



## ST JOHN'S C OF E PRIMARY SCHOOL

### DESIGN AND TECHNOLOGY PROGRESSION OVERVIEW

	<b>Age Related Statutory Content</b>
EYFS	<p>In the EYFS all areas of learning and development are important and inter-connected. Expressive arts and design is a specific area through which the prime areas are strengthened and applied.</p> <p>Expressive Arts and Design: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. (Statutory framework for the early years foundation stage)</p> <p>Expressive Arts and Design (Early Learning Goals)</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>• Share their creations, explaining the process they have used;</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p>Physical Development: (Early Learning Goal)</p> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paint brushes and cutlery</li> </ul>
KS1	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</li> </ul>



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	<ul style="list-style-type: none"> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products.</li> <li>Evaluate their ideas and products against design criteria.</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.</li> </ul> <p><b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>Use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>Understand where food comes from.</li> </ul>
KS2	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul>



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#### **Make**

- 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.

#### **Evaluate**

- 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.

#### **Technical knowledge**

- 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).
- 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.

#### **Cooking and Nutrition**

- 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.

At St John's we use the Design and Technology Association Projects on a Page throughout KS1 and KS2



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Key vocabulary for each year group must be taught within the year and previous years' vocabulary should be regularly used to ensure that pupils are building upon prior learning and any gaps can be quickly identified and addressed.

The St John's Design and Technology Long Term Plan must be followed in order to ensure there is continuity and progression throughout the school.

	Design	Make				Evaluate	Technical Knowledge	Cooking & Nutrition
	Generating and developing ideas	Planning a design	Mechanisms/ Mechanical Systems & Electrical Systems	Structures	Textiles	Own ideas/ products and existing products	Making products work	Food
<b>Nursery</b>	<p>Talk about their ideas and what they want to make using simple vocabulary including build, make, materials, glue, join, stick,, draw, mix, stir, cut, cook, bake.</p> <p>Make models randomly as well as constructing with a clearer</p>	<p>With support, begin to discuss their work as it progresses talking about any changes they are making.</p> <p>Explore materials and objects around them, including in books and pictures, indoors and outside and begin to talk about the suitability of these.</p>	<p>Explore moving vehicles with wheels including bikes and scooters.</p> <p>Explore and build moving vehicles with construction and small world toys.</p>	<p>Explore a range of materials and make independent selections to build and construct free standing structures including walls and towers.</p>	<p>Use all the senses to explore a range of natural and synthetic materials including reclaimed materials of different textures, colour and size including fabric, ribbon, felt, wool, thread and string.</p> <p>Use imagination and information</p>	<p>Share and display their products and talk about the process of making them.</p> <p>Make drawings of what they have made.</p> <p>Respond to simple questions about their product e.g., what do they like about it? what is it for?</p> <p>Do their products meet any planned</p>	<p>Select and safely use a range of simple tools appropriately for a purpose e.g., scissors, knife, hole punch, glue, paintbrush, tape, rolling pin, and cutters.</p> <p>Use scissors to make snips and cut straight lines.</p> <p>Know how to join two materials</p>	<p>Use taste, smell, texture and feel to explore and describe food.</p> <p>Mix and stir a range of ingredients and foodstuffs e.g. krispie cakes savoury biscuit dough</p> <p>Begin to work safely and hygienically using some tools, techniques and processes involved in food preparation.</p> <p>Link to stories and books where appropriate. Make pancakes and join in with rhyme Mix a Pancake by Christina Rossetti.</p>



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	<p>purpose in mind.</p> <p>Use what they already know and learn in original ways.</p>				<p>from different sources (in the environment, books, objects shown as examples) to develop their ideas. Make decisions about which materials they will use to express these ideas.</p> <p>Use different materials for a range of purposes and begin to explore how to adapt the materials to suit the purpose e.g. cut the fabric down in size to make the teddy's blanket or</p>	<p>purpose e.g., can the teddy fit in the car or house made for him, does the hat fit their head, does the boat float?</p>	<p>together using adhesives.</p> <p>Understand how simple mechanisms work and operate them (toys, puzzles and books with moving parts)</p>	
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					<p>stick several pieces together to make a larger piece.</p> <p>Weave using a range of materials including fabric strips, tape, tinsel, string, pipe cleaners, ribbon etc using weaving frames made from large scale objects such as fences, washing baskets, trellis etc</p>			
YR	<p>Talk about their ideas and what they want to make using simple vocabulary including nursery vocabulary</p>	<p>Talk about their work as it progresses including any changes they are making.</p> <p>Explore materials and</p>	<p>Explore and build moving vehicles with construction and small world toys.</p> <p><b>Project</b> Build vehicles from</p>	<p>Explore a range of materials and make independent selections to build and construct free standing structures</p>	<p>Explore a range of natural and synthetic materials including reclaimed materials of different textures,</p>	<p>Share and display their products and talk about the process of making them.</p> <p>Make drawings of what they</p>	<p>Select, name and safely use a range of simple tools appropriately for a purpose e.g., scissors, knife, hole punch, glue, paintbrush,</p>	<p>Use taste, smell, sight, texture and touch to explore and describe food.</p> <p>Mix, stir, pour, cut and spread, a range of ingredients and foodstuffs.</p> <p>. Begin to work safely and hygienically using some tools, techniques and processes involved in food preparation.</p>



