Aston and Cote Church of England School- Progression Map- Design Technology

Design Technology Intent: At Aston and Cote primary, children will experience a Design and Technology curriculum developed to utilise and inspire creative and practical thinking, through designing and making a product *for a specific purpose*, and continually improving technical knowledge and progressively growing skills and talents. This will include learning and practicing new methods to create, adapt and improve their products, in keeping with the "Design cycle" of investigating, planning, creating, and evaluating.							
Substantive Concept/ Strand- Developing, planning and communicating ideas.							
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Topic							
National Curriculum Objective	ELG: Share their creations, explaining the process they have used. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Build and apply a repertoire of knowledge, understanding and skills in order to design and make, prototypes and products for a wide range of users. Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to	Build and apply a repertoire of knowledge, understanding and skills in order to design and make, high quality prototypes and products for a wide range of users. Develop the creative, technical and practical expertise needed to perform everyday tasks confidently	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern and computer-aided design. Understand and apply the principles of a healthy and varied diet. Understand seasonality, and know where and how a variety of ingredients	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern and computer-aided design. Understand and apply the principles of a healthy and varied diet.	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern and computer-aided design. Understand and apply the principles of a healthy and varied diet.	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern and computer-aided design. Understand and apply the principles of a healthy and varied diet.

		participate successfully in an increasingly technological world. Understand where food comes from Use the basic principles of a healthy and varied diet to prepare dishes.	and to participate successfully in an increasingly technological world. Use the basic principles of a healthy and varied diet to prepare dishes.	are grown, reared, caught and processed.	Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
Sticky Knowledge / Retrieval		To know that the design of a product must fit its purpose. To know how to record ideas (using words and sketches). To know that a plan is more than an idea but is actually what must be followed to create the product. To understand that accuracy	To know that the design of a product must fit its purpose. To know who the "user" of the product is. To know how to record ideas (using words and sketches). To know that a plan is more than an idea, but is actually what must be followed to	To know that the design of a product must fit its purpose. To know who the "user" of the product is. To know how to record ideas (using words and sketches). To know that a plan is more than an idea, but is actually what must be followed to create the product To use accurate planning and presentation techniques (for example using rulers, squared paper)	To know that the design of a product must fit its purpose. To know who the "user" of the product is. To know how to record ideas (using words and sketches). To know that a plan is more than an idea, but is actually what must be followed to create the product. To use accurate planning and presentation techniques (for example using rulers, squared paper).	To know that the design of a product must fit its purpose. To know who the "user" of the product is. To know how to record ideas (using words and sketches). To know that a plan is more than an idea, but is actually what must be followed to create the product. To use accurate planning and presentation techniques (for example using rulers, squared paper).	To know that the design of a product must fit its purpose. To know who the "user" of the product is. To know how to record ideas (using words and sketches). To know that a plan is more than an idea, but is actually what must be followed to create the product. To use accurate planning and presentation techniques (for example using rulers, squared paper).

		in a plan is important. To refer to existing products as examples of a type of design. To know what foods are healthy. To know the hazards in a kitchen.	create the product. To use accurate planning and presentation techniques (for example using rulers, squared paper). To refer to existing products as examples of a type of design To know how to change and develop a design throughout the planning stages. To know what foods are healthy. To know that hazards in a kitchen. To know what hygiene is.	To refer to existing products as examples of a type of design To know how to change and develop a design throughout the planning stages To know how to create simple designs using TinkerCad (CadCam software) To know the properties of simple 3D shapes. To know what a cross-section is. To know how to label and annotate plans. To know what foods are healthy. To know the hazards in a kitchen. To know what hygiene is.	To refer to existing products as examples of a type of design. To know how to change and develop a design throughout the planning stages. To know how to create simple designs using TinkerCad (CadCam software). To know the properties of simple 3D shapes. To know what a cross-section is. To know how to label and annotate plans. To know what foods are healthy. To know the hazards in a kitchen. To know what hygiene is.	To refer to existing products as examples of a type of design. To know how to change and develop a design throughout the planning stages. To know how to create simple designs using TinkerCad (CadCam software). To know the properties of simple 3D shapes. To know what a cross-section is. To know how to label and annotate plans. To draw accurate plans and models using scales comparable to the actual product. To use accurate measuring techniques to draw accurate plans. To know how to label and annotate plans. To know what foods are healthy. To know the hazards in a kitchen. To know what hygiene is.	To refer to existing products as examples of a type of design. To know how to change and develop a design throughout the planning stages. To know how to create designs using TinkerCad (CadCam software). To know the properties of simple 3D shapes. To know what a cross-section is. To know how to label and annotate plans. To draw accurate plans and models using scales comparable to the actual product. To use accurate measuring techniques to draw accurate plans. To know how to label and annotate plans. To know what foods are healthy. To know the hazards in a kitchen. To know what hygiene is.

