



Curriculum Overview and Skills Progression DT

<u>Year Group</u>		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Area of study	Animals all around us Food – Healthy spider snacks	Celebrations Food – Rice Krispie Christmas puddings	Where in the world Food – Tasting fruits	Traditional Tales Food – Easter Nests	Ready, Steady, Grow Food – Numicon Biscuits	Topic chosen by the children
	<u>National curriculum statements</u>	Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art.	Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art.	Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art.	Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art.	Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art.	Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art.
	<u>Key skills</u>	Food – Assembling and spreading	Food - Mixing	Food – Where fruit comes from	Food - Mixing	Food – Rolling and Cutting	
Year 1	Area of study	Textiles – Sewing a simple puppet	Textiles – Sewing a simple puppet	Making and joining – Design a kite	Making and joining – Design a kite	Moving pictures – using pins, pivots, sliders and levers	Moving pictures – using pins, pivots, sliders and levers Food – Plan and make a healthy fruit kebab



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	<u>Key questions</u>	How can we use a needle and thread?	How can we use a needle and thread?	What shall we use to create a kite and why?	What shall we use to create a kite and why?	How can I make parts of my picture move?	How can I make parts of my picture move?
	<u>National curriculum statements</u>	<p>Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</p> <p>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.</p> <p>Critique, evaluate and test their ideas and products and the work of others.</p> <p>Understand and apply the principles of nutrition and learn how to cook.</p>	<p>Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</p> <p>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.</p> <p>Critique, evaluate and test their ideas and products and the work of others.</p> <p>Understand and apply the principles of nutrition and learn how to cook.</p>	<p>Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</p> <p>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.</p> <p>Critique, evaluate and test their ideas and products and the work of others.</p> <p>Understand and apply the principles of nutrition and learn how to cook.</p>	<p>Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</p> <p>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.</p> <p>Critique, evaluate and test their ideas and products and the work of others.</p> <p>Understand and apply the principles of nutrition and learn how to cook.</p>	<p>Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</p> <p>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.</p> <p>Critique, evaluate and test their ideas and products and the work of others.</p> <p>Understand and apply the principles of nutrition and learn how to cook.</p>	<p>Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</p> <p>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.</p> <p>Critique, evaluate and test their ideas and products and the work of others.</p> <p>Understand and apply the principles of nutrition and learn how to cook.</p>
	<u>Key skills</u>	<p>Use simple stitches to attach and join materials</p> <p>Select and use appropriate materials and equipment</p> <p>Generate own design ideas and discuss their choices</p> <p>Discuss and evaluate own and other's work</p>	<p>Use simple stitches to attach and join materials</p> <p>Select and use appropriate materials and equipment</p> <p>Generate own design ideas and discuss their choices.</p> <p>Discuss and evaluate own and other's work</p>	<p>Begin to build structures and explore ways of making them stronger, stiffer and more stable</p> <p>Select and use appropriate materials and equipment</p> <p>Generate own design ideas and discuss their choices.</p> <p>Discuss and evaluate own and other's work</p>	<p>Begin to build structures and explore ways of making them stronger, stiffer and more stable</p> <p>Select and use appropriate materials and equipment</p> <p>Generate own design ideas and discuss their choices.</p> <p>Discuss and evaluate own and other's work</p>	<p>Explore and use simple mechanisms eg pins, pivots, levers and sliders</p> <p>Understand the origins of food and different food groups</p> <p>Introduce early cooking techniques</p> <p>Select and use appropriate materials and equipment</p> <p>Generate own design ideas and discuss their choices.</p> <p>Discuss and evaluate own and other's work</p>	<p>Explore and use simple mechanisms eg pins, pivots, levers and sliders</p> <p>Understand the origins of food and different food groups</p> <p>Introduce early cooking techniques</p> <p>Select and use appropriate materials and equipment</p> <p>Generate own design ideas and discuss their choices.</p> <p>Discuss and evaluate own and other's work</p> <p>Identify where food comes from</p>



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							<p>Understand the importance of 5 a day</p> <p>Introduce chopping, grating and peeling skills</p>
	Area of study	Textiles – Sewing a Christmas Decoration	Textiles – Sewing a Christmas Decoration	Making vehicles with moving wheels	Making vehicles with moving wheels	<p>Making an animal home from everyday materials</p> <p>Food Making a healthy pizza</p>	<p>Making an animal home from everyday materials</p> <p>Food Making a healthy pizza</p>
	<u>Key questions</u>	Which materials will be best for a decoration? How will I attach the materials?	Which materials will be best for a decoration? How will I attach the materials?	How will I make my vehicles move? What equipment will I need?	How will I make my vehicles move? What equipment will I need?	<p>What factors should I consider when I plan my home and why?</p> <p>What is healthy?</p>	<p>What factors should I consider when I plan my home and why?</p> <p>What is healthy?</p>
Year 2	<u>National curriculum statements</u>	<p>Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</p> <p>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.</p> <p>Critique, evaluate and test their ideas and products and the work of others.</p> <p>Understand and apply the principles of nutrition and learn how to cook.</p>	<p>Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</p> <p>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.</p> <p>Critique, evaluate and test their ideas and products and the work of others.</p> <p>Understand and apply the principles of nutrition and learn how to cook.</p>	<p>Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</p> <p>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.</p> <p>Critique, evaluate and test their ideas and products and the work of others.</p> <p>Understand and apply the principles of nutrition and learn how to cook.</p>	<p>Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</p> <p>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.</p> <p>Critique, evaluate and test their ideas and products and the work of others.</p> <p>Understand and apply the principles of nutrition and learn how to cook.</p>	<p>Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</p> <p>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.</p> <p>Critique, evaluate and test their ideas and products and the work of others.</p> <p>Understand and apply the principles of nutrition and learn how to cook.</p>	<p>Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</p> <p>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.</p> <p>Critique, evaluate and test their ideas and products and the work of others.</p> <p>Understand and apply the principles of nutrition and learn how to cook.</p>



Design Technology Curriculum Overview and Progression of Skills

	<u>Key skills</u>	Ask and answer questions about starting points for their work Begin to consider the purpose of a product and its target audience Develop ideas through experimentation Evaluate products as they develop them and evaluate against set criteria Work on projects in both 2 and 3D dimensions Develop different design skills through discussion, observation, drawing, labelling and modelling Select, name, describe and use appropriate tools and materials Demonstrate how to cut, shape and join fabric to make a product Choose and use own finishing techniques	Ask and answer questions about starting points for their work Begin to consider the purpose of a product and its target audience Develop ideas through experimentation Evaluate products as they develop them and evaluate against set criteria Work on projects in both 2 and 3D dimensions Develop different design skills through discussion, observation, drawing, labelling and modelling Select, name, describe and use appropriate tools and materials Demonstrate how to cut, shape and join fabric to make a product Choose and use own finishing techniques	Ask and answer questions about starting points for their work Begin to consider the purpose of a product and its target audience Develop ideas through experimentation Evaluate products as they develop them and evaluate against set criