

# Design and Technology Progression of Skills EYFS - Y6

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Thread	<p><b>Early Learning Goal:</b></p> <p><u>Technology:</u></p> <ul style="list-style-type: none"> <li>Recognise a range of technology is used in places such as homes and schools</li> </ul> <p><u>Expressive arts and design</u></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> </ul> <p><u>Being imaginative</u></p> <ul style="list-style-type: none"> <li>Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</li> </ul>	<p><u>Design</u></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><u>Make</u></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> <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><u>Evaluate</u></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><u>Technical knowledge</u></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><u>Design</u></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> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>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</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>Understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>Apply their understanding of computing to program, monitor and control their products.</li> </ul>	

## ***Design and Technology Progression of Skills EYFS - Y6***

	<ul style="list-style-type: none"> <li>Represent own ideas, thoughts and feelings through design and technology.</li> </ul> <p><u><i>Health and self-care</i></u></p> <ul style="list-style-type: none"> <li>Understand the importance of a healthy diet</li> <li>Talk about ways to keep healthy and safe.</li> </ul>	<p><u><i>Cooking and nutrition</i></u></p> <ul style="list-style-type: none"> <li>Use basic principles of a healthy and varied diet to prepare dishes.</li> <li>Understand where food comes from.</li> </ul>		<p><u><i>Cooking and nutrition</i></u></p> <ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet (Covered in PSHE)</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>			
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Developing, planning and communicating ideas.</b>	<ul style="list-style-type: none"> <li>Explain what they are making and which materials they are using.</li> <li>Select materials from a limited range that will meet a simple design criteria e.g shiny</li> <li>Selected and name the tools needed to work the</li> </ul>	<ul style="list-style-type: none"> <li>Begin to draw on their own experience to help generate ideas and research conducted on criteria.</li> <li>Begin to understand the development of existing products. Explain what</li> </ul>	<ul style="list-style-type: none"> <li>Generate ideas based on simple design criteria and their own experiences, explaining what they could make.</li> <li>Develop, model and communicate their ideas through talking, mock-ups</li> </ul>	<ul style="list-style-type: none"> <li>Develop and communicate ideas.</li> <li>Start to order the main stages of making a product.</li> <li>Understand how well made products have been designed, made, what materials have been</li> </ul>	<ul style="list-style-type: none"> <li>Generate and clarify ideas through discussion with peers to develop design of products that are fit for purpose, aimed at particular individuals or groups.</li> <li>Use annotated sketches and</li> </ul>	<ul style="list-style-type: none"> <li>Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern</li> </ul>	<ul style="list-style-type: none"> <li>Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern</li> </ul>

## ***Design and Technology Progression of Skills EYFS - Y6***

	<p>materials e.g scissors for paper</p> <ul style="list-style-type: none"> <li>▪ Explore ideas by rearranging materials</li> <li>▪ Describe simple models or drawing of ideas and intentions.</li> <li>▪ Discuss their work as it progresses</li> </ul>	<p>they are for, how they work, what materials have been used.</p> <ul style="list-style-type: none"> <li>▪ Start to suggest ideas and explain what they are going to do.</li> <li>▪ Design appealing products for a particular user based on simple design criteria.</li> <li>▪ Generate initial ideas and design criteria through own experiences.</li> <li>▪ Develop and communicate those ideas through talk and drawings and mock</li> </ul>	<p>and drawings.</p> <ul style="list-style-type: none"> <li>▪ Develop their ideas through talk and drawings and labelled parts.</li> <li>▪ Make templates and mock ups of their ideas in card and paper or using ICT.</li> <li>▪ Begin to explain why they chose a certain material.</li> <li>▪ Develop their own ideas from given starting points.</li> </ul>	<p>used and the construction technique.</p> <ul style="list-style-type: none"> <li>▪ Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</li> <li>▪ Explain their choice of materials and components including function and aesthetics.</li> <li>▪ Put together a step by step plan.</li> </ul>	<p>appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</p> <ul style="list-style-type: none"> <li>▪ Generate, develop, model and communicate realistic ideas through discussion and , as appropriate, annotated sketches, cross sectional and exploded diagrams.</li> <li>▪ Develop a clear idea of what has to be done, planning how to use materials,</li> </ul>	<p>pieces and CAD.</p> <ul style="list-style-type: none"> <li>▪ Generate innovative ideas through research including surveys, interviews and questionnaires and discussion with peers to develop a design brief and criteria for a design specification.</li> <li>▪ Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification</li> </ul>	<p>pieces and CAD.</p> <ul style="list-style-type: none"> <li>▪ Use research using surveys, interviews, questionnaire and web based resources, to develop a design specification for a range of functional products.</li> <li>▪ Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost.</li> <li>▪ Generate and develop innovative ideas and</li> </ul>
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## ***Design and Technology Progression of Skills EYFS - Y6***

		<p>ups where relevant.</p> <ul style="list-style-type: none"> <li>▪ Make templates and mock ups of their ideas in card and paper or using ICT.</li> <li>▪ Communicate with others how they want to construct their product.</li> <li>▪ Explain how they intend to fix simple materials.</li> <li>▪</li> </ul>			<p>equipment and processes and suggesting alternative methods of making, if the first attempts fail.</p> <ul style="list-style-type: none"> <li>▪ Identify the strengths and areas for development in their ideas and products.</li> <li>▪ Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</li> <li>▪ Consider how to present their product in an interesting way.</li> </ul>	<ul style="list-style-type: none"> <li>▪ With growing confidence apply a range of finishing techniques, including those from art.</li> <li>▪ Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</li> <li>▪ Suggest some alternative plans and say what the good points and drawbacks</li> </ul>	<p>share and clarify these through discussion.</p> <ul style="list-style-type: none"> <li>▪ Communicate ideas through annotated sketches, pictorial representations.</li> <li>▪ Suggest some alternative plans and say what the good points and drawbacks are about each.</li> <li>▪ Show consideration to culture and society in a design.</li> <li>▪ Work within a given budget.</li> <li>▪ Suggest ideas how their product could be sold.</li> </ul>
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## ***Design and Technology Progression of Skills EYFS - Y6***

					<ul style="list-style-type: none"> <li>Produce a plan and explain it to others.</li> </ul>	are about each. Product a detailed step by step plan.	Use market research to inform plans.
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Working with tools, equipment, materials and components to make quality products.</b>	<ul style="list-style-type: none"> <li>Begin to create their design using basic techniques.</li> <li>Start to build structures, joining components together.</li> <li>Look at simple hinges, wheels and axles.</li> <li>Use technical vocabulary when appropriate</li> <li>Begin to use scissors to cut straight and curved edges and hole punches to punch holes.</li> <li>Explore using/holding</li> </ul>	<ul style="list-style-type: none"> <li>Select and use simple utensils, tools and equipment to perform a job e.g peel, cut, slice, squeeze, grate and chop safely.</li> <li>Begin to make their design using appropriate techniques.</li> <li>Begin to build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>Explore and use mechanisms (levers, sliders,</li> </ul>	<ul style="list-style-type: none"> <li>Plan by suggesting what to do next.</li> <li>Select and use tools, equipment, skills and techniques to perform practical tasks, explaining their choices.</li> <li>Select new and old materials, components, reclaimed materials and construction kits to build and create their products.</li> </ul>	<ul style="list-style-type: none"> <li>Plan the main stages of making.</li> <li>Select from and use a range of appropriate utensils, tools and equipment with some accuracy related to their product.</li> <li>Select from and use finishing techniques suitable for the product they are creating.</li> </ul>	<ul style="list-style-type: none"> <li>Order the main stages of making.</li> <li>Select and use appropriate tools to measure, mark out, cut, score, shape and combine with some accuracy related to their products.</li> <li>Explain their choice of materials according to functional properties and aesthetic qualities.</li> <li>Select from and use materials and components, including</li> </ul>	<ul style="list-style-type: none"> <li>Produce detailed lists of equipment and fabrics relevant to their tasks.</li> <li>Write a step-by Step plan, including a list of resources required.</li> <li>Select from and use, a range of appropriate utensils, tools and equipment accurately to measure and combine appropriate ingredients, materials and resources.</li> </ul>	<ul style="list-style-type: none"> <li>Formulate a step by step plan to guide making, listing tools, equipment, materials and components.</li> <li>Competently select from and use appropriate tools to accurately measure, mark, cut and assemble materials and securely connect electrical components to produce reliable, functional products.</li> <li>Use finishing and</li> </ul>

## ***Design and Technology Progression of Skills EYFS - Y6***

	<p>basic tools such as a saw or hammer.</p> <ul style="list-style-type: none"> <li>Use adhesives to join materials.</li> </ul>	<p>wheels and axles) in products.</p> <ul style="list-style-type: none"> <li>With help measure, mark out, cut and shape a range of materials.</li> <li>Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g glues or tape.</li> <li>Make a product which moves.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple finishing techniques suitable for the products they are creating.</li> <li>Be able to join things (materials and components ) together in different ways.</li> <li>Attach features to a vehicle (e.g axel and wheels).</li> <li>Join fabric using a running stitch, glue and tape.</li> </ul>		<p>ingredients, construction and electrical componenets according to their function and properties.</p> <ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Understand how mechanical systems such as cams or pulleys or gears create movement.</li> <li>Make up a prototype first.</li> <li>Measuremen t accurately to ensure that everything is precise.</li> <li>Demonstrate motivation/ perseverance to refine and improve their products.</li> <li>Use a glue gun with supervision.</li> </ul>	<p>decorative techniques suitable for the product they are designing and making.</p> <ul style="list-style-type: none"> <li>Understand how mechanical systems such as cams or pulleys or gears create movements.</li> <li>Know how to reinforce and strengthen a 3D framework.</li> <li>Use a craft knife, cutting mats and ruler with supervision.</li> <li>Make decisions and select the most appropriate mechanical system for a</li> </ul>
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## ***Design and Technology Progression of Skills EYFS - Y6***

							particular purpose.
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Evaluating</b>	<ul style="list-style-type: none"> <li>Say what they like and do not like about items they have made and attempt to say why.</li> <li>Begin to talk about their designs and identify good and bad points</li> <li>Start to talk about changes made during the making process.</li> <li>Discuss how closely their finished products meet their design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Taste, explore and evaluate a range of products to determine the intended user's preferences for the product.</li> <li>Evaluate their ideas throughout and finished products against design criteria, including intended user and purpose and suggest possible changes for next time.</li> <li>When looking at existing products explain what they like and dislike about products and why.</li> </ul>	<ul style="list-style-type: none"> <li>Explore a range of existing products and explain what they like and dislike and why.</li> <li>Evaluate their product by discussing how well it works in relation to the purpose the user and whether it meets the original design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate a range of 3-D textile product, ingredients and lever and linkage products relevant to their project.</li> <li>Test their product against the original design criteria and with the intended user.</li> <li>Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</li> <li>Begin to disassemble and evaluate familiar</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate their work both during and at the end of the assignment, carrying out appropriate tests.</li> <li>Investigate and evaluate a range of products including the ingredients, materials, components, and techniques that are used.</li> <li>Text and evaluate their own products against design criteria and the intended user and purpose.</li> <li>Evaluate their ideas and products against their own design</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate their work both during and at the end of the assignment, carrying out appropriate tests.</li> <li>Evaluate how the key designs of individuals in design and technology have helped shape the world.</li> <li>Investigate and analyse products linked to their final product.</li> <li>Compare the final product to the original design specification and record the evaluations</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate their work both during and at the end of the assignment, carrying out appropriate tests.</li> <li>Evaluate how the key designs of individuals in design and technology have helped shape the world.</li> <li>Continually evaluate and modify the working features of the products to match the initial design specification.</li> <li>Critically evaluate their products against their design</li> </ul>



## ***Design and Technology Progression of Skills EYFS - Y6***

				products and consider the views of others to improve them.	criteria and identify the strengths and areas for improvement in their work. <ul style="list-style-type: none"><li>▪ Begin to disassemble and evaluate familiar products and consider the views of others to improve them</li></ul>	<ul style="list-style-type: none"><li>▪ Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.</li><li>▪ Consider the views of others to improve their work.</li></ul>	specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. <ul style="list-style-type: none"><li>▪ Test the system to demonstrate its effectiveness for the intended user and purpose.</li></ul>
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Food	<ul style="list-style-type: none"><li>▪ Begin to develop a food vocabulary using taste, smell, texture and feel.</li><li>▪ Explore familiar food products.</li><li>▪ Stir, spread, knead and shape a range</li></ul>	<ul style="list-style-type: none"><li>▪ Understand where a range of fruit and vegetables come from.</li><li>▪ Understand and use basic principles of healthy and varied diet to prepare dishes (Eatwell Plate)</li><li>▪ Know and use technical and sensory vocabulary.</li><li>▪ Know how to prepare simple dishes safely and hygienically without using a heat source.</li><li>▪ Know how to use techniques such as cutting, peeling and grating.</li></ul>		<ul style="list-style-type: none"><li>▪ Know how to use appropriate equipment and utensils to prepare and combine food.</li><li>▪ Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</li><li>▪ Know and use relevant technical and sensory vocabulary appropriately.</li><li>▪ Understand how to prepare and cook a variety of dishes including experience of using a heat source.</li></ul>		<ul style="list-style-type: none"><li>▪ Know how to use utensils and equipment including heat sources to prepare and cook food.</li><li>▪ Understand about seasonality in relation to food products and the source of different food products.</li><li>▪ Know and use relevant technical and sensory vocabulary.</li><li>▪ Begin to understand that different food and drink contains different substances (nutrients, water and fibre) that are needed for health.</li></ul>	



## ***Design and Technology Progression of Skills EYFS - Y6***

	<div>of food and ingredients.</div> <div><ul style="list-style-type: none"><li>▪ Begin to work safely and hygienically.</li><li>▪ Measure and weigh food items, non-statutory measures e.g spoons, cups.</li></ul></div>	<div><ul style="list-style-type: none"><li>▪ Measure and weigh food items, non-statutory measures e.g spoons, cups.</li><li>▪ Make dishes from other countries.</li></ul></div>		<div><ul style="list-style-type: none"><li>▪ Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li><li>▪ Be able to identify foods which come from the UK and other counties of the world.</li><li>▪ Understand what to do to be hygienic and safe.</li><li>▪ Measure and weigh ingredients appropriately.</li></ul></div>		<div><ul style="list-style-type: none"><li>▪ Describe what to do to be hygienic and safe.</li><li>▪ Use appropriate tools and equipment, weighing and measuring with scales.</li><li>▪ Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li></ul></div>	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Constructi on and structures.	<div><ul style="list-style-type: none"><li>▪ Construct with a purpose in mind, using a variety of resources.</li><li>▪ Build and construct a wide range of objects and adapting their work when necessary.</li><li>▪ Select the tools and techniques they need to shape, assemble and join materials.</li><li>▪ Producing items which</li></ul></div>	<div><ul style="list-style-type: none"><li>▪ Know how to make freestanding structures stronger, stiffer and more stable.</li><li>▪ Know and use technical vocabulary relevant to the project.</li></ul></div>		<div><ul style="list-style-type: none"><li>▪ Develop and use knowledge of how to construct strong, stiff shell structures.</li><li>▪ Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.</li><li>▪ Know and use technical vocabulary relevant to the project.</li></ul></div>		<div><ul style="list-style-type: none"><li>▪ Understand how to strengthen, stiffen and reinforce 3D frameworks.</li><li>▪ Know and use technical vocabulary relevant to the project.</li></ul></div>	