Aston and Cote Church of England School- Progression Map- Design Technology

Skill		Draw on their own experience to help generate ideas. Suggest ideas and explain what they are going to do. Identify a target group for what they intend to design and make. Model their ideas in card and paper. Develop their design ideas applying findings from their earlier research	Generate ideas by drawing on their own and other people's experiences. Develop their design ideas through discussion, observation, drawing and modelling. Identify a purpose for what they intend to design and make. Identify simple design criteria. Make simple drawings and label parts. To be able to communicate ideas through use of key vocabulary.	Generate ideas for an item, considering its purpose and the user/s. Identify a purpose and establish criteria for a successful product. Plan the order of their work before starting. Explore, develop and communicate design proposals by modelling ideas. Make drawings with labels when designing. Begin to engage in problem solving activities to assist the design process and foresee problems. Begin to work collaboratively on designs, communicating simple ideas to a group. Use technical language as appropriate.	Generate ideas, considering the purposes for which they are designing. Make labelled drawings from different views showing specific features. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail. Evaluate products and identify criteria that can be used for their own designs. Engage in problem-solving activities to assist the design process and foresee problems. Begin to work collaboratively on designs, communicating ideas to a group. Use	Generate ideas through brainstorming and identify a purpose for their product. Draw up a specification for their design. Develop a clear idea of what must be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail. Use results of investigations, information sources, including ICT when developing design ideas. To use CAD to design simple products using 3D design software. Engage in more complex problem-solving activities to assist the design process and foresee problems. Work collaboratively on designs,	Communicate their ideas through detailed labelled drawings. Develop a design specification. Explore, develop, and communicate aspects of their design proposals by modelling their ideas in a variety of ways. Plan the order of their work, choosing appropriate materials, tools and techniques. Use results of investigations, information sources, including ICT when developing design ideas To use CAD to design complex products using 3D design software. Engage in more complex problem-solving activities to assist the design process and foresee problems. Work collaboratively on designs,

					technical language as appropriate.	communicating more complex ideas to a group. Use technical language and terminology as appropriate.	communicating more complex ideas to a group. Use technical language and terminology as appropriate.
Vocabulary	Picture, drawing, use, plan	Planning, investigating design, user Purpose, product, ideas Healthy ingredients	Investigating, Planning, Design, Evaluate, User, Purpose, Ideas, design, criteria, product, function Healthy ingredients	User, purpose, design, model, annotated, sketch, functional, innovative, investigate, label, drawing, function, planning, design criteria, annotated sketch, appealing aesthetic Healthy Ingredients Hygiene	design brief, criteria, user, research, purpose, function, draft, planning, annotated sketch, appealing, aesthetic drawing, model, label, innovative, evaluate Healthy Ingredients Hygiene	Design decisions functionality authentic user purpose design specification design brief innovative research evaluate Appealing, aesthetic criteria annotate evaluate mock-up prototype scaled Computer aided design Healthy Ingredients Hygiene	function innovative design specification design brief user purpose design brief design specification prototype annotated sketch purpose user innovation research functional mock-up prototype blueprint plans scale Computer aided design Appealing, aesthetic Healthy Ingredients Hygiene
Substantive Concept/ Strand- Working with tools, equipment, materials and components to make quality products (including food)							
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**

