

DT curriculum overview for KS1

	Autumn	Spring	Summer
Year 1	DT: Moving pictures traditional tales	DT: Fabric bunting	DT: Dips dippers
Objectives	<ul style="list-style-type: none"> • Explore and evaluate a range of existing products in the context of exploring existing moving books. • Explore and use mechanisms (sliders/ levers), in their products in the context of using a slider/ levers to make a picture move. • Design purposeful, functional and appealing products for themselves and other users based on design criteria in the context of designing an appealing moving picture. • Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups in the context of drawing an annotated sketch to show their ideas about a moving picture. • Evaluate their ideas against design criteria in the context of evaluating a moving picture. 	<ul style="list-style-type: none"> • Explore and evaluate a range of existing products in the context of evaluating bunting designs. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology in the context of using a basic graphics program to design a bunting flag. • Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping and finishing) in the context of cutting a template and using it to shape a piece of fabric, running stitch to join fabric. • Select from and use a wide range of materials and components, including textiles, according to their characteristics in the context of selecting materials to join to fabric bunting, joining fabrics using different techniques. • Evaluate their ideas and products against a design criteria in the context of evaluating the bunting flag. 	<ul style="list-style-type: none"> • Explore and evaluate a range of existing products in the context of comparing different dips and different dippers. • To understand where foods comes from. • Use the basic principles of a healthy and varied diet in the context of comparing different ingredients in dips and dippers and to make a new dip and dipper and then evaluating it. • To select from and use a range of tools and equipment to perform practical tasks (for example, cutting) in the context of making a Dip and Dipper. • Design purposeful, functional, appealing products for themselves and other users based on design criteria in the context of designing a new dip. • Generate, develop, model and communicate their ideas through talking and drawings. • Evaluate their ideas and products against design criteria.
Outcome	All products created should follow specific criteria- design, make, evaluate To design and make a moveable page from a traditional tale using a mechanism/s	All products created should follow specific criteria- design, make, evaluate To design and make bunting linked to the great fire of London topic	All products created should follow specific criteria- design, make, evaluate To design and make a healthy dip and dipper
Resources	Resources: Examples of books where the parts move (the children or a local library should have examples of these) Card Scissors A4 paper Split pins Glue Blue tack Card discs with holes in the centre A3 sheets of cartridge paper (or thick paper)	Resources: Scissors Chalk Pins Pre-cut coloured felt, large enough to fit the template. Embroidery needles Different coloured Threads White sticky label - 1 per child Selection of different fabrics such as hessian, fur, binca, leather and cotton. Glue Mini staplers	Resources: Week 1: Different Dips: Hummus, Guacamole, Salsa, Raita, Thousand Island. Breadsticks. Week 2: A selection of different dippers such as crackers, breadsticks, carrots, cucumber, pepper, nachos and pitta bread, Greek/natural yoghurt. Week 4: A selection of different ingredients such as beetroot, pepper, grated carrot, tomatoes. Equipment to help prepare the food e.g. chopping boards, bowls, graters, safe knives, food scissors, teaspoons and tablespoons Week 6: A selection of ingredients and equipment that allow the children to follow their plans from last session.