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	<p>and design, make, measure, fix, fold, corners, same, different, pour, spread cook, bake, ingredient.</p> <p>Make models randomly as well as constructing with a clearer purpose in mind.</p> <p>Use what they already know and learn in original ways.</p>	<p>objects around them, including in books and pictures, indoors and outside and talk about the suitability of these.</p>	<p>construction kits for a variety of purposes sometimes linked to stories e.g., vehicles to transport small world figures or animals</p>	<p>including wall, towers and frameworks.</p> <p><b>Project</b> <i>Free standing structures:</i> Link to Tell me a Story topic - build houses for the three little pigs</p> <p><b>DT Association</b> <i>-Let's Get Building and Using Construction Kits Effectively project</i></p>	<p>colour and size including fabric, ribbon, felt, wool, thread and string.</p> <p>Freely explore and use a variety of materials that can be cut, torn, and joined together to create new effects for example paper, card, fabric and recycled materials.</p> <p>Develop knowledge of techniques to join materials together including experimenting with different types of glue (PVA, flour</p>	<p>intend to make and have made.</p> <p>Respond to simple questions about their product e.g., what do they like about it? Did they make any changes? Why?</p> <p>Discuss in simple terms and with support how closely their finished products are to their original plan/idea. Do their products meet any planned purpose e.g., can the teddy fit in the car or house made for him, does the hat fit their head,</p>	<p>tape, rolling pin, cutters, graters</p> <p>Use scissors to cut straight and curved edges.</p> <p>Know how to join two materials together using adhesives</p> <p>Understand how simple mechanisms work and operate them (toys, books and puzzles with moving parts)</p>	<p>Start to think about the need for a variety of foods and water in a diet</p> <p>Begin to work safely and hygienically using some tools, techniques and processes involved in food preparation. With support begin to measure ingredients in spoons and cups.</p> <p>Link to stories and books where appropriate. Make pancakes after reading Mr Wolf's Pancakes by Jan Fearnley or Pancakes Pancakes by Eric Carle with different toppings including soft fruit. Use knives to cut soft fruit for their toppings.</p>
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					<p>and water, glue sticks) Sort, arrange and assemble certain materials into groups e.g., smooth, hard, rough, shiny.</p> <p>Weave using a range of materials including fabric strips, tape, tinsel, string, pipe cleaners, ribbon etc using weaving frames made from large- and small-scale objects such as fences, washing baskets, trellis, lollipop frames.</p>	<p>does the boat float?</p>		
<b>Year 1</b>	Think of and explain their own	Plan by suggesting	Know about movement of simple	Build and explore a variety of	Explore and use a range of natural and	<b>Own ideas and products:</b>	Know about the simple working characteristics	<p><b>Where food comes from:</b></p> <p>Know that all food comes</p>