<u>**Aston and Cote Church of England School- Progression Map- Design Technology**</u>

Topic							
National Curriculum Objective	ELG: Use a range of small tools, including scissors, paintbrushes and cutlery. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Build structures, exploring how they can be made stronger, stiffer and more stable	Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Build structures, exploring how they can be made stronger, stiffer and more stable	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. 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,	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. 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	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. 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	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. 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

		Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Use the basic principles of a healthy and varied diet to prepare dishes.	Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Use the basic principles of a healthy and varied diet to prepare dishes.	bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
Sticky Knowledge / Retrieval		To know the names of specific tools and what their appropriate use is. To know the types of materials and their qualities (e.g strength, flexibility). To know the risks of using certain tools	To know the names of specific tools and what their appropriate use is. To know the types of materials and their qualities (e.g strength, flexibility). To know the risks of using certain tools	To know the names of specific tools and what their appropriate use is. To know the types of materials and their qualities (e.g strength, flexibility). To know the risks of using certain tools and equipment. To know how to measure accurately. To know what the risks inherent in working with food are (e.g hygiene, freshness).	To know the names of specific tools and what their appropriate use is. To know the types of materials and their qualities (e.g strength, flexibility). To know the risks of using certain tools and equipment. To know how to measure accurately. To know what the risks inherent in working with food are	To know the names of specific tools and what their appropriate use is. To know the types of materials and their qualities (e.g strength, flexibility). To know the risks of using certain tools and equipment. To know how to measure accurately. To know what the risks inherent in working with food are	To know the names of specific tools and what their appropriate use is. To know the types of materials and their qualities (e.g strength, flexibility). To know the risks of using certain tools and equipment. To know how to measure accurately. To know what the risks inherent in working with food are

		and equipment. To know how to measure accurately. To know what the risks inherent in working with food are (e.g hygiene, freshness). To be able to demonstrate safe handling of tools and equipment to others.	and equipment. To know how to measure accurately. To know what the risks inherent in working with food are (e.g hygiene, freshness). To be able to demonstrate safe handling of tools and equipment to others. To be able to name some of the different types of joins/joints (stitches, dowels) used to fix objects and materials.	To be able to demonstrate safe handling of tools and equipment to others. To be able to name some of the different types of joins/joints (stitches, dowels) used to fix objects and materials. Know the strengths and weaknesses of a finished product.	(e.g hygiene, freshness). To be able to demonstrate safe handling of tools and equipment to others. To be able to name some of the different types of joins/joints (stitches, dowels) used to fix objects and materials. Know the strengths and weaknesses of a finished product. To know how pulleys and cams work. To know how circuits work to send power to buzzers, lights and motors.	(e.g hygiene, freshness). To be able to demonstrate safe handling of tools and equipment to others. To be able to name some of the different types of joins/joints (stitches, dowels) used to fix objects and materials. Know the strengths and weaknesses of a finished product. To know how pulleys and cams work. To know how circuits work to send power to buzzers, lights and motors. To know how to use weighing scales. To know how to convert units of measurement.	(e.g hygiene, freshness). To be able to demonstrate safe handling of tools and equipment to others. To be able to name some of the different types of joins/joints (stitches, dowels) used to fix objects and materials. Know the strengths and weaknesses of a finished product. To know how pulleys and cams work. To know how circuits work to send power to buzzers, lights and motors. To know how to use weighing scales. To know how to convert units of measurement. To know some of the misconceptions inherent in cooking. To know what food needs to be cooked and what can be eaten raw/barely cooked. To know how ovens work (including

							temperature and timers).
Skill		Make their design using simple techniques. With help measure, mark out, cut and shape a range of materials. Use tools eg scissors and a hole punch safely. Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape. Select and use appropriate fruit and vegetables, processes and tools. Use basic food handling, hygienic	Begin to select tools and materials; use vocab' to name and describe them. Measure, cut and score with some accuracy. Use hand tools safely and appropriately. Assemble, join and combine materials in order to make a product. Cut, shape and join fabric to make a simple garment. Use basic sewing techniques. Follow safe procedures for food safety and hygiene. Choose and use	Select tools and techniques for making their product. Develop proficiency with tools. Measure, mark out, cut, score and assemble components with more accuracy. Work safely and accurately with a range of simple tools. Think about their ideas as they make progress and be willing change things if this helps them improve their work. Measure, tape or pin, cut and join fabric with some accuracy. Demonstrate hygienic food preparation and storage. Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT. Demonstrate an awareness of safety for pupil and peers.	Select appropriate tools and techniques for making their product. Develop proficiency with tools. Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. Join and combine materials and components accurately in temporary and permanent ways. Sew using a range of different stitches, weave and knit. Measure, tape or pin, cut and join fabric with some accuracy. Use simple graphical communication techniques. Demonstrate hygienic food preparation and storage. Demonstrate an awareness of safety for pupil and peers.	Select appropriate materials, tools and techniques. Develop proficiency with tools. Measure and mark out accurately. Use skills in using different tools and equipment safely and accurately. Weigh and measure accurately (time, dry ingredients, liquids). Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens. Cut and join with accuracy to ensure a good-quality finish to the product. Demonstrate an awareness of safety for pupil and peers. Work collaboratively in pairs or groups to work efficiently. Name materials and ingredients and explain some of their	Select appropriate tools, materials, components and techniques. Develop proficiency with tools. Assemble components make working models. Use tools safely and accurately. Construct products using permanent joining techniques. Make modifications as they go along. Pin, sew and stitch materials together create a product. Achieve a quality product. Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens. Demonstrate an awareness of safety for pupil and peers. Work collaboratively in pairs or groups to work efficiently. Name materials and ingredients and

Aston and Cote Church of England School- Progression Map- Design Technology

		practices and personal hygiene. Use simple finishing techniques to improve the appearance of their product. Demonstrate an awareness of safety. Name materials and ingredients.	appropriate finishing techniques. Demonstrate an awareness of safety. Name materials and ingredients and begin to describe their characteristics. Begin to follow simple instructions.	Name materials and ingredients and explain some of their features/characteristics. Follow instructions.	Work collaboratively in pairs or groups to work efficiently. Follow and begin to give simple instructions. Name materials and ingredients and explain some of their features/characteristic and how this would apply to using them.	features/characteristic and how this would apply to using them. Follow and give instructions.	explain some of their features/characteristic and how this would apply to using them. Follow and give instructions.
Vocabulary	Experiment, change, tools, materials, use.	make user purpose product model design criteria materials tools cutting mechanism stable names of equipment and utensils hygiene freshness	Make Evaluate User Purpose Ideas design criteria product function materials strength tools cutting mechanism Stable Joint, flange, tab,	user purpose design criteria model prototype functional innovative appealing strength structure materials join tools cutting mechanism Stable Joint, flange, tab, brace, slot names	design criteria innovative prototype user purpose function prototype appealing materials strength structure support Joint, flange, tab, brace, slot attach tools cutting measurement fabric	design decisions functionality authentic user innovative purpose design specification Joint, flange, tab, brace, slot design brief design criteria mock-up prototype materials strengthen support structure flexibility	function innovative design specification design brief user purpose design brief design specification Joint, flange, tab, brace, slot prototype purpose user innovation functional materials mock-up

			brace, slot names of equipment and utensils hygiene freshness	of equipment and utensils slicing boiling frying baking temperature hygiene freshness	wood plastic pulleys cams linkages gears circuit mechanism stable efficient names of equipment and utensils hygiene freshness slicing boiling frying baking temperature	tools cutting attach tools cutting measurement fabric wood plastic pulleys cams linkages gears circuit mechanism stable efficient names of equipment and utensils hygiene freshness slicing boiling frying baking temperature	prototype strengthen support structure flexibility tools cutting attach tools cutting measurement fabric wood plastic pulleys cams linkages gears circuit mechanism stable efficient names of equipment and utensils hygiene freshness slicing boiling frying baking temperature cubes

Aston and Cote Church of England School- Progression Map- Design Technology

Substantive Concept/ Strand- Evaluating processes and products							
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Topic							
National Curriculum Objective	ELG: Share their creations, explaining the process they have used.	Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.	Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.	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.	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.	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.	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.
Sticky Knowledge / Retrieval	To know what the purpose of a design is and how this can be achieved.	To know what the purpose of a design is and how this can be achieved. To understand that some things perform their purpose better than others.	To know what the purpose of a design is and how this can be achieved. To understand that some things perform their purpose better than others and compare this	To know what the purpose of a design is and how this can be achieved. To understand that some things perform their purpose better than others and compare this to the original design purpose. To understand how designs have been used in the real world (historically) and	To know what the purpose of a design is and how this can be achieved. To understand that some things perform their purpose better than others and compare this to the original design purpose. To understand how designs have been used in the real world (historically) and	To know what the purpose of a design is and how this can be achieved. To understand that some things perform their purpose better than others and compare this to the original design purpose. To understand how designs have been used in the real world (historically) and	To know what the purpose of a design is and how this can be achieved. To understand that some things perform their purpose better than others and compare this to the original design purpose. To understand how designs have been used in the real world (historically) and

Aston and Cote Church of England School- Progression Map- Design Technology

			to the original design purpose.	evaluate their effectiveness.	evaluate their effectiveness.	evaluate their effectiveness.	evaluate their effectiveness.
Skill	Use language to explain what they have tried to achieve and how.	Compare their ideas to those existing, identify important components and how good or bad they are. Use design language terms more readily.	Compare their ideas to those existing, identify important components and how good or bad they are. Use design language terms with increasing accuracy.	Research and find important components, identify what makes things work and how good/bad these are achieved. Evaluate designs based on the original criteria, begin to suggest improvements. Use more appropriate design language when evaluating processes and products.	Research and find important components, identify what makes things work and how good/bad these are achieved. Identify components that can be improved and how they could work better. Use more appropriate design language when evaluating processes and products and begin to express preferences for methods, materials and finished products. Reflect on the success and challenges of a design project.	Research and find important components, identify what makes things work and how good/bad these are achieved. Research how DT products have been used for practical purposes and how this has affected the world. Identify components that can be improved and how they could work better. Use appropriate design language when evaluating processes and products and express preferences for methods, materials and finished products. Reflect on the success and challenges of a design project with increasing complexity and detail.	Research and find important components, identify what makes things work and how good/bad these are achieved. Research how DT products have been used for practical purposes and how this has affected the world. Identify components that can be improved and how they could work better. Use appropriate design language when evaluating processes and products and express preferences for methods, materials and finished products. Reflect on the success and challenges of a design project with increasing complexity and detail.
Vocabulary	Make, draw Experiment, change,	Review make user	Review Make Evaluate	Evaluate user purpose	Evaluate design criteria innovative	Evaluate design decisions functionality	Evaluate prototype strengthen

Aston and Cote Church of England School- Progression Map- Design Technology

	tools, materials, use.	purpose product model design criteria materials tools cutting mechanis m stable names of equipment and utensils hygiene freshness	User Purpose Ideas design criteria product function materials strength tools cutting mechanis m stable names of equipment and utensils hygiene freshness	design criteria model prototype functional innovative appealing strength structure materials join tools cutting mechanism stable names of equipment and utensils slicing boiling frying baking temperature hygiene freshness	prototype user purpose function prototype appealing materials strength structure support joint attach tools cutting measurement fabric wood plastic pulleys cams linkages gears circuit mechanism stable efficient names of equipment and utensils hygiene freshness slicing boiling frying baking	authentic user innovative purpose design specification design brief design criteria mock-up prototype materials strengthen support structure flexibility tools cutting joint attach tools cutting measurement fabric wood plastic pulleys cams linkages gears circuit mechanism stable efficient	support structure flexibility tools cutting joint attach tools cutting measurement fabric wood plastic pulleys cams linkages gears circuit mechanism stable efficient names of equipment and utensils hygiene freshness slicing boiling frying baking temperature cubes

					temperature	names of equipment and utensils hygiene freshness slicing boiling frying baking temperature	