use research and develop design criteria
	to inform the design of innovative,	where and how a variety of ingredients	to inform the design of innovative,
	functional, appealing products that are fit	are grown, reared, caught and	functional, appealing products that are fit
	for purpose, aimed at particular	processed.	for purpose, aimed at particular
	individuals or groups.	Use research and develop design	individuals or groups.
	Generate, develop, model and	criteria to inform the design of	Generate, develop, model and
	communicate their ideas through	innovative, functional, appealing	communicate their ideas through
	discussion, annotated sketches, cross-	products that are fit for purpose, aimed	discussion, annotated sketches, cross-
	sectional and exploded diagrams,	at particular individuals or groups	sectional and exploded diagrams,
	prototypes, pattern pieces and	generate, develop, model and	prototypes, pattern pieces and computer-
	computer-aided design.	communicate their ideas through	aided design.
	Select from and use a wider range of	discussion, annotated sketches, cross-	Select from and use a wider range of tools
	tools and equipment to perform practical	sectional and exploded diagrams,	and equipment to perform practical tasks
	tasks [for example, cutting, shaping,	prototypes, pattern pieces and	[for example, cutting, shaping, joining and
	joining and finishing].	computer-aided design.	finishing], accurately.
	Accurately select from and use a wider	Select from and use a wider range of	Select from and use a wider range of
	range of materials and components,	tools and equipment to perform	materials and components, including
	including construction materials, textiles	practical tasks [for example, cutting,	construction materials, textiles and
	and ingredients, according to their	shaping, joining and finishing],	ingredients, according to their functional
	functional properties and aesthetic	accurately.	properties and aesthetic qualities.
	qualities.	Evaluate their ideas and products	Evaluate their ideas and products against
	Investigate and analyse a range of	against their own design criteria and	their own design criteria and consider the
	existing products.	consider the views of others to improve	views of others to improve their work.
		their work.	





Evaluate their ideas and products against	Understand and apply the principles of	Understand how key events and
their own design criteria and consider the	a healthy and varied diet.	individuals in design and technology have
views of others to improve their work.	Prepare and cook a variety of	helped shape the world.
Apply their understanding of how to	predominantly savoury dishes using a	Apply their understanding of how to
strengthen, stiffen and reinforce more	range of cooking techniques.	strengthen, stiffen and reinforce more
complex structures.		complex structures.
		Understand and use mechanical systems
		in their products [for example, gears,
		pulleys, cams, levers and linkages].
Skills Components:	Skills Components:	Skills Components:
Packaging a delicate artefact: KS2-Structures	How Cool is your drink – smoothie making	Catapult Catapult STEM Children build their
STEM T	How Cool Is Your Drink? STEM Children to	own Catapult, then see how far they can
This unit looks at packaging, its design and	devise and carry out a survey to find out	launch small objects. They are provided with
uses, with children asked to design and make	what kind of preferences your consumer	step by step instructions to create a catapult
packaging for an artefact. It allows time for	has. Next they research different types of	using rubber bands and lollipop sticks, as well
children to explore what packaging is and the	smoothie and the ingredients that go into	as considering how levers work. This activity
requirements of different types of packages. It	them. Choosing the correct equipment for	supports learning about forces, providing an
also let them practise skills including drawing,	cutting, slicing, squashing and blending,	applied context for this area of science
folding, scoring and cutting. * Look at	children create their smoothies. Once	learning.
different types of packaging. * Consider the	created, children can evaluate their final	Year 3
need for packaging. * Look at the packaging	products from their own point of view and	Design an appealing and functional product
when it is folded out into a flat sheet. * Design	that of their consumers. After analysing	with a clear purpose and use for themselves
and make a package for an artefact using a cut		and others.
and folded flat sheet of card. * Add surface	the identified needs.	Sketch and label diagrams of their design ideas.
decoration to their packaging. * Evaluate their		Discuss their ideas and explain the purpose,
design.	Design an appealing and functional product	choice of materials, any necessary changes and how it will be made.
Year 3 Design an appealing and functional product	with a clear purpose and use for themselves and others.	how it will be made. Explain what they are making, why they are
with a clear purpose and use for themselves	Sketch and label diagrams of their design	making it and what they will need to use.
and others.	ideas.	Select and name appropriate tools and
Sketch and label diagrams of their design	Discuss their ideas and explain the purpose,	equipment needed from a suggested range.
ideas.	choice of materials, any necessary changes	equipment needed norm a suggested range.
	and how it will be made.	
	and now le win be made.	





Discuss their ideas and explain the purpose,	Explain what they are making, why they are	Know and choose which equipment is used for
choice of materials, any necessary changes	making it and what they will need to use.	cutting, shaping joining and finishing from a
and how it will be made.	Select and name appropriate tools and	suggested range.
Explain what they are making, why they are	equipment needed from a suggested range.	Know some characteristics of materials and
making it and what they will need to use.	Explore and analyse existing products.	components and select from a wide range of
Know and choose which equipment is used	Consider why products are good (or not)	these, depending on use.
for cutting, shaping joining and finishing from	and how effective they are at meeting their	Suggest ways of improving their own and
a suggested range.	purpose.	others' work.
Explore and analyse existing products.	Suggest ways of improving their own and	Consider how some products have helped the
Consider why products are good (or not) and	others' work.	world.
how effective they are at meeting their	Understand what a healthy, varied and	Explore how to make structures stronger,
purpose.	balanced diet is.	stiffer and more stable using more / other
Suggest ways of improving their own and	Choose, prepare and cook dishes using	materials.
others' work.	some cooking techniques.	Explore different ways of joining things
Explore how to make structures stronger,	Understand where fruit, vegetables, meat	together.
stiffer and more stable using more / other	and meat products come from.	Create models which use wheels, axels, hinges
materials.	Year 4	to make specific parts move.
Explore different ways of joining things	Design an appealing and functional product	Year 4
together.	for a particular audience.	Design an appealing and functional product for
Year 4	Create design criteria for a product.	a particular audience.
Design an appealing and functional product	Use sketches, labelled diagrams and notes	Create design criteria for a product. Use
for a particular audience.	to explain their design.	sketches, labelled diagrams and notes to
Create design criteria for a product.	Explain their ideas, the purpose, choice of	explain their design.
Use sketches, labelled diagrams and notes to	materials, any necessary changes and how it	Explain their ideas, the purpose, choice of
explain their design.	will be made.	materials, any necessary changes and how it
Explain their ideas, the purpose, choice of	Explain what they are making, why they are	will be made.
materials, any necessary changes and how it	making it and what they will need to use,	Explain what they are making, why they are
will be made.	using the design criteria.	making it and what they will need to use, using
Explain what they are making, why they are	Select and name appropriate tools and	the design criteria.
making it and what they will need to use,	equipment needed.	Select and name appropriate tools and
using the design criteria.	Explore and analyse existing products	equipment needed.
Know and choose which equipment is used	against a set of criteria.	Know and choose which equipment is used for
for cutting, shaping joining and finishing.	Consider how products were made, why	cutting, shaping joining and finishing.
Explore and analyse existing products against	they are good (or not) and how effective	Know the characteristics of materials and
a set of criteria.	they are at meeting their purpose.	components and select, depending on use.





Consider how products were made, why they	Suggest ways of improving their own and	Consider how products were made, why they
are good (or not) and how effective they are	others' work based on how effective the	are good (or not) and how effective they are at
at meeting their purpose.	product is.	meeting their purpose.
Suggest ways of improving their own and	Understand why we need to eat a healthy,	Suggest ways of improving their own and
others' work based on how effective the	varied and balanced diet.	others' work based on how effective the
product is.	Understand why we need particular food	product is.
Explore how to make structures stronger,	groups.	Consider how some people and products have
stiffer and more stable using a variety of	Choose, prepare and cook dishes using	helped the world.
materials.	different cooking techniques.	Explore how to make structures stronger,
Explore and different ways of joining things	Know which foods can be grown or reared	stiffer and more stable using a variety of
	Ŭ	materials.
· · · · · · · · · · · · · · · · · · ·	, , , , , , , , , , , , , , , , , , ,	Explore and different ways of joining things
		, , , ,
together (both moving joints and fixed joints).	locally.	materials. Explore and different ways of joining things together (both moving joints and fixed joints). Create models which use wheels, axels, hinges and other moving parts.

Year 3/4 Year B- some of the wonderful things we do in D&T at Penponds

- Design, plan and create a meal for our class Maya festival.
- Design an earthquake resistant structure.
- Identify a need for earthquake resistant structures.
- Research current earthquake resistant structures and architecture.
- Create a vehicle to transport heavy stones to build Stonehenge.
- Learn about how wheels and axels work and test out a variety of wheels and axels to find out what works best.
- Test and evaluate finished work.

Year 3/4 Year B - Yearly Overview – National Curriculum and Skills and knowledge components: Progression document coverage





and a set			
D&T	NC objectives:	NC objectives:	NC objectives:
	Use research and develop design criteria to	Use research and develop design criteria to	Use research and develop design criteria to
	inform the design of innovative, functional,	inform the design of innovative, functional,	inform the design of innovative, functional,
	appealing products that are fit for purpose,	appealing products that are fit for purpose,	appealing products that are fit for purpose,
	aimed at particular individuals or groups.	aimed at particular individuals or groups.	aimed at particular individuals or groups.
	Generate, develop, model and communicate	Generate, develop, model and	Generate, develop, model and communicate
	their ideas through discussion, annotated	communicate their ideas through	their ideas through discussion, annotated
	sketches, cross-sectional and exploded	discussion, annotated sketches, cross-	sketches, cross-sectional and exploded
	diagrams, prototypes, pattern pieces and	sectional and exploded diagrams,	diagrams, prototypes, pattern pieces and
	computer-aided design.	prototypes, pattern pieces and computer-	computer-aided design.
	Select from and use a wider range of tools and	aided design.	Select from and use a wider range of tools and
	equipment to perform practical tasks [for	Select from and use a wider range of	equipment to perform practical tasks [for
	example, cutting, shaping, joining and	materials and components, including	example, cutting, shaping, joining and
	finishing],	construction materials, textiles and	finishing], accurately.
	Accurately evaluate their ideas and products	ingredients, according to their functional	Select from and use a wider range of materials
	against their own design criteria and consider	properties and aesthetic qualities.	and components, including construction
	the views of others to improve their work.	Investigate and analyse a range of existing	materials, textiles and ingredients, according
	Understand how key events and individuals in	products.	to their functional properties and aesthetic
	design and technology have helped shape the	Evaluate their ideas and products against	qualities.
	world.	their own design criteria and consider the	Investigate and analyse a range of existing
	Understand and apply the principles of a	views of others to improve their work.	products.
	healthy and varied diet.	Understand how key events and individuals	Evaluate their ideas and products against their
	Prepare and cook a variety of predominantly	in design and technology have helped shape	own design criteria and consider the views of
	savoury dishes using a range of cooking	the world.	others to improve their work.
	techniques.	Apply their understanding of how to	Understand how key events and individuals in
	Understand seasonality and know where and	strengthen, stiffen and reinforce more	design and technology have helped shape the
	how a variety of ingredients are grown,	complex structures.	world.
	reared, caught and processed.		Apply their understanding of how to
			strengthen, stiffen and reinforce more
			complex structures. Understand and use
			mechanical systems in their products [for
			example, gears, pulleys, cams, levers and
			linkages].



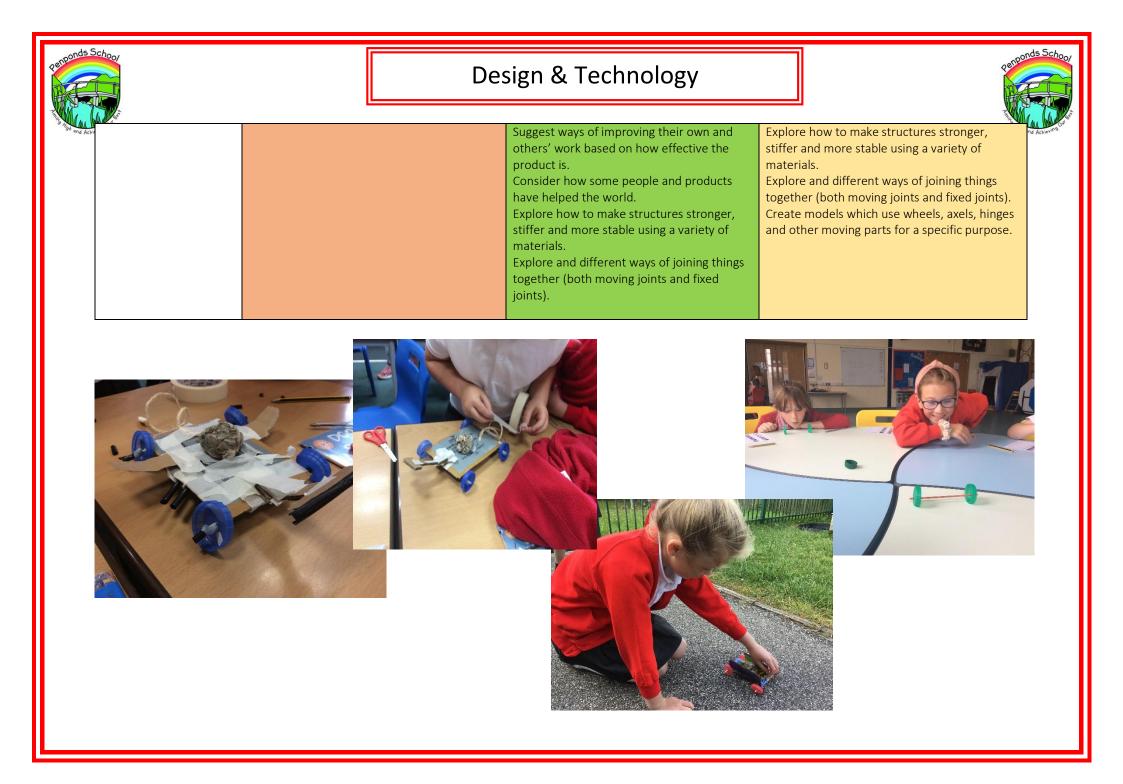


S	kills Components:	Skills Components:	Skills Components:
С	reate a Mayan meal for our class Mayan	Design an earthquake resistant structure.	Create a vehicle to transport heavy stones to
fe	estival. Learn about types of food that the	Identify a need for earthquake resistant	build Stonehenge. Learn about how wheels
	Naya ate and how it was prepared. Design	structures. Research current earthquake	and axels work. Test out a variety of wheels
a	nd plan a meal for our end of unit Maya	resistant structures and architecture i.e. the	and axels to find out what works best. Design
fe	estival. Evaluate the food created.	Transamerica pyramid in San Francisco, the	and make a vehicle that can carry a stone. Test
Y	ear 3	Yokohama landmark tower in Japan, the	and evaluate finished vehicle.
D	esign an appealing and functional product	Beijing national stadium and the Japanese	Year 3
Ŵ	vith a clear purpose and use for themselves	pagoda.	Design an appealing and functional product
a	nd others.	Design a new structure using learnt ideas.	with a clear purpose and use for themselves
S	ketch and label diagrams of their design	Make a new structure.	and others.
ic	deas.	Test our new structure.	Sketch and label diagrams of their design ideas.
D	viscuss their ideas and explain the purpose,	Evaluate our structure design.	Discuss their ideas and explain the purpose,
cl	hoice of materials, any necessary changes	Year 3	choice of materials, any necessary changes and
a	nd how it will be made.	Design an appealing and functional product	how it will be made.
E:	xplain what they are making, why they are	with a clear purpose and use for themselves	Explain what they are making, why they are
m	naking it and what they will need to use.	and others.	making it and what they will need to use.
Se	elect and name appropriate tools and	Sketch and label diagrams of their design	Select and name appropriate tools and
e	quipment needed from a suggested range.	ideas.	equipment needed from a suggested range.
K	now and choose which equipment is used	Discuss their ideas and explain the purpose,	Know and choose which equipment is used for
fc	or cutting, shaping joining and finishing from	choice of materials, any necessary changes	cutting, shaping joining and finishing from a
	suggested range.	and how it will be made.	suggested range.
	uggest ways of improving their own and	Explain what they are making, why they are	Know some characteristics of materials and
	thers' work.	making it and what they will need to use.	components and select from a wide range of
	Inderstand what a healthy, varied and	Select and name appropriate tools and	these, depending on use.
b	alanced diet is.	equipment needed from a suggested range.	Explore and analyse existing products.
	hoose, prepare and cook dishes using some	Know and choose which equipment is used	Consider why products are good (or not) and
	ooking techniques.	for cutting, shaping joining and finishing	how effective they are at meeting their
	Inderstand where fruit, vegetables, meat and	from a suggested range.	purpose.
	neat products come from.	Know some characteristics of materials and	Suggest ways of improving their own and
	ear 4	components and select from a wide range	others' work.
	esign an appealing and functional product	of these, depending on use.	Consider how some products have helped the
	or a particular audience.	Explore and analyse existing products.	world.
С	reate design criteria for a product.	Consider why products are good (or not)	





Use sketches, labelled diagrams and notes to	and how effective they are at meeting their	Explore how to make structures stronger,
explain their design.	purpose.	stiffer and more stable using more / other
Explain their ideas, the purpose, choice of	Suggest ways of improving their own and	materials.
materials, any necessary changes and how it	others' work.	Explore different ways of joining things
will be made.	Consider how some products have helped	together.
Explain what they are making, why they are	the world.	Create models which use wheels, axels, hinges
making it and what they will need to use,	Explore how to make structures stronger,	to make specific parts move.
using the design criteria.	stiffer and more stable using more / other	Year 4
Select and name appropriate tools and	materials.	Design an appealing and functional product for
equipment needed Know and choose which	Explore different ways of joining things	a particular audience.
equipment is used for cutting, shaping joining	together.	Create design criteria for a product.
and finishing.	Year 4	Use sketches, labelled diagrams and notes to
Explore and analyse existing products against	Design an appealing and functional product	explain their design.
a set of criteria.	for a particular audience.	Explain their ideas, the purpose, choice of
Consider how products were made, why they	Create design criteria for a product.	materials, any necessary changes and how it
are good (or not) and how effective they are	Use sketches, labelled diagrams and notes	will be made.
at meeting their purpose.	to explain their design.	Explain what they are making, why they are
Suggest ways of improving their own and	Explain their ideas, the purpose, choice of	making it and what they will need to use, using
others' work based on how effective the	materials, any necessary changes and how it	the design criteria.
product is.	will be made.	Select and name appropriate tools and
Understand why we need to eat a healthy,	Explain what they are making, why they are	equipment needed.
varied and balanced diet.	making it and what they will need to use,	Know and choose which equipment is used for
Understand why we need particular food	using the design criteria.	cutting, shaping joining and finishing.
groups.	Select and name appropriate tools and	Know the characteristics of materials and
Choose, prepare and cook dishes using	equipment needed.	components and select, depending on use.
different cooking techniques.	Know and choose which equipment is used	Explore and analyse existing products against a
Know which foods can be grown or reared	for cutting, shaping joining and finishing.	set of criteria.
locally.	Know the characteristics of materials and	Consider how products were made, why they
	components and select, depending on use.	are good (or not) and how effective they are at
	Explore and analyse existing products	meeting their purpose.
	against a set of criteria.	Suggest ways of improving their own and
	Consider how products were made, why	others' work based on how effective the
	they are good (or not) and how effective	product is.
	they are at meeting their purpose.	Consider how some people and products have
		helped the world.





Penonds Schoor

Year 5/6 Year A- some of the wonderful things we do in D&T at Penponds

- Design, plan and create a Greek style meal (kebab)
- Design three-legged stool.
- Use green wood working tools and techniques to create a model stool.
- Research boat design, particularly keel and width.
- Create a model Viking longboat.
- Test and evaluate finished work.

D&T	NC objectives:	NC objectives:	NC objectives:
<u></u>	Understand and apply the principles of a	Design purposeful, functional, appealing	Design purposeful, functional, appealing
	healthy and varied diet.	products for themselves and other users	products for themselves and other users based
	,	based on design criteria	on design criteria
	Understand which foods are sources of	Generate, develop, model and	Generate, develop, model and communicate
	required nutrition (including minerals,	communicate their ideas through talking,	their ideas through talking, drawing,
	vitamins, etc.)	drawing, templates, mock-ups and, where	templates, mock-ups and, where appropriate,
	Research existing products to inform design	appropriate, information and	information and communication technology
	choices and criteria, taking into consideration	communication technology	
	user needs.	Select from and use a range of tools and	Build structures, exploring how they can be
		equipment to perform practical tasks [for	made stronger, stiffer and more stable
	Prepare and cook a variety of predominantly	example, cutting, shaping, joining and	Explore and use mechanisms [for example,
	savoury dishes using a range of cooking	finishing]	levers, sliders, wheels and axles], in their
	techniques.	Select from and use a wide range of	products.
		materials and components, including	
	Understand seasonality and know where and	construction materials, textiles and	
	how a variety of ingredients are grown,	ingredients, according to their	
	reared, caught and processed.	characteristics	
		Explore and evaluate a range of existing	
		products	

Year 5/6 Year A - Yearly Overview – National Curriculum and Skills and knowledge components: Progression document coverage





	Evaluate their ideas and products against design criteria	0. VI
Skills Components:	Skills Components:	Skills Components:
Understand which foods will provide a	Design innovative, functional, appealing	Investigate and explore a range of existing
healthy, varied and balanced diet.	products aimed at particular individuals or	products, considering construction and
Understand which food groups help our	groups.	purpose.
bodies to function.		
Prepare and cook a variety of dishes using	Develop a set of criteria, based on research,	Evaluate ideas, prototypes and products
different cooking techniques based on a	to aid design process.	against a specific set of devised criteria.
specific audience.		
Understand why we can only grow some	Communicate ideas through oral and ICT	Communicate ideas by using cross-sectional
foods in our country and why we need to get	presentations.	diagrams, exploded diagrams, prototypes,
some foods from other countries.		pattern ideas and computer-aided design
Understand and apply the principles of a	Adapt designs, where necessary, based on	
healthy and varied diet.	design feedback.	Suggest ways of improving own and others'
Understand which foods are sources of		work, using specific criteria.
required nutrition (including minerals,	Select from and use a wide range of	
vitamins, etc.)	specialist tools and equipment safely and	(Viking boat design project)
Prepare and cook a variety of predominantly	accurately.	
savoury dishes using a range of cooking	Use specialist equipment for a specific	
techniques.	purpose safely and accurately.	
Understand seasonality and know where and		
how a variety of ingredients are grown,	Select from and use a wide range of specific	
reared, caught and processed.	materials and components according to	
	their specific use and aesthetic properties.	





Year 5/6 Year B- some of the wonderful things we do in D&T at Penponds

- Combine prior learning about electricity and computing to create a morse code machine.
- Design and launch a rocket capable of sending a raw egg in to space and returning to the ground safely.
- Research materials suitable for bridge design.
- Design and build a model of the Clifton Suspension bridge.
- Test and evaluate finished work.

Year 5/6 Year B - Yearly Overview – National Curriculum and Skills and knowledge components: Progression document coverage

Understand and use a range of electrical systems in their products, such as series circuits, incorporating switches, bulbs, buzzers and motors. Apply their understanding of computing to program, monitor and control their products.	NC objectives: Research existing products to inform design choices and criteria, taking into consideration user needs. Design innovative, functional, appealing products aimed at particular individuals or groups. Develop a set of criteria, based on research, to aid design process. Communicate ideas by using cross-sectional diagrams, exploded diagrams, prototypes, pattern ideas and computer-aided design. Communicate ideas through oral and ICT presentations. Adapt designs, where necessary, based of design feedback.	NC objectives: Identify and understand how key events and individuals in design and technology have helped shape the world. Design and build more complex frameworks, using a range of materials to support mechanisms. Apply understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use CAM mechanisms to create moving models. (Isambard Kingdom Brunel – design and building bridges challenge) Adapt designs, where necessary, based of design feedback.
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	Select from and use a wide range of specialist tools and equipment safely and accurately. Use specialist equipment for a specific purpose safely and accurately. Select from and use a wide range of specific materials and components according to their specific use and aesthetic properties.	
Skills Components: understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products.	Skills Components: 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	Skills Components: 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 [for example, gears, pulleys, cams, levers and linkages]



Strategies for supporting pupils with Special

Educational Needs and Disabilities in

Design & Technology lessons.

	Here's how we will help.
Attention Deficit Hyperactivity Disorder	 Praise positive behaviour at each step to encourage lowself-esteem. Ensure clear instructions are given throughout the lesson. Provide time limited learning breaks. Ensure step by step instructions are given, so each childknows what part of the lesson they are working on. (Forexample, the design, the creation or the evaluation) Provide additional time for pupils to express their ideasbefore the lesson with a pre-teach where appropriate. Provide D&T tools when necessary to avoid distractions during teacher input.
Anxiety	 Ensure the child knows the support available on offer before the lesson begins. Provide lots of opportunities to ask questions to clarifythinking and ideas during the lesson. Teach problem solving before the lesson, and strategiesto overcome problems that might be faced in these subjects. Model how to use D&T tools before setting the work. Use a 'Now and Next' board to explain any changes to theroutine, for example if a child will be sitting somewhere else to complete group work, manage this before it happens.
	happens.

Autism Spectrum Disorder	 Use a visual timetable so the child knows what is happening at each stage of the day. Understand if your child is hypo-sensitive or hyper- sensitive and how they will manage the sensory work youare asking them to partake in. Provide materials and textures that they can use and understand this information before the lesson. Avoid changing seating plans. Ensure outcomes are clear, with a clear end point to the lesson, so children know when they have reached this. Use simple, specific instructions that are clear to understand. Understand your student's skills, and where their starting place is.
Dyscalculia	 Provide concrete resources to help with mathematical equations, drawing to scale and planning D&T projects. Make a resource box for different D&T project stages. Use technology available during the design process if required. Ensure the child knows the support available on offerbefore the lesson begins. Provide electric measuring tools for cooking to aid independence.
Dyslexia	 Use simple, specific instructions that are clear to understand. Pre-teach vocabulary linked to D&T that will help the child to succeed in the lesson like planning, designing andevaluating. Differentiate the Learning Intention so the child understands what is being asked of them. Model how to use D&T tools before setting the work.
Dyspraxia	 Make the most of large spaces before starting projects. Provide looped scissors if needed. Ensure the tools you are using are accessible to the child i.e rulers with handles. Provide a lesson breakdown, with a clear end, a tick listmight be beneficial. Provide an equipment list, words, or visuals, with the toolsand materials needed during the lesson. Model how to use D&T tools before setting the work. Differentiate the size and scale of a project and its end result.

Hearing Impairment	 Make sure instructions are clear and concise, in case thechild lip reads, and in case of an emergency. Give instructions when the room is quieter, and be mindful of additional noise when cooking, or using loud tools like hammers. Pre-teach vocabulary linked to D&T that will help the child tosucceed in the lesson like planning, designing and evaluating. Try and arrange tables in a circular shape. Provide sign language visuals where possible.
Toileting Issues	 Encourage children to use the toilet before working on a project, as they may feel this isn't as easy when they arewearing protective clothes and covered in clay/glue/cooking ingredients etc. Encourage children to wear protective clothes that make access to the bathroom manageable.
Cognition and Learning Challenges	 Use visuals to break each stage of the design processdown into clear, manageable tasks. Use language that is understood by the child, or takethe time to pre-teach language concepts including design, develop and evaluate. Provide resource lists with visuals so children know what resources they need for an activity and can beginto access these independently. Model how to use D&T tools before setting the work. Physically demonstrate the lesson and the expectations include designing, making and evaluatingwhere possible. Support children with their organisation in the lesson, especially when cooking to make sure they do not default from the final product. When cooking, or making something provide checklists which can be ticked off.
Speech, Language & Communication Needs	 Provide instruction that are clear, concise and match the language of the child, delivering these instructionsslowly. Use a visual timetable where necessary. Use visuals on resource lists. Use visuals on resource boxes so children know whichone to access. Encourage designs and evaluations to be done using pictures and child's voice where possible and then recorded by an adult.

Tourette Syndrome	 Provide short, simple clear instructions. Try and keep the children calm in a lesson, althoughD&T can be exciting, as this can lead to a tic. Provide additional support with cutting, using looped scissors and handled rulers.
Experienced Trauma	 Provide opportunities to be curious and explore the toolsand resources that children will use. Use simple, specific instructions that are clear to understand, and deliver these slowly. Slowly build up the tools a child can use, as they becomemore confident in their work, especially in regard to cooking. Model and remind children behavioural expectations whenusing tools including clay and cooking, and safe ways of using these including health and hygiene. Use visuals if needed. Before the lesson, come up with strategies for if difficulties occur during the lesson, and ways these canbe overcome, reminding children that D&T is about trial and error.
Visual Impairment	 Make sure you have the child's attention before giving instructions. Encourage children to verbalise their design and evaluation as well as their thoughts and feelings if possible. Make sure resources are well organised and not cluttered. When drawing designs or writing evaluations, provide thicker, dark pencils to write with. Provide enlarged examples of the work to be completed. Provide children with additional time when exploring new textures and materials.