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	<p>ideas based upon own experience and through exploring existing products.</p> <p>Use words and pictures to plan appealing products and describe what they want to do.</p> <p>Make simple lists to plan the tools and materials needed.</p>	<p>what to do next.</p> <p>Select and safely use simple tools, materials and equipment including new and recycled materials, construction kits and ingredients selected according to characteristics</p> <p>Add simple finishing techniques to their product suitable for their design.</p> <p>Use ICT opportunities such as clip art, simple drawing programs, paint or word processing.</p>	<p>mechanisms such as levers, sliders, wheels and axles.</p> <p>Explore a range of toys including those with simple mechanisms including wheels, axels, levers and sliders.</p> <p><b>Project</b> Focus - wheels and axels. Make a toy vehicle. Look at toy vehicles (old and new) as part of Toys topic.</p> <p><i>Introduce and talk about the role of a designer.</i> <i>Designer: Alec Issigonis</i></p>	<p>freestanding structures using construction kits, such as wooden blocks, interconnecting plastic bricks and those that make frameworks.</p> <p>Measure, mark out, cut and shape materials and components.</p> <p>Explore and use technical knowledge of cutting, folding, fixing and reinforcing materials to make them stronger, stiffer, stand up and be more stable.</p>	<p>synthetic materials including reclaimed materials of different textures, colour and size including card, fabric, ribbon, felt, wool, thread and string.</p> <p>Explore joining these materials and begin to talk about how effective this is.</p> <p>Explore working with paper and card to make simple flaps and hinges Use a variety of techniques including weaving using a range of materials e.g.</p>	<p>Begin to evaluate their products as they develop, identifying strengths and possible changes they might make.</p> <p><b>Existing products</b> In simple terms talk about and explore:</p> <ul style="list-style-type: none"> <li>• what products are and what they are for</li> <li>• who the products are for</li> <li>• how products work and are used</li> <li>• where products might be used</li> <li>• what materials products are made from</li> </ul>	<p>of materials and components</p> <p>Know what wheels, axles and axle holders are and the difference between fixed and free moving axles</p> <p>Know simple methods to fix wheels and axles to their product</p> <p>Know how freestanding structures can be made stronger, stiffer and more stable.</p> <p>Construct using a range of materials including large and small-scale construction materials.</p>	<p>from plants or animals.</p> <p>Food preparation, cooking and nutrition:</p> <p>Start to understand how to name and sort foods into the five groups in 'The Eat well plate' carbohydrates, fruit and vegetables, proteins, dairy &amp; alternatives, and oils and spreads.</p> <p>Discuss 5 a day and start to understand that everyone should eat at least five portions of fruit and vegetables each day.</p> <p>Link: Healthy eating - explore what foods might be in a healthy lunchbox?</p> <p>Prepare and cut food safely and hygienically, using clean tools, hands and surfaces.</p> <p>Know how to prepare simple dishes without using a heat source.</p> <p>Know how to use simple techniques such as cutting, peeling and grating safely.</p> <p>Measure ingredients in spoons and cups.</p> <p><b>Project</b> Focus- preparing fruit and vegetables. Make fruit kebabs. Link to produce from local area particularly fruit from Kent orchards.</p>
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			<p><i>designer of the mini.</i></p>	<p>Consider the user and purpose for their structure and design</p> <p><b>Project</b>  <i>Focus- free standing structure:</i>          Create a structure that will stand up on its own (Stunning Structures topic).</p>	<p>weaving using recycled materials such as paper bags and magazines.</p>	<ul style="list-style-type: none"> <li>• what they like and dislike about products</li> </ul> <p><b>Own ideas and products</b>          Talk about their design ideas and what they are making in simple terms, evaluating throughout the process in addition to the finished product.  <b>Make simple judgements</b> about their products and ideas against design criteria          Suggest how their products could be improved</p> <p><b>Existing products</b>          Explore:</p> <ul style="list-style-type: none"> <li>• what products are</li> </ul>	<p>Know the correct technical vocabulary for their projects.</p>	
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						<p>and what they are for</p> <ul style="list-style-type: none"> <li>• who the products are for</li> <li>• how products work and are used</li> <li>• where products might be used</li> <li>• what materials products are made from</li> <li>• what they like and dislike about products</li> </ul>		
<b>Year 2</b>	<p>Develop ideas by drawing on their own experiences and investigating existing products.</p> <p>Using simple design criteria explain what they could make.</p>	<p>Plan by suggesting what to do next.</p> <p>Select, name and safely use suitable tools, equipment and techniques and explain choices.</p> <p>Select from a range of materials and components</p>	<p>Know about movement of simple mechanisms such as levers, sliders, wheels and axles.</p> <p>Look at books, pictures and cards with moving parts including sliders and</p>		<p>Using a simple template, select and explain choice of textiles, cut and join fabric to make a product.</p> <p>Experiment with different joining techniques including</p>	<p><b>Own ideas and products</b></p> <p>Talk about their products and ideas, making simple judgements against design criteria.</p> <p>Textile designer and manufacturer - William Morris (Arts and Crafts)</p>	<p>Know that different mechanisms such as levers, sliders, wheels and axles create different types of movement</p> <p>Know what a pivot is</p> <p>Understand that</p>	<p><b>Where food comes from:</b></p> <p>Know that all food comes from plants or animals.</p> <p>Know that food has to be farmed, grown elsewhere (e.g. home) or caught.</p> <p>Food preparation, cooking and nutrition: Prepare food safely and hygienically, using clean tools, hands and surfaces.</p> <p>Recap from Year 1 and demonstrate understanding of a balanced diet through the five groups in 'The Eat well plate'</p>



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	<p>Talk about what they are designing and making explaining:  <i>Who is the product for?</i>  <i>How will it be used?</i>  <i>How will they work?</i>  <i>How will they make products suitable for the intended user?</i>          Model ideas by exploring materials, components and construction kits and by making templates and mock-ups.</p>	<p>according to their characteristics .</p> <p>Practise skills before using them</p> <p>Use finishing techniques, including those from Art and Design</p> <p>Develop and communicate their ideas through discussion, drawings with labels and some text or written instructions.</p>	<p>levers and design and make own celebration card.</p> <p>Join or adapt materials as part of a moving mechanism.</p> <p><b>Project</b>          Focus- sliders and levers.          Make celebration cards containing sliders and levers (link to Science forces)</p>		<p>gluing with different adhesives.</p> <p>Learn how to use simple running stitch to join two pieces of fabric together</p> <p>Decorate product to finish using different techniques including collage and considering content, surface and shape.</p> <p>Explore a range of textures through the development of cutting, tearing and layering of materials.</p>	<p>Chef: Jamie Oliver - Feed Me Better campaign</p> <p>Make suggestions about how their products could be improved and explain reasoning.</p> <p>Use digital photography to present work.</p> <p><b>Existing products</b>          Explore:          • what products are and what they are for          • who products are for and how we might know this information          • how products work and are used</p>	<p>freestanding structures can be made stronger, stiffer and more stable and apply prior knowledge when designing and making Tudor houses.</p> <p>Know that a 3-D textiles product can be assembled from two identical fabric shapes</p> <p>Understand that food ingredients should be combined according to their sensory characteristics</p> <p>Know the correct technical</p>	<p>carbohydrates, fruit and vegetables, proteins, dairy &amp; alternatives, and oils and spreads. Plan some meals to demonstrate this.</p> <p><a href="https://www.foodafactoflife.org.uk/5-7-years/healthy-eating-5-7-years/healthy-eating-interactive-resources-5-7-years">https://www.foodafactoflife.org.uk/5-7-years/healthy-eating-5-7-years/healthy-eating-interactive-resources-5-7-years</a></p> <p>Discuss what foods are included in 5 a day and ways to ensure we eat at least five portions of fruit and vegetables each day.</p> <p>Discuss ways to make some favourite foods healthier/ more balanced e.g., choice of pizza toppings or sandwich filling.</p> <p>Know how to prepare simple dishes without using a heat source.</p> <p>Know how to use simple techniques such as cutting, peeling and grating.</p> <p>Measure ingredients using simple scales or balances.</p> <p><b>Project</b>          Focus - preparing fruit and vegetables. Make sandwiches with a variety of healthy fillings</p>
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					<p>Consider the use of a variety of techniques such as weaving, fabric crayons, wax or oil resist, and simple embroidery for a particular purpose.</p> <p><b>Project Focus - templates and joining techniques. Make Christmas stockings.</b></p>	<ul style="list-style-type: none"> <li>• where products might be used</li> <li>• what materials products are made from and discuss characteristics</li> <li>• what they like and dislike about products</li> </ul>	vocabulary for their projects.	
<b>Year 3</b>	<p>Generate and share ideas through discussion with others.</p> <p>Apply prior knowledge of materials</p>	<p>Order the main stages of making in plans.</p> <p>Select, name and safely use suitable tools, materials, equipment and</p>	<p>Use scientific knowledge of forces to explore appropriate mechanisms for their product (levers, winding</p>		<p>Thread a needle independently .</p> <p>Understand the need for a seam allowance</p>	<p>Know about inventors, designers, engineers, chefs and manufacturers who have developed ground-</p>	<p>Know how to use learning from science to help design and make products that work .</p> <p>Know how to use learning from</p>	<p><b>Where food comes from:</b></p> <p>Know that a recipe can be adapted by adding or substituting one or more ingredients. Link to local produce - different crumble fillings.</p> <p>Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world</p>