## ***Design and Technology Progression of Skills EYFS - Y6***

	represent other objects.						
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Textiles (explored through the Art Progression)</b>	<ul style="list-style-type: none"> <li>Create fabrics by weaving materials i.e. grass through twigs.</li> <li>Enjoy playing with and using a variety of textiles and fabric.</li> <li>Decorate a piece of fabric. Show experience in simple stitch work.</li> <li>Show experience in fabric collage.</li> <li>Use appropriate language to describe colours, media, equipment and textures.</li> <li>Investigating through heuristic play, treasure</li> </ul>	<ul style="list-style-type: none"> <li>Understand how simple 3D textile products are made, using a template to create two identical shapes.</li> <li>Understand how to join fabrics using different techniques e.g running stitch, glue, over stitch, stapling.</li> <li>Explore different finishing techniques</li> <li>Know and use technical vocabulary.</li> </ul>		<ul style="list-style-type: none"> <li>Know how to strengthen, stiffen and reinforce existing fabrics.</li> <li>Understand how to securely join two pieces of fabric together.</li> <li>Understand the need for patterns and seam allowances.</li> <li>Know and use technical vocabulary.</li> </ul>		<ul style="list-style-type: none"> <li>Produce a 3D textile product from a combination of accurately made pattern pieces, fabric shapes and different fabrics.</li> <li>Understand how fabrics can be strengthened, stiffened and reinforces where appropriate.</li> <li>Know and use technical vocabulary.</li> </ul>	

## ***Design and Technology Progression of Skills EYFS - Y6***

	baskets and collections of natural and manufactured resources.						
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Mechanisms.</b>	<ul style="list-style-type: none"> <li>Ask questions about how things move.</li> <li>Deconstruct moving objects for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that different mechanisms produce different types of movement e.g levers, sliders, wheels and axels.</li> <li>Know and use technical vocabulary.</li> <li>Explore and use wheels, axles and axle holders.</li> <li>Distinguish between fixed and freely moving axles.</li> </ul>		<ul style="list-style-type: none"> <li>Understand and use lever and linkage mechanisms.</li> <li>Distinguish between fixed and loose pivots.</li> <li>Know and use technical vocabulary.</li> </ul>		<ul style="list-style-type: none"> <li>Understand that mechanical and electrical systems have an input, process and an output.</li> <li>Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.</li> <li>Know and use technical vocabulary.</li> </ul>	
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Electrical systems</b>				<ul style="list-style-type: none"> <li>Understand and use electrical systems in their products linked to science coverage.</li> <li>Apply their understanding of computing to program and control their products</li> <li>Know and use technical vocabulary.</li> </ul>			

## Design and Technology Progression of Skills EYFS - Y6

### ***Our school progression:*** (Blue= Art/D & T Combined unit)

Reception	<p style="text-align: center;"><u><b>Throughout the year:</b></u></p> <p><b><u>Forest school</u></b></p> <ul style="list-style-type: none"> <li>• Make rubbings to collect textures and patterns e.g brick, coin</li> <li>• Recognise patterns in the environment</li> <li>• Enjoy using stencils to create a picture.</li> <li>• Create fabrics by weaving materials i.e. grass through twigs.</li> </ul> <p><b><u>Explorative provision</u></b></p> <p>Enjoy using stencils to create a picture.</p> <ul style="list-style-type: none"> <li>• Enjoy playing with and using a variety of textiles and fabric.</li> <li>• Manipulate malleable materials in a variety of ways including rolling and kneading e.g salt dough. Impress and apply simple decoration.</li> </ul>					
	Autumn: All about me		Spring: Heroes and Heroines. Spring: Rumble in the jungle		Summer: Once upon a time.	Summer: under the sea.
	<b>Diwali lanterns (construction and structures)</b>	<b>Diwali cooking</b>	<b>Mask making</b>	<b>Hand puppets (Textiles)</b>	<b>Junk modelling</b>	<b>Moving pictures (mechanisms)</b>
	<ul style="list-style-type: none"> <li>▪ Learn about the significance of Diwali lanterns and what they are used for.</li> <li>▪ Design a Diwali lantern, considering the tools needed.</li> <li>▪ Construct a lantern (with adult help)</li> <li>▪ Add decoration, following the design and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learn about food eaten in the Diwali festival.</li> <li>▪ Prepare food using tools</li> <li>▪ Talk about where it was produced / grown.</li> <li>▪ Use senses to talk about each ingredient</li> </ul>	<ul style="list-style-type: none"> <li>▪ Design a hero / heroine mask based on a range of story books</li> <li>▪ Use a range of cutting skills and adhesive skills to join it together.</li> <li>▪ Evaluate the use of</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explore pre existing hand puppets-verbally say likes and dislikes</li> <li>▪ Design puppet-choosing from a range of materials</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learn about architects and how they build the world around them.</li> <li>▪ Be given a design brief- a photo of a beach location e.g a seaside town.</li> <li>▪ Design the model</li> <li>▪ Build the model</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explore models with mechanisms and establish how each one moves different because of the design.</li> <li>▪ Design and verbally say the tools needed.</li> <li>▪ Evaluate finished product against criteria.</li> </ul>

## ***Design and Technology Progression of Skills EYFS - Y6***

	evaluate final product	<ul style="list-style-type: none"> <li>Show opinions about the final product.</li> </ul>	colours chosen etc <ul style="list-style-type: none"> <li>Peer assess verbally</li> </ul>	available, considering the character they are making. <ul style="list-style-type: none"> <li>Use simple sewing stitch to attach parts onto the sock.</li> <li>Peer assess</li> <li>Use the socks to tell a story in groups</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and adapt it (with support)</li> <li>Add colour and further detail</li> <li>Evaluate</li> </ul>	
<b>Skills Covered :</b> Mechanisms Textiles Cooking Construction and sculptures	<ul style="list-style-type: none"> <li>Construct with a purpose in mind, using a variety of resources.</li> <li>Build and construct a wide range of objects and adapting their work when necessary. Select the tools and techniques they need to shape, assemble and join materials.</li> <li>Say what they like and do not like about items they have made</li> </ul>	<ul style="list-style-type: none"> <li>Begin to develop a food vocabulary using taste, smell, texture and feel.</li> <li>Explore familiar food products.</li> <li>Stir, spread, knead and shape a range of food and ingredients.</li> <li>Begin to work safely and hygienically.</li> </ul>	<ul style="list-style-type: none"> <li>Say what they like and do not like about items they have made and attempt to say why.</li> <li>Begin to talk about their designs and identify good and bad points</li> <li>Use adhesives to join materials.</li> </ul>	<ul style="list-style-type: none"> <li>Decorate a piece of fabric. Show experience in simple stitch work.</li> <li>Show experience in fabric collage.</li> <li>Use appropriate language to describe colours, media,</li> </ul>	<ul style="list-style-type: none"> <li>Say what they like and do not like about items they have made and attempt to say why.</li> <li>Begin to talk about their designs and identify good and bad points</li> <li>Use adhesives to join materials.</li> <li>Begin to use scissors to cut straight and curved edges and hole</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about how things move.</li> <li>Deconstruct moving objects for discussion.</li> <li>Start to talk about changes made during the making process.</li> <li>Say what they like and do not like about items they have made and attempt to say why.</li> <li>Begin to talk about their designs and</li> </ul>

## ***Design and Technology Progression of Skills EYFS - Y6***

	<ul style="list-style-type: none"> <li>and attempt to say why.</li> <li>Begin to talk about their designs and identify good and bad points</li> <li>Start to build structures, joining components together.</li> <li>Use technical vocabulary when appropriate</li> <li>Begin to use scissors to cut straight and curved edges and hole pinches to punch holes.</li> <li>Use adhesives to join materials.</li> </ul>	<ul style="list-style-type: none"> <li>Measure and weigh food items, non-statutory measures e.g spoons, cups.</li> </ul>	<ul style="list-style-type: none"> <li>Select materials from a limited range that will meet a simple design criteria e.g shiny</li> <li>Describe simple models or drawing of ideas and intentions.</li> </ul>	<ul style="list-style-type: none"> <li>equipment and textures.</li> <li>Say what they like and do not like about items they have made and attempt to say why.</li> <li>Begin to talk about their designs and identify good and bad points</li> <li>Use adhesives to join materials.</li> </ul>	<ul style="list-style-type: none"> <li>pinches to punch holes.</li> <li>Explore ideas by rearranging materials</li> <li>Discuss their work as it progresses</li> </ul>	<ul style="list-style-type: none"> <li>identify good and bad points</li> <li>Look at simple hinges, wheels and axles.</li> </ul>
<b>Year 1</b>	Autumn: Adventurers and Explorers	Spring: Once Upon a time		Summer: Oceans and beaches		
	<b>Construction (mixed with Art element of sculpture).</b>	<b>Mechanisms: balloon cars (old toys)</b>		<b>Cooking</b>		
	<ul style="list-style-type: none"> <li>Learn about what an 'architect' is and what 'architecture' is.</li> <li>Look at examples of important UK buildings and discuss why they are strong (link to science and materials if appropriate).</li> <li>Look at features of the school building, sketch and label features (focus on vocabulary).</li> <li>Introduce the design brief. Design a shelter for somebody/something to live in,</li> </ul>	<ul style="list-style-type: none"> <li>Discuss how something moves.</li> <li>Design axels between two wheels.</li> <li>Design a balloon car, write a list of components.</li> <li>Test changing the weight and size of the axel in how well a vehicle moves.</li> </ul> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-ks2-axles/zmhfvk7">https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-ks2-axles/zmhfvk7</a></p>		<ul style="list-style-type: none"> <li>Ice cream (exploring temperatures for Science, weighing)</li> <li>Fruit salad (developing skills)</li> </ul>		

## ***Design and Technology Progression of Skills EYFS - Y6***

	<p>considering what would be aesthetically pleasing and strong etc.</p> <ul style="list-style-type: none"> <li>▪ Make a mock shelter from paper, consider how to add colour and explore applying.</li> <li>▪ Make a mock shelter from clay, explore adding detail.</li> <li>▪ Annotate drawings with improvements in how to make the final structure strong and fitting the design brief.</li> <li>▪ Children can make their final structure out of a choice of materials.</li> </ul>		
<b>Skills Covered :</b>  Mechanisms Textiles Cooking Construction and sculpture	<ul style="list-style-type: none"> <li>▪ Know how to make freestanding structures stronger, stiffer and more stable.</li> <li>▪ Know and use technical vocabulary relevant to the project.</li> <li>▪ With help measure, mark out, cut and shape a range of materials.</li> <li>▪ Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g glues or tape.</li> <li>▪ Evaluate their finished products against design criteria, including intended user and purpose and suggest possible changes for next time.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand that different mechanisms produce different types of movement e.g levers, sliders, <b>wheels and axels</b>.</li> <li>▪ Know and use technical vocabulary.</li> <li>▪ Distinguish between fixed and freely moving axles.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Know and use technical and sensory vocabulary.</li> <li>▪ Know how to prepare simple dishes safely and hygienically without using a heat source.</li> <li>▪ Know how to use techniques such as cutting, peeling and grating.</li> <li>▪ Measure and weigh food items, non-statutory measures e.g spoons, cups.</li> </ul>
<b>Year 2</b>	Autumn: A Bear named Paddington	Spring: Feeding and Exercise (Science topic)	Summer: An Island Home
	<b>Textiles: Peruvian Arpillera Art</b>	<b>Mechanisms</b>	<b>Construction and structures: Paper Mache Islands (DT and Art combined)</b>



## ***Design and Technology Progression of Skills EYFS - Y6***

	<ul style="list-style-type: none"> <li>Study the tradition of Arpillera Art and provide an opinion on the finishing techniques.</li> <li>Use a template to create two identical shapes to later applique.</li> <li>Introduce design brief, design an Arpillera scene and write a list of materials needed (ideally design on a computer or gather pictures to replicate)</li> <li>Cut out, glue and sew a scene.</li> <li>Annotate in sketchbook improvements to be made, opinions, materials used and colours.</li> <li>Evaluate final product, comparing to the design brief.</li> </ul> <p><a href="http://www.trc-leiden.nl/trc-needles/regional-traditions/middle-and-south-america/arpillera">www.trc-leiden.nl/trc-needles/regional-traditions/middle-and-south-america/arpillera</a></p>	<ul style="list-style-type: none"> <li>Design a shoe box scene of an animal feeding e.g a bird moving towards a worm.</li> <li>Learn about how to use an axel, lever and a cotton wheel to make the object move right to left.</li> </ul>	<ul style="list-style-type: none"> <li>Design a sculpture</li> <li>Create a practice model- adapt designs</li> <li>Use paper mache to form a model.</li> <li>Consider the use of colour/ textures.</li> </ul>
<b>Skills Covered :</b> Mechanisms Textiles <b>Cooking</b> Construction and sculptures	<ul style="list-style-type: none"> <li>Understand how simple 3D textile products are made, using a template to create two identical shapes.</li> <li>Understand how to join fabrics using different techniques e.g running stitch, glue, over stitch, stapling.</li> <li>Explore different finishing techniques</li> <li>Know and use technical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that different mechanisms produce different types of movement e.g levers, sliders, wheels and axels.</li> <li>Know and use technical vocabulary.</li> <li>Explore and use wheels, axles and axle holders.</li> <li>Distinguish between fixed and freely moving axles.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to make freestanding structures stronger, stiffer and more stable.</li> <li>Know and use technical vocabulary relevant to the project.</li> </ul>
<b>Year 3</b>	Autumn: Stone age to iron age.	Spring: Japan	Summer: Ancient Greece
	<b>Iron man inspired models</b>	<b>Cooking</b>	<b>Greek inspired toys: mechanisms</b> <b>Sculpture: soap carving</b>

## ***Design and Technology Progression of Skills EYFS - Y6***

	<ul style="list-style-type: none"> <li>▪ Research the history of the Iron man, evaluate models created out of different materials e.g metal, wood, plastic.</li> <li>▪ Design an iron man model, specifically stating the materials used and how it will be joined.</li> <li>▪ Make first model, evaluate its strength and consider how it can be improved</li> <li>▪ Adapt model to suit the design brief better.</li> <li>▪ Peer and self assess</li> <li>▪ Create a background (art) for the Iron man to live and create short stories with the models to perform (could link to IT)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learn about a specific region of Japanese food and 'Washoku' and 'youshoku' style food.</li> <li>▪ Understand the main components of Japanese dishes and compare to English dishes.</li> <li>▪ Plan, prepare and cook a specific Japanese dish and evaluate it.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Children can research toys from the Ancient Greek period, evaluating their uses and comparing to toys today.</li> <li>▪ Learn about levers and linkage mechanisms and if possible deconstruct a simple toy or object.</li> <li>▪ Learn about a fixed and loose pivot and discuss which type would be needed for a moving part of an object.</li> <li>▪ After reading the design brief, children need to write a step by step plan, carefully considering the materials they</li> </ul>	<ul style="list-style-type: none"> <li>▪ Investigate marble carvings of significant Greek culture, look at similarities and differences between statues and the variant levels of detail.</li> <li>▪ Discuss the difference between soap and marble- in properties and cost.</li> <li>▪ Independent research: children are to use the internet to find a picture to copy.</li> <li>▪ Practice using a cocktail stick to scratch away the surface of an orange.</li> <li>▪ Resources: soap, cocktail sticks, plastic knife, picture. Use a cocktail stick to gently carve the shape of the stature, start</li> </ul>
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## *Design and Technology Progression of Skills EYFS - Y6*

			<p>should use to make a moving toy.</p> <ul style="list-style-type: none"> <li>Evaluate the finished product against the design criteria.</li> <li></li> </ul>	<p>chipping way small parts at a time.</p> <ul style="list-style-type: none"> <li>Begin to carve some features, removing the soap to reveal eyes, nose and mouth.</li> </ul> <p><a href="https://www.barlow.derbyshire.sch.uk/greek-soap-sculptures/">https://www.barlow.derbyshire.sch.uk/greek-soap-sculptures/</a></p>
<b>Skills Covered :</b> Mechanisms Textiles Cooking Construction and sculpture Electrical systems	<ul style="list-style-type: none"> <li>Develop and use knowledge of how to construct strong, stiff shell structures.</li> <li>Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.</li> <li>Know and use technical vocabulary relevant to the project.</li> <li>Investigate and evaluate a range of products including the ingredients, materials, components, and techniques that are used.</li> <li>Text and evaluate their own products against design criteria and the intended user and purpose.</li> <li>Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use appropriate equipment and utensils to prepare and combine food.</li> <li>Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</li> <li>Know and use relevant technical and sensory vocabulary appropriately.</li> <li>Understand how to prepare and cook a variety of dishes including experience of using a heat source.</li> <li>Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> <li>Be able to identify foods which come from the UK and other countries of the world.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use lever and linkage mechanisms.</li> <li>Distinguish between fixed and loose pivots.</li> <li>Know and use technical vocabulary.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Begin to show an awareness of objects having a third dimension and perspective.</li> <li>Learn to secure work to continue at a later date.</li> <li>Shape, form, model and construct from observation or imagination.</li> </ul>

## ***Design and Technology Progression of Skills EYFS - Y6***

		<ul style="list-style-type: none"> <li>Understand what to do to be hygienic and safe.</li> <li>Measure and weigh ingredients appropriately.</li> </ul>		
Year 4	Autumn: Ancient Egypt	Spring: Rainforest	Summer: Romans	
	<b>Design and make a Canopic Jar</b>	<b>Electricity Rainforest cooking</b>	<b>Mosaics/ sculpture of artefacts</b>	
	<ul style="list-style-type: none"> <li>Learn about the importance of Canopic jars and the materials they can be made from.</li> <li>Evaluate different designs of Canopic Jars to gain understanding of the colour and links to the Gods</li> <li>Design their own Canopic jar</li> <li>Use Clay to create the head of the Canopic jar and add paper mache</li> <li>Add colour, texture to make their models closely linked to historical artefacts</li> <li>Evaluate final product.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about the food created and harvested in the Rainforest.</li> <li>Create a range of dishes, designed to represent the life of inhabitants of the rainforest.</li> <li>Write safety instructions / risk assessment</li> </ul>	<ul style="list-style-type: none"> <li>Learn about the history/ purpose of mosaics and artefacts.</li> <li>Sculpt an artefact out of clay</li> <li>Design a picture out of mosaics, thinking about tile size etc (repeating patterns)</li> <li>Tile a mosaic border and insert a motif.</li> </ul> <p><a href="http://www.tes.com/teachingresource/roman-mosaics-6056167">www.tes.com/teachingresource/roman-mosaics-6056167</a></p>	
<b>Skills Covered :</b>  <b>Mechanisms</b> <b>Textiles</b> Cooking Construction and sculptures	<ul style="list-style-type: none"> <li>Develop and use knowledge of how to construct strong, stiff shell structures.</li> <li>Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.</li> <li>Know and use technical vocabulary relevant to the project.</li> <li>Select and use appropriate tools to measure, mark out, cut, score, shape and combine with some accuracy related to their products.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use appropriate equipment and utensils to prepare and combine food.</li> <li>Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</li> <li>Know and use relevant technical and sensory vocabulary appropriately.</li> <li>Understand how to prepare and cook a variety of dishes including experience of using a heat source.</li> </ul>	<ul style="list-style-type: none"> <li>Gain more confidence in carving as a form of 3D art.</li> <li>Demonstrate awareness in environmental sculpture and found object art.</li> <li>Show awareness of the effect of time upon sculptures.</li> <li>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> <li>Use collage as a means of collecting ideas and information and building a visual vocabulary.</li> </ul>	

## Design and Technology Progression of Skills EYFS - Y6

Electrical systems	<ul style="list-style-type: none"><li>Explain their choice of materials according to functional properties and aesthetic qualities.</li></ul>	<ul style="list-style-type: none"><li>Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li><li>Be able to identify foods which come from the UK and other countries of the world.</li><li>Understand what to do to be hygienic and safe.</li><li>Measure and weigh ingredients appropriately.</li></ul>		
Year 5	Autumn: Anglo Saxons	Spring: Bunkers, Bombs and the Blitz	Summer: Tale from two Cities	
	Sewing: the Bayeux Tapestry	Designer: Christopher Raeburn Inspired by ‘make do and mend’.	Electricity (Geography, DT and STEM)	Mechanisms- toys (cams)
	<ul style="list-style-type: none"><li>Learn about the Bayeux Tapestry and the significance to History.</li><li>Tea bag/ dye a sheet of card or fabric.</li><li>Use fabric/ paper/ ink to create the shapes and add colour.</li><li>Add the border using any form of tool.</li><li>Use a black pen to add outlines.</li><li>Weave or add overstitch to the design.</li></ul> <p>www.twinkl.co.uk/resource/ks2-bayeux-tapestry-art-activity-tad-281</p>	<ul style="list-style-type: none"><li>Learn about the designer Raeburn and the importance of sustainability.</li><li>Compare to WW2 ‘make do and mend’ movement.</li><li>Disassemble textile products to understand how they’ve been constructed.</li><li>Design: a bag or pencil case out of scrap material.</li><li>Create a mock up version</li><li>Form final product.</li></ul>	<ul style="list-style-type: none"><li>Consider how flooding alarms are used and evaluate their significance / usefulness in different parts of the world.</li><li>Learn how to draw electrical symbols.</li><li>Design a circuit which when the water level rises, it will light up a sign on a board.</li></ul>	<ul style="list-style-type: none"><li>Learn about Pierre Jaquet-Doz, Leonardo da Vinci and Archytas of Tarentum and their impact on mechanism development.</li><li>Learn different Cam movements and explore which one would allow different toys to move.</li><li>Explore different movements</li></ul>

## ***Design and Technology Progression of Skills EYFS - Y6***

			<ul style="list-style-type: none"> <li>Evaluate how this would be effective in real life.</li> </ul> <p><a href="https://www.stem.org.uk/resources/elibrary/resource/30094/generating-electricity">https://www.stem.org.uk/resources/elibrary/resource/30094/generating-electricity</a></p>	<p>through prototypes</p> <ul style="list-style-type: none"> <li>Know the component which make up a functional cam mechanism.</li> <li>Design final toy (in groups)</li> <li>Carefully measure, mark out and assemble the cam mechanism and secure correctly.</li> <li>Apply finishing techniques, considering the user.</li> </ul>
<b>Skills Covered :</b>  Mechanisms Textiles Cooking Construction and sculpture s Electrical systems	<ul style="list-style-type: none"> <li>Produce a 3D textile product from a combination of accurately made pattern pieces, fabric shapes and different fabrics.</li> <li>Understand how fabrics can be strengthened, stiffened and reinforces where appropriate.</li> <li>Know and use technical vocabulary.</li> <li>Select the tools and techniques they need to shape, assemble and join materials.</li> </ul> <p>Producing items which represent other objects.</p>	<ul style="list-style-type: none"> <li>Use fabrics to create 3D structures.</li> <li>Use different grades of threads and needs.</li> <li>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</li> <li>Produce a 3D textile product from a combination of accurately made pattern pieces, fabric shapes and different fabrics.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use electrical systems in their products linked to science coverage.</li> <li>Apply their understanding of computing to program and control their products</li> <li>Know and use technical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that mechanical and electrical systems have an input, process and an output.</li> <li>Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.</li> <li>Know and use technical vocabulary.</li> </ul>

## ***Design and Technology Progression of Skills EYFS - Y6***

		<ul style="list-style-type: none"> <li>Understand how fabrics can be strengthened, stiffened and reinforces where appropriate.</li> <li>Know and use technical vocabulary.</li> </ul>		
Year 6	Autumn: Seeing the 'Her' in Hero	Spring: Our Earth Matters	Summer: Are all English people immigrants?	
	<b>Marbalous structures (marble runs)</b>	<b>Cooking</b>	<b>Auto animals</b>	
	<ul style="list-style-type: none"> <li>Explore free standing structures and how their specific joins support their strength.</li> <li>Design and test a range of materials and joins.</li> <li>Show knowledge of using a range of bends in their marble run</li> <li>Test and improve the design so it is useable.</li> </ul>	<ul style="list-style-type: none"> <li>Explore food from around the world and sort them into different food groups.</li> <li>Follow simple recipes to create dishes</li> <li>Complete a risk assessment on the skills involved.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that mechanical and electrical systems have an input, process and an output.</li> <li>Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.</li> <li>Know and use technical vocabulary.</li> </ul>	
<b>Skills Covered :</b>  Mechani sms <b>Textiles</b> Cooking Construc tion and sculpture s <b>Electrica l systems</b>	<ul style="list-style-type: none"> <li>Understand how to strengthen, stiffen and reinforce 3D frameworks.</li> <li>Know and use technical vocabulary relevant to the project.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use utensils and equipment including heat sources to prepare and cook food.</li> <li>Understand about seasonality in relation to food products and the source of different food products.</li> <li>Know and use relevant technical and sensory vocabulary.</li> <li>Begin to understand that different food and drink contains different substances (nutrients, water and fibre) that are needed for health.</li> <li>Describe what to do to be hygienic and safe.</li> <li>Use appropriate tools and equipment, weighing and measuring with scales.</li> <li>Understand how to use a range of techniques such as peeling,</li> </ul>	<ul style="list-style-type: none"> <li>Understand that mechanical and electrical systems have an input, process and an output.</li> <li>Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.</li> <li>Know and use technical vocabulary.</li> <li></li> </ul>	



## ***Design and Technology Progression of Skills EYFS - Y6***

		chopping, slicing, grating, mixing, spreading, kneading and baking.	
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