Year 2	DT: Pirate Paddy's lunchbox problem	DT: Our Fabric Faces	DT: Sensational Salads
Objectives	<ul style="list-style-type: none"> Explore and evaluate a range of existing products in the context of evaluating the basket used to transport the pirates' lunch, existing lunch boxes. Select from and use a wide range of materials according to their characteristics in the context of exploring materials that could be used to make the lunch box. Design purposeful, functional, appealing products for themselves and other users based on design criteria in the context of designing a new lunch box that can move between the pirate ships. Build structures, exploring how they can be made stronger, stiffer and more stable in the context of making their lunch boxes and adapting the materials to make them better meet the design criteria, making improvements to my product. Evaluate their ideas and products against design criteria in the context of testing the lunch box and then evaluating it against the design criteria. 	<ul style="list-style-type: none"> Explore and evaluate a range of existing products in the context of exploring fabrics and fabric dolls/characters, exploring what has been used to make hair on fabric dolls or characters. Select from and use a range of textiles according to their characteristics in the context of selecting materials to represent their own hair, selecting fabrics and materials to match faces and join together successfully. Select from and use a range of tools and equipment to perform practical tasks for example joining in the context of joining fabrics and materials, cutting in the context of cutting around a template to create a face shape, tools to make a fabric face. Design purposeful, functional, appealing products for themselves and other users based on design criteria in the context of using design criteria to design a fabric face. Generate, develop, model and communicate their ideas through talking, drawing and templates in the context of generating and communicating ideas for a fabric face 	<ul style="list-style-type: none"> Understand where food comes from in the context of looking at different fruits and vegetables, in the context of the fish we eat. To explore and evaluate a range of existing products in the context of tasting salads made mainly from root vegetables. To use the basic principles of a healthy and varied diet to prepare dishes, preparing a salad made from root vegetables, preparing a fish salad Select from and use a range of tools and equipment to perform practical tasks, preparing fruit salads.
Outcome	<p>All products created should follow specific criteria- design, make, evaluate</p> <p>To design and make a new lunch box that can move between the pirate ships.</p>	<p>All products created should follow specific criteria- design, make, evaluate</p> <p>To design and make a fabric face of a person famous for more than five minutes</p>	<p>All products created should follow specific criteria- design, make, evaluate</p> <p>To design and make a range of salads</p>
Resources	<p>Resources:</p> <p>Wicker basket with a handle</p> <p>A variety of lunch boxes. Try to include a selection of card lunch boxes often used at cafés etc.</p> <p>Plastic/paper bags</p> <p>Cardboard and paper</p> <p>A variety of different sized and shaped cardboard/plastic boxes and containers</p> <p>Plastic/paper bags, cardboard, paper, foil and cling film</p> <p>Double-sided tape, masking tape, sticky tape, sticky pads, PVA glue and glue sticks, strings, treasury tags, split pins, paper clips, scissors and hole punch</p> <p>Washing line rope</p> <p>plastic sheet</p> <p>watering cans/ sprayers and paper</p>	<p>Resources:</p> <p>Examples of fabric dolls/characters</p> <p>Music (for a game)</p> <p>A selection of different fabrics and yarn, such as: lace, felt, corduroy, denim, satin, silk, cotton, velvet, velour, fur, ribbon, and wool.</p> <p>Examples of fabric dolls/characters with hair</p> <p>Assorted coloured hessian/wool/ threads/ribbon</p> <p>Glue</p> <p>X60 hessian 10cm x 10cm</p> <p>Coloured fabrics, felt, binca</p> <p>Beads, sequins, buttons, ribbon, wool and embroidery threads.</p> <p>Plastic/large metal darning needles,</p> <p>Scissors</p> <p>Mini/ small staplers</p> <p>PVA glue</p> <p>Different coloured hessian</p> <p>Safety pins</p> <p>Mirrors</p>	<p>Resources:</p> <p>Week 1: A variety of fruit and vegetables that grow above the ground and below from the song Cauliflowers Fluffy Feely bag.</p> <p>Week 2: A selection of salads, bought or homemade, made mainly from root vegetables, eg beetroot salad, potato salad, coleslaw, carrot and sultana salad.</p> <p>Tasting spoons (plastic)</p> <p>Week 3: Clean aprons - 1 per child.</p> <p>Tools and equipment to help prepare the food e.g. chopping boards, peelers, bowls, graters, safe knives, food scissors, teaspoons, tablespoons and plastic taster spoons.</p> <p>Food linked to recipe chosen</p> <p>Week 4: Scissors per child</p> <p>Strips of paper in different colours.</p> <p>Week 5: Tools and equipment to help prepare the food</p> <p>Ingredients from tuna salad recipe</p> <p>Week 6: Tools and equipment to help prepare the food:</p> <p>Ingredients from Fruit salad recipe</p>

Key stage 1

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].

When designing and making, pupils should be taught to:

Design

- ♣ design purposeful, functional, appealing products for themselves and other users based on design criteria – Year 1 Aut, Sum Year 2- Aut, Spr
- ♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology – Year 1 Aut, Spr, Sum Year 2 Spr

Make

- ♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] – Year 1 Spr, Sum Year 2 Spr, Sum
- ♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics – Year 1 Spr, Sum Year 2- Aut, Spr

Evaluate

- ♣ explore and evaluate a range of existing products - Year 1 Aut, Spr, Sum Year 2 Aut, Spr, Sum
- ♣ evaluate their ideas and products against design criteria Technical knowledge – Year 1 Aut, Spr, Sum Year 2 Aut
- ♣ build structures, exploring how they can be made stronger, stiffer and more stable Year 2 Aut
- ♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.- Year 1 Aut

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

Key stage 1

- ♣ use the basic principles of a healthy and varied diet to prepare dishes – Year 1 Sum Year 2 Sum
- ♣ understand where food comes from - Year 1 Sum Year 2 Sum

Target tracker progression statements

KS1	Year 1	Year 2
Cooking and nutrition	Talk about what he/she eats at home and begin to discuss what healthy foods are	Understand the need for a variety of food in a diet
	Say where some food comes from and give examples of food that is grown	Understand that all food has to be farmed, grown or caught
	Use simple tools with help to prepare food safely	Use a wider range of cookery techniques to prepare food safely
Processes	Create simple designs for a product	Design purposeful, functional, appealing products for himself/herself and other users based on design criteria
	Use pictures and words to describe what he/she wants to do	Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
	Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing	Choose appropriate tools, equipment, techniques and materials from a wide range
	Use a range of simple tools to cut, join and combine materials and components safely	Safely measure, mark out, cut and shape materials and components using a range of tools
	Ask simple questions about existing products and those that he/she has made	Evaluate and assess existing products and those that he/she has made using a design criteria
	Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products	
		(Band 1) Build structures, exploring how they can be made stronger, stiffer and more stable (Band 2) Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable