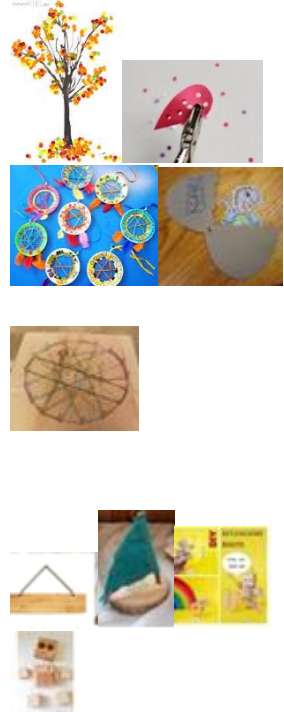
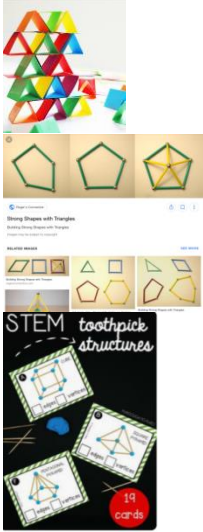



Subject DT

tools/Structures /mechanisms

Year	Skills/knowledge progression	Content	National Curriculum	Notes
1	<p>Learn and practise how to use a hole punch sandpaper hammers screwdrivers hand drills saws (with an adult)</p> <p>Use these skills to complete a projects</p>	<p>Teach how to use the tools, one at a time, and provide them as part of Continuous Provision to practise using them.</p> <p>Hole punch – Autumn tree, spiders web plate</p> <p>Hammer – elastic band shape maker</p> <p>Drill – name plate, boat, aliens</p> <p>Practise combining skills by making bird boxes in groups</p> <p>Use the skills they have learned to make a memory box with adult supervision</p>	<p>Make - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</p>	
1	<p>Explore how 2D shapes form 3D shapes</p>	<p>Deconstruct boxes</p> <p>Make tiger food cans</p> <p>Make nets from given nets and from 2D shapes</p>	<p>Evaluate - build structures, exploring how they can be made stronger, stiffer and more stable</p>	
	<p>Explore how strong 3D shapes are</p>	<p>Make towers from single 3D shapes</p>		

	<p>Explore how to make 3D shapes stronger</p>	<p>Using Geomags, straws and card to make 3D shapes from a single 2D shape How strong are the shapes?</p>		
	<p>Look at and generate ideas from existing structures. Use their knowledge of shape to build small then large structures. Constantly evaluate to ensure stability</p>	<p>Look at buildings such as the Atomium, Louvre, Eiffel Tower, Habitat building (Canada) and Cubic houses in Rotterdam. Use ideas from these to build own small scale buildings.</p> <p>Look at buildings such as Birds Nest Stadium, Guggenheim Bilbao, Parthenon, Eden Project, Gherkin, Allianz Arena, Olympic stadium London, Empire State building. Use ideas to build large scale projects for example using dowel and sticks.</p>	<p>Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups.</p> <p>Evaluate - build structures, exploring how they can be made stronger, stiffer and more stable. Evaluate their ideas and products against design criteria Technical knowledge</p>	
	<p>Learn how to make slide mechanisms and pop up cards</p>	<p>Camouflage pop ups Sliding animal pictures</p>	<p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	

	<p>Learn how to make slots in cardboard to construct 3D models. Practise and develop using this skill.</p>	<p>Build using tubes with slots in</p> <p>Make a standing dinosaur – add features eg plates</p> <p>Make a rocket with slotted boosters</p> <p>Make a role play structure</p> <p>Look at Weisman art museum and Guggenheim Bilbao, and make own version</p>	<p>Make - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</p>	
2	<p>Describe my design by using pictures, diagrams, model mock-ups, words and ICT.</p> <p>Design a product for others following design criteria.</p> <p>Explain what I am making and why my audience will like it.</p>	<p>Investigate levers and winding mechanisms</p> <p>Make a castle with drawbridge and catapult</p>	<p>Design purposeful, functional, appealing products based on design criteria.</p> <p>Generate, develop, model and communicate their ideas .</p> <p>Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p>	

	Choose materials and explain why they are being used depending on their characteristics		Use mechanisms [for example, levers, sliders, wheels and axles], in their products.	
	Describe what went well with my work. Evaluate what I would do differently if I did it again and why. Judge my work against the design criteria.	Investigate wheels and axles using mecano, lego and other constuction kits Make a beach buggy	Design design purposeful, functional, appealing products based on design criteria. Generate, develop, model and communicate their ideas . Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria Use mechanisms [for example, levers, sliders, wheels and axles], in their products.	

Cooking and Sewing

Year	Skills/knowledge progression	Content	National Curriculum	Notes
1	With help, safely cut food using a knife Name some healthy food Experience basic cooking skills such as mixing, spreading, cutting	Make bread – learn where flour comes from. Make pumpkin soup – know that a pumpkin is a fruit. Plant the seeds. Make fruit kebabs for a friend and smoothies with leftovers – design a product using a questionnaire of likes and dislikes and considering the aesthetics of the product. Evaluate product Make rock cakes Make tortilla wrap pizzas – make healthy choices for toppings	Make - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Design - design appealing products for themselves and other users based on design criteria Evaluate - evaluate products against design criteria Technical knowledge use the basic principles of a healthy and varied diet to prepare dishes	

1	Learn and practise running stitch	Make Christmas stockings Practise running stitch on Binka – sew round edges. Make felt dinosaurs	Make - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	
2	Safely cut food using a knife Name some healthy food Use basic cooking skills such as mixing, spreading, cutting, stirring . Know where different foods come from	Make vegetable soup using produce from the school garden Make pizza – make dough and choose healthy toppings- use herbs from the school herb garden Make Ragu sauce-using seasonal vegetables grown in the school garden . Make a range of seasonal dishes with produce from the school gardens	To understand where food comes from. Use the basic principles of a healthy and varied diet to prepare a simple dish. To prepare a dish using affordability as the principle for later life.	
2	Use running stich independently Learn and practise cross stitch	Scent bags- practise different joining skills Make felt fish- running stitch on binka moving on to cross stitch and embellishment for decoration.	Make - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	