

DT Medium Term Planning

Key Knowledge

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

generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

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

Evaluate

explore and evaluate a range of existing products

evaluate their ideas and products against design criteria

Technical knowledge

build structures, exploring how they can be made stronger, stiffer and more stable

explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Cooking & 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:

use the basic principles of a healthy and varied diet to prepare dishes

understand where food comes from.

Cycle A

| Year group 1/2 | Design | Make | Evaluate | Technical knowledge | Cooking and nutrition |
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| Autumn 2 Puppets (Textiles) | <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Evaluate their ideas and products against design criteria | <ul style="list-style-type: none"> select from and use a wide range of materials and components, including materials and textiles according to their characteristics | |
| GDS Opportunities | Textiles <ul style="list-style-type: none"> Can they describe how different textiles feel? Can they make a product from textiles by glueing? | | | | |
| Spring 2 Fruit and Vegetables Smoothie (Food and Nutrition) | | <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, | <ul style="list-style-type: none"> Explore and evaluate a range of existing products | <ul style="list-style-type: none"> select from and use a wide range of components and equipment, including ingredients according to | <ul style="list-style-type: none"> Use basic principles of a healthy and varied diet to prepare dishes Understand where food comes from |

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| | | joining and finishing] <ul style="list-style-type: none"> • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics | | their characteristics | |
| GDS Opportunities | Cooking and nutrition <ul style="list-style-type: none"> • Can they cut food safely? • Can they describe the texture of foods? • Do they wash their hands and make sure that surfaces are clean? • Can they think of interesting ways of decorating food they have made, eg, cakes? | | | | |
| Summer 2 Baby bears chair (Structures) | <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, | <ul style="list-style-type: none"> • 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, | <ul style="list-style-type: none"> • Evaluate their ideas and products against design criteria | <ul style="list-style-type: none"> • Build structures, exploring how they can be made stronger, stiffer and more stable | |

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| | <p>where appropriate, information and communication technology</p> | <p>textiles and ingredients, according to their characteristics</p> | | | |
| <p>GDS Opportunities</p> | <p>Construction</p> <ul style="list-style-type: none"> • Can they talk with others about how they want to construct their product? • Can they select appropriate resources and tools for their building projects? • Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building? <p>Use of materials</p> <ul style="list-style-type: none"> • Can they make a structure/model using different materials? • Is their work tidy? • Can they make their model stronger if it needs to be? • Can they cut materials using scissors? • Can they describe the materials using different words? • Can they describe how different textiles feel? • Can they make a product from textile by glueing? | | | | |

Cycle B

| Year group 1/2 | Design | Make | Evaluate | Technical knowledge | Cooking and nutrition |
|---|--|--|--|---|-----------------------|
| Autumn 2 Pouches (Textiles) | <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria | <ul style="list-style-type: none"> select from and use a wide range of materials and components, including materials and textiles according to their characteristics | |
| GDS Opportunities | Use of materials <ul style="list-style-type: none"> Can they measure materials to use in a model or structure? Can they join material in different ways? Can they use joining, folding or rolling to make it stronger? | | | | |
| Spring 2 Moving storybook (Mechanisms) | <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users | <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, | <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against | <ul style="list-style-type: none"> Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. | |

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| | <p>based on design criteria</p> <ul style="list-style-type: none"> • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology | <p>cutting, shaping, joining and finishing]</p> <ul style="list-style-type: none"> • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics | <p>design criteria</p> | | |
| <p>GDS Opportunities</p> | <p>Mechanisms Mechanisms</p> <ul style="list-style-type: none"> • Can they join materials together as part of a moving product? • Can they add some kind of design to their product? • Can they describe the materials using different words? • Can they say why they have chosen moving parts? | | | | |
| <p>Summer 2 A balanced diet (Food and Nutrition)</p> | | <ul style="list-style-type: none"> • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics | <ul style="list-style-type: none"> • Explore and evaluate a range of existing products | <ul style="list-style-type: none"> • select from and use a wide range of components and equipment, including ingredients according to their characteristics | <ul style="list-style-type: none"> • Use basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from |

GDS Opportunities

Cooking and nutrition

- Can they describe the properties of the ingredients they are using?
- Can they explain what it means to be hygienic?
- Are they hygienic in the kitchen?