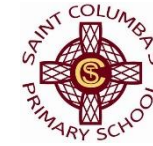




DT Overview – Skills Coverage



KS1 Curriculum Statements
KS2 Curriculum Statements

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| | EYFS - Expressive Arts and Design | | |
| Nursery | <p>Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques</p> <p>Share their creations</p> <p>Make use of props and materials when role playing</p> | | |
| Reception | <p>Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> | | |
| | Mechanisms | Textile/Construction | Cooking/Nutrition |
| Year 1 | <p style="text-align: center;">Let's Make a Moving Picture!</p> <p>explore and use mechanisms (levers and sliders) in their products.</p> <p>select from and use a range of tools and equipment to perform practical tasks</p> | <p style="text-align: center;">Let's Build a House!</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>select from and use a wide range of materials and components, including construction materials, according to their characteristics</p> <p>select from and use a range of tools and equipment to perform practical tasks</p> | <p style="text-align: center;">Let's Prepare Healthy Fruit Smoothies!</p> <p>understand where food comes from</p> <p>select from and use a wide range of materials and components, including ingredients, according to their characteristics</p> |

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| | <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing</p> <p>evaluate their ideas and products against design criteria</p> | <p>generate, develop, model and communicate their ideas through talking, drawing</p> <p>evaluate their ideas and products against design criteria</p> | <p>evaluate their ideas and products against design criteria</p> |
| <p>Year 2</p> | <p style="text-align: center;">Let's take a ride!</p> <p>select from and use a range of tools and equipment to perform practical tasks</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>evaluate their ideas and products against design criteria</p> <p>explore and use mechanisms (wheels and axles) in their products.</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> | <p style="text-align: center;">Let's Sew Puppets!</p> <p>select from and use a wide range of textiles according to their characteristics</p> <p>select from and use a range of tools and equipment to perform practical tasks</p> <p>evaluate their ideas and products against design criteria</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>explore and evaluate a range of existing products</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> | <p style="text-align: center;">Let's Prepare Sensational Spring Salad!</p> <p>use the basic principles of a healthy and varied diet to prepare dishes</p> <p>select from and use a wide range of materials and components, including ingredients, according to their characteristics</p> <p>select from and use a range of tools and equipment to perform practical tasks</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, information and communication technology</p> <p>evaluate their ideas and products against design criteria</p> |

Year 3

Let's Build a Catapult!

understand and use mechanical systems in their products [for example, pulleys, levers)

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

select from and use a wider range of tools and equipment to perform practical tasks

select from and use a wider range of materials and components, including construction materials, according to their functional properties

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 design and technology has helped shape the world

Let's Build A Marble Run!

apply their understanding of how to strengthen, stiffen and reinforce more complex structures

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

select from and use a wider range of tools and equipment to perform practical tasks

select from and use a wider range of materials and components, including construction materials, according to their functional properties

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

Let's collect, catch and cook!

know where and how a variety of ingredients are grown, reared, caught and processed

prepare and cook a savoury dish

understand seasonality

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| <p>Year 4</p> | <p>Let's Make it Move!</p> <p>understand and use mechanical systems in their products [cams]</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches,</p> <p>select from and use a wider range of tools and equipment to perform practical tasks</p> <p>select from and use a wider range of materials and components, including construction materials</p> | <p>Let's Sew Class Bunting!</p> <p>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</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes, pattern pieces</p> <p>select from and use a wider range of tools and equipment to perform practical tasks</p> <p>select from and use a wider range of materials and components, textiles according to their functional properties and aesthetic qualities</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> | <p>Let's Prepare Fairtrade Cereal Bars!</p> <p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook using a range of cooking techniques</p> <p>understand seasonality</p> <p>select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities</p> <p>investigate and analyse a range of existing products</p> |
| <p>Year 5</p> | <p>Let's Turn On the Lights!</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs]</p> <p>use research and develop design criteria to inform the design of innovative, functional, appealing products that</p> | <p>Let's Sew a Coin Purse!</p> <p>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</p> <p>select from and use a wider range of tools and equipment to perform practical tasks</p> | <p>A Feast Fit for a Greek God</p> <p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a savoury dishes using a range of cooking techniques</p> |

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| | <p>are fit for purpose, aimed at particular individuals or groups</p> <p>select from and use a wider range of tools and equipment to perform practical tasks</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes</p> <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p> | <p>select from and use a wider range of materials and components, textiles according to their functional properties and aesthetic qualities</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> | <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities</p> |
| <p>Year 6</p> | <p style="text-align: center;">All the Fun of the Fair!</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs</p> <p>apply their understanding of computing to program, monitor and control their products</p> <p>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</p> | | <p style="text-align: center;">Let's Prepare Some Rations!</p> <p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> |

generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes

select from and use a wider range of tools and equipment to perform practical tasks

select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities

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

understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

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