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	<p>when creating a design.</p> <p>Describe the purpose of their products, explaining how a design realistically meets a range of needs.</p> <p>Gather information about the needs and wants of particular individuals and groups.</p> <p>Consider intended users and create realistic design features that will appeal to those users.</p> <p>Develop their own design</p>	<p>components explaining reasons for choices.</p> <p>Measure using centimetres and weigh in grams.</p> <p>Complete the product using a range of appropriate finishing techniques</p>	<p>mechanism &amp; pulleys)</p> <p>Mark out, score, fold, cut and shape materials and components with some accuracy.</p> <p>Assemble components together before joining into final product</p> <p>Assemble, join and combine materials and components with some accuracy.</p> <p><b>Project</b> Focus - levers and linkages. Make an information book</p>		<p>Use running stitch to join fabric and introduce back stitch and oversewing.</p> <p>Use a variety of techniques from previous years such as printing and weaving and introduce basic cross stitch as part of simple embroidery.</p> <p>Research embroidery designs from around the world to inform own designs.</p> <p>Introduce applique and use it to decorate and enhance the product.</p>	<p>breaking products Archimedes - Greek mathematician, physicist, engineer and designer of pulley systems.</p> <p>Nicolas Appert "the father of food science" who invented food preservation in jars and bottles. Peter Durand inventor who patented tin cans for food preservation.</p> <p><b>Own ideas and products:</b> Identify the strengths and areas for development in their ideas and products.</p>	<p>mathematics to help design and make products that work</p> <p>Know that materials have both functional properties and aesthetic qualities</p> <p>Know that mechanical and electrical systems have an input, process and output</p> <p>Know how mechanical systems such as levers and linkages or pneumatic systems create movement.</p> <p>Know that a single fabric shape can be used to make a</p>	<p>Food preparation, cooking and nutrition: Prepare and cook a variety of dishes (mostly savoury) safely and hygienically using a heat source if appropriate.</p> <p>Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Explain choice of ingredients and describe how you combine them and the effects of doing so.</p> <p><b>Project</b> Focus - healthy and varied diet. Make fruit crumble. Explore different crumble toppings and fillings (sweet and savoury) and discuss their place in a balanced diet.</p> <p><a href="https://www.bbcgoodfood.com/recipes/peach-crumble">https://www.bbcgoodfood.com/recipes/peach-crumble</a></p> <p><b>In early KS2 pupils should also know:</b></p> <ul style="list-style-type: none"> <li>• that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell plate</li> <li>• that to be active and healthy, food and drink are needed to provide energy for the body - link to Science/PE</li> </ul>
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	<p>criteria and use these to inform their ideas.</p> <p>Explain how particular parts of their products work</p> <p>Use mock ups, prototypes, pattern pieces, annotated sketches, ICT, and words in developing and communicating designs.</p>				<p>Use different materials to finish products effectively e.g., buttons, beads and sequins</p> <p>Begin to incorporate fastenings into design</p> <p>Use a pattern and make a prototype of their product</p> <p><b>Project</b> Focus - 2D shape to 3D product Make a cushion</p>	<p>Use own reflection and the views of others, including intended users, to improve their work and alter and adapt plans accordingly.</p> <p>Refer to their design criteria throughout the process as they design and make, making further improvements for their finished product.</p> <p>Use their design criteria to evaluate their completed products</p> <p><b>Existing products:</b></p>	<p>3D textiles product</p> <p>Know that food ingredients can be fresh, pre-cooked and processed. Know and use the correct technical vocabulary for the projects they are undertaking</p>	
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						<p>Children to evaluate a range of books and products incorporating levers and linkages.</p> <p>Investigate and analyse:</p> <ul style="list-style-type: none"><li>• how well products have been designed</li><li>• how well products have been made</li><li>• why materials have been chosen</li><li>• what methods of construction have been used</li><li>• how well products work</li><li>• how well products achieve their purposes</li><li>• how well products meet user needs and wants</li><li>• who designed and made the products</li></ul>		
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						<ul style="list-style-type: none"> <li>• where products were designed and made.</li> <li>• when products were designed and made</li> <li>• whether products can be recycled or reused</li> </ul>		
<b>Year 4</b>	<p>Generate, share and clarify ideas through discussion with others.</p> <p>Apply prior knowledge of materials and their properties when creating a design e.g., strength, flexibility, waterproof</p> <p>Consider intended users and create realistic</p>	<p>Produce step by step plans.</p> <p>Explain their choice of materials and components according to functional properties and aesthetic qualities</p> <p>Follow procedures for safety and hygiene</p> <p>Measure using centimetres and weigh in grams.</p>	<p>Create a product which uses electrical components in a simple circuit.</p> <p><b>Project</b> Focus - Simple circuits and switches. Make electronic greetings cards. Create a handmade switch which uses electrical components in a simple circuit (bulbs and buzzers) to</p>	<p>Identify shell structures knowing how they are formed.</p> <p>Know how shell structures can be strengthened and reinforced.</p> <p>Make strong, stiff 3D shell structures, measuring, joining and adapting materials with increasing accuracy to ensure</p>	<p>Additional sewing practise where appropriate throughout the year (running stitch, back stitch, oversewing, cross stitch)</p>	<p>Know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products</p> <p><b>Scientists:</b> Benjamin Franklin. Charles Augustine Coulomb. Alessandro Volta Andre-Marie Ampere</p> <p><b>Engineers:</b> John Henry</p>	<p>Know how to use learning from science to help design and make products that work</p> <p>Know how to use learning from mathematics to help design and make products that work</p> <p>Know that materials have both functional properties and aesthetic qualities</p> <p>Know that materials can</p>	<p><b>Where food comes from:</b> Know that a recipe can be adapted by adding or substituting one or more ingredients.</p> <p>Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>Food preparation, cooking and nutrition: Prepare and cook a variety of dishes (mostly savoury) safely and hygienically using a heat source if appropriate.</p> <p>Present finished product to a high standard.</p> <p>Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>



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### DESIGN AND TECHNOLOGY PROGRESSION OVERVIEW

	<p>design features that will appeal to those users, explaining why they will be useful.</p> <p>Explain how particular parts of their products work</p> <p>Use mock ups, prototypes, pattern pieces, annotated sketches, ICT and as appropriate cross-sectional and exploded diagrams to develop, model and communicate realistic ideas</p>	<p>Apply a range of finishing techniques to good effect including those from Art and Design (e.g., use sandpaper to smooth edges and glue gun for joints to improve functionality and aesthetics)</p>	<p>create a light-up card.</p> <p><a href="#">Link to Science unit - Electricity.</a></p>	<p>precision and that a product is as strong as possible.</p> <p>Mark out, cut and shape materials and components with some accuracy.</p> <p>Assemble components together before joining into final product</p> <p>Assemble, join and combine materials and components with increasing accuracy.</p> <p><b>Project</b> Focus-shell structure. Make a gift box/ container.</p>		<p>Holmes inventor of the light switch) Chef: Joyce Molyneux, one of the first women to achieve a Michelin star (British cooking using good local produce)</p> <p><b>Own ideas and products</b> Identify the strengths and areas for development in their ideas and products.</p> <p>Use own reflection and the views of others, including intended users, as well as testing to improve their work and alter and adapt plans accordingly.</p>	<p>be combined and mixed to create more useful characteristics</p> <p>Know that mechanical and electrical systems have an input, process and output</p> <p>Understand what components a circuit requires and how to construct a circuit</p> <p>Know how mechanical systems such as levers and linkages or pneumatic systems create movement</p> <p>Know how simple electrical</p>	<p><b>Project:</b> Focus - healthy and varied diet. Anglo-Saxon Pottage (seasonal vegetable stew).</p> <p><b>In early KS2 pupils should also know:</b></p> <ul style="list-style-type: none"> <li>that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell plate</li> </ul> <p><a href="https://www.foodafactoflife.org.uk/5-7-years/healthy-eating-5-7-years/healthy-eating-interactive-resources-5-7-years">https://www.foodafactoflife.org.uk/5-7-years/healthy-eating-5-7-years/healthy-eating-interactive-resources-5-7-years</a></p> <ul style="list-style-type: none"> <li>that to be active and healthy, food and drink are needed to provide energy for the body - link to Science/PE</li> </ul>
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### DESIGN AND TECHNOLOGY PROGRESSION OVERVIEW

						<p>Refer to their design criteria throughout the process as they design and make, making further improvements for their finished product.</p> <p>Use their design criteria to evaluate their completed products</p> <p><b>Existing products</b> Investigate and analyse:</p> <ul style="list-style-type: none"> <li>• how well products have been designed</li> <li>• how well products have been made</li> <li>• why materials have been chosen</li> </ul>	<p>circuits and components can be used to create functional products</p> <p>Know how to program a computer to control their products</p> <p>Know that food ingredients can be fresh, pre-cooked and processed</p> <p>Know and use the correct technical vocabulary for the projects they are undertaking</p>	
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## ST JOHN'S C OF E PRIMARY SCHOOL

### DESIGN AND TECHNOLOGY PROGRESSION OVERVIEW

						<ul style="list-style-type: none"> <li>• what methods of construction have been used</li> <li>• how well products work</li> <li>• how well products achieve their purposes</li> <li>• how well products meet user needs and wants</li> <li>• who designed and made the products</li> <li>• where products were designed and made</li> <li>• when products were designed and made</li> <li>• whether products can be recycled or reused</li> </ul>		
<b>Year 5</b>	Conduct research, using surveys, interviews,	Create a step-by step plan including accurate	Learn about different types of cam mechanisms	Identify different types of structure	Additional sewing practise where	Know about inventors, designers, engineers,	Know how to use learning from science to help design and	<b>Where food comes from:</b> Know that a recipe can be adapted by adding or substituting one or more ingredients.



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	<p>questionnaires and web-based resources to generate ideas and develop a design brief and criteria.</p> <p>Identify the needs, wants, preferences and values of particular individuals and groups and plan to meet an identified need for the intended user.</p> <p>Share and clarify ideas through discussion</p> <p>Explain how particular parts of their products work</p>	<p>diagrams and labels and a list of resources.</p> <p>Explain their choice of materials and components according to functional properties and aesthetic qualities.</p> <p>Follow procedures for safety and hygiene</p> <p>Work within constraints including aesthetic, time and economic.</p> <p>Demonstrate resourcefulness when tackling practical problems</p>	<p>and how they affect movement.</p> <p>Experiment with different cam mechanisms</p> <p>Mark out, cut and shape materials and components</p> <p>Assemble components together before joining into final product</p> <p>Accurately assemble, join and combine materials and components</p> <p><b>Project</b> Focus - Cams. Make a moving toy using a cam mechanism (Link to</p>	<p>recapping prior learning about shell structures.</p> <p>Identify examples of portable and permanent frame structures in the school and local environment in addition to well-known structures such as the Eiffel Tower.</p> <p><b>Project</b> Focus - frame structure. Make a kite.</p>	<p>appropriate throughout the year to practise and build upon previous learning (running stitch, back stitch, oversewing, cross stitch)</p>	<p>chefs and manufacturers who have developed ground-breaking products <b>Isambard Kingdom Brunel, engineer designer of tunnels, bridges, railway lines and ships.</b></p> <p><b>Frank Lloyd Wright - architect and designer (organic architecture)</b> Chef: Vicky Ratnani - global influence and advocate of using local, seasonal produce.</p> <p><b>Own ideas and products</b></p>	<p>make products that work</p> <p>Know how to use learning from mathematics to help design and make products that work</p> <p>Know that materials have both functional properties and aesthetic qualities</p> <p>Know that materials can be combined and mixed to create more useful characteristics</p> <p>Know that mechanical and electrical systems have an input, process and output</p>	<p>Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p><b>In late KS2 pupils should also know:</b></p> <ul style="list-style-type: none"> <li>• that seasons may affect the food available</li> <li>• how food is processed into ingredients that can be eaten or used in cooking</li> </ul> <p>Food preparation, cooking and nutrition: Prepare and cook a variety of dishes (mostly savoury) safely and hygienically using a heat source if appropriate.</p> <p>Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Consider the impact of food presentation and present finished product to a high standard.</p> <p><b>Project</b> Focus- Celebrating culture and seasonality. Investigate traditional foods from South America looking at a range of factors including seasonality and nutrition. Make traditional salsa recipes (cooked and uncooked) and guacamole. Link: South America topic</p> <p><b>In late KS2 pupils should also know:</b></p>
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## ST JOHN'S C OF E PRIMARY SCHOOL

### DESIGN AND TECHNOLOGY PROGRESSION OVERVIEW

	<p>Use mock ups, prototypes, pattern pieces, annotated sketches, computer-aided design, cross-sectional and exploded diagrams to develop, model and communicate realistic ideas</p>	<p>Accurately measure in millimetres.</p> <p>Accurately apply a range of finishing techniques including those from Art and Design.</p>	<p>English- fairy tales)</p>			<p>Identify the strengths and areas for development in their ideas and products including the views of others, intended users and purpose, as well as appropriate tests. Modify plans accordingly</p> <p>Refer to their design criteria throughout the process as they design and make, making further improvements for their finished product.</p> <p>Critically evaluate the quality of the design, manufacture</p>	<p>Know the correct technical vocabulary for the projects they are undertaking</p> <p>Know how mechanical systems such as cams, pulleys or gears create movement</p> <p>Know how more complex electrical circuits and components can be used to create functional products</p> <p>Know how to program a computer to monitor changes in the environment and control their products</p>	<ul style="list-style-type: none"> <li>• that recipes can be adapted to change the appearance, taste, texture and aroma</li> <li>• that different food and drinks contain different substances - nutrients, water and fibre - that are needed for health.</li> </ul>
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### DESIGN AND TECHNOLOGY PROGRESSION OVERVIEW

						<p>and fitness for purpose of their products as they design and make</p> <p><b>Existing products</b> Investigate and analyse:</p> <ul style="list-style-type: none"> <li>• how well products have been designed</li> <li>• how well products have been made</li> <li>• why materials have been chosen</li> <li>• what methods of construction have been used</li> <li>• how well products work</li> <li>• how well products achieve their purposes</li> <li>• how well products meet user needs and wants</li> </ul>	<p>Know how to reinforce and strengthen a 3D framework and make</p> <p>Know that a 3D textiles product can be made from a combination of fabric shapes</p> <p>Know and use the correct technical vocabulary for the projects they are undertaking.</p>	
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# ST JOHN'S C OF E PRIMARY SCHOOL

## DESIGN AND TECHNOLOGY PROGRESSION OVERVIEW

						<ul style="list-style-type: none"> <li>• how much products cost to make</li> <li>• how innovative products are</li> <li>• how sustainable the materials in products are</li> <li>• what impact products have beyond their intended purpose</li> </ul>		
<b>Year 6</b>	<p>Generate innovative ideas, drawing on research including surveys, interviews, questionnaires and web-based resources to generate ideas and develop a design specification for products.</p>	<p>Create a step-by-step plan as a guide to making including accurate diagrams and labels, lists of tools, equipment, materials and components.</p> <p>Explain their choice of materials and components according to</p>	<p>Recap precisely measuring, marking out, cutting &amp; joining skills with construction materials needed to create their electrical products</p> <p>Know how to make secure electrical connections e.g. using</p>		<p>Develop skills of 2D paper pattern making using grid or tracing paper to create a 3-D dipryl mock-up of their product.</p> <p>Learn how to pin a pattern on to fabric ensuring limited wastage, how to leave a seam</p>	<p>Know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</p> <p><b>Textile Designer:</b> Terence Conran (brought attractive, affordable</p>	<p>Know how to use learning from science to help design and make products that work</p> <p>Know how to use learning from mathematics to help design and make products that work</p> <p>Know that materials have both functional properties and</p>	<p><b>Where food comes from:</b> Know that a recipe can be adapted by adding or substituting one or more ingredients.</p> <p>Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p><b>In late KS2 pupils should also know:</b></p> <ul style="list-style-type: none"> <li>• that seasons may affect the food available</li> <li>• how food is processed into ingredients that can be eaten or used in cooking</li> </ul> <p><b>Food preparation, cooking and nutrition:</b></p>



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### DESIGN AND TECHNOLOGY PROGRESSION OVERVIEW

	<p>Identify the needs, wants, preferences and values of particular individuals and groups and meet an identified need for the intended user.</p> <p>Share and clarify ideas through discussion Explain how particular parts of their products work</p> <p>Develop a simple design specification considering constraints including aesthetic, time and costs.</p> <p>Use mock ups, prototypes,</p>	<p>functional properties and aesthetic qualities</p> <p>Follow procedures for safety and hygiene</p> <p>Work within identified constraints including aesthetic, time and economic.</p> <p>Demonstrate resourcefulness when tackling practical problems</p> <p>Accurately apply a range of finishing techniques suitable for the product, ensuring they are carefully planned, and products are finished and</p>	<p>automatic wire strippers, twist and tape</p> <p>electrical connections, screw connections and connecting blocks.</p> <p>Use knowledge from science to explore a range of electrical systems that could be used to control products, including a simple series circuit where a single output device is controlled, a series circuit where two output devices are controlled by one switch</p>		<p>allowance and use different cutting techniques.</p> <p>Measure, mark and cut fabric accurately and independently</p> <p>Use pins and tacks to attach separate pieces of fabric together Join with increasing accuracy and independence using a range of neat stitches of consistent size including stitches previously learnt - running stitch, back stitch</p>	<p>designs to the masses)</p> <p>Nikola Tesler inventor and engineer. Local celebrity chef: artisan baker - Paul Hollywood Miyo Aoetsu - inspirational baker (winner of Britain's Best Loaf 2023) using an infusion of ingredients and baking styles.</p> <p><b>Own ideas and products</b> Identify the strengths and areas for development in their ideas and products including the views of others, intended users and purpose, as well as</p>	<p>aesthetic qualities</p> <p>Know that materials can be combined and mixed to create more useful characteristics</p> <p>Know that mechanical and electrical systems have an input, process and output Know the correct technical vocabulary for the projects they are undertaking</p> <p>Know how mechanical systems such as cams or pulleys or gears create movement</p>	<p>Prepare and cook a variety of dishes (mostly savoury) safely and hygienically using a heat source if appropriate.</p> <p>Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Consider the impact of food presentation and present finished product to a high standard.</p> <p><b>In late KS2 pupils should also know:</b></p> <ul style="list-style-type: none"> <li>• that recipes can be adapted to change the appearance, taste, texture and aroma</li> <li>• that different food and drinks contain different substances - nutrients, water and fibre - that are needed for health.</li> </ul> <p><b>Project</b> Focus- Celebrating culture and seasonality. Explore a wide range of bread products and the significance of bread throughout the world and changes over time. Link - Ancient Egyptians significance of bread shown in hieroglyphics. Make bread using the DT Association Making Bread Six Essentials project</p>
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### DESIGN AND TECHNOLOGY PROGRESSION OVERVIEW

	<p>pattern pieces, annotated sketches, computer-aided design, cross-sectional and exploded diagrams to develop, model and communicate realistic ideas.</p>	<p>presented to a high standard.</p>	<p>and, where appropriate, parallel circuits where two output devices are controlled independently by two separate switches.</p> <p>Write computer control programs that include inputs, outputs and decision making. Test out the programs using electrical component connected to interface boxes or standalone boxes.</p>	<p>oversewing cross stitch and introducing blanket and stem stitch.</p> <p>Know how to start and finish off a row of stitches., make seams and sew and shape curved edges.</p> <p>Incorporate appropriate fastenings into a design</p> <p><b>Project Focus - Combining different fabric shapes. Make a pouch, pencil case or bag for school, shopping.</b></p>	<p>appropriate tests. Modify plans accordingly.</p> <p>Continually refer to their design criteria throughout the process as they design and make, making further improvements for their finished product.</p> <p>Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make</p> <p><b>Existing products</b> Investigate and analyse:</p>	<p>Know how more complex electrical circuits and components can be used to create functional products</p> <p>Know how to program a computer to monitor changes in the environment and control their products</p> <p>Know how to reinforce and strengthen a 3D framework</p> <p>Know that a 3D textiles product can be made from a combination of fabric shapes</p> <p>Know and use the correct technical</p>
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			<p>Know how to avoid making short circuits.</p> <p><b>Project</b> Focus - More complex switches and circuits. Make an electrical boardgame.</p> <p>Link to Science unit Electricity</p> <p>STEM project - pulleys or gears</p>			<ul style="list-style-type: none"> <li>• how well products have been designed</li> <li>• how well products have been made</li> <li>• why materials have been chosen</li> <li>• what methods of construction have been used</li> <li>• how well products work</li> <li>• how well products achieve their purposes</li> <li>• how well products meet user needs and wants</li> <li>• how much products cost to make</li> <li>• how innovative products are</li> <li>• how sustainable the materials in products are</li> <li>• what impact products have</li> </ul>	<p>vocabulary for the projects they are undertaking</p>	
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**DESIGN AND TECHNOLOGY PROGRESSION OVERVIEW**

						beyond their intended purpose  Evaluate a range of different sources of information including advertisements , online guides and handbooks.		
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### DESIGN AND TECHNOLOGY PROGRESSION OVERVIEW

Design & Technology Key Vocabulary							
Nursery	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Build, make, tools, materials, glue, join, stick, tape, draw, drawing, mix, stir, cut, cook, bake, model, block, paint, paintbrush, measure, hole punch, rolling pin, cutters, scissors, knife, construction, weave	Strong, weak, on top, underneath, side by side, stable, frame, wall, tower, fix, plan, vehicle, pull, push, up, down, hammer, shovel, screwdriver, drill, corners, same, different, pour, spread, sprinkle, ingredients, graters, senses, taste, smell, sight, touch,	wheel, axle, axle holder, chassis, body, cab assembling, shaping, finishing, fixed, free, moving, mechanism, design, label, evaluate, purpose, user, fold, unfold, structure, base, side, edge, surface, thinner, thicker, point, straight, curved metal, wood, plastic, ideas, product, juicy, sweet, sticky, sharp, sour, seed, pip,	slider, lever, pivot, slot, bridge, guide, masking tape, paper fastener, forwards, backwards function/ functional, filling, crunchy, smooth, crisp, flesh, skin, squeezing, layering, investigating arranging, popular, design criteria, joining and finishing techniques, components template, fabric, pattern pieces, stitch, pins, needles, thread,	linkage, system, input, output, process, linear, rotary, oscillating, reciprocating, prototype, innovative, appealing, design brief, fastening, compartment, zip, button, strength, weakness, stiffening, seam, seam allowance, annotated sketch, innovative, aesthetics, texture, topping, rubbing in, appearance, preference,	series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device, shell structure, shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity,	cam, snail cam, off-centre cam, peg cam, pear shaped cam, follower, shaft, crank, handle, housing, framework, rotation, rotary motion, oscillating motion, reciprocating motion, exploded diagrams mechanical system, input movement, output movement, design decisions, authentic, design specification,	parallel circuit, latching switch, micro switch, reed switch, tilt switch, LDR (light dependent resistor) monitor, flowchart, hem, wadding, right side, wrong side, pinking shears, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, vitamins, nutrients, nutrition, gluten, fold, knead, whisk, beat, roll out, allergy, intolerance



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		core, slicing, peeling, cutting, healthy diet, fat, sugar, protein, carbohydrate, dairy, planning, investigating, arranging, design, evaluate, 2D, 3D	mark out, decorate, features, suitable, quality mock-up	fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested, healthy/varied diet, utensils, evaluations	scoring, shaping, tabs, adhesives, accuracy, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics, decision, boil, simmer, dice, season, thicken,	frame structure, strengthen, reinforce, triangulation, stability, temporary, permanent research, spice, herbs, source, combine,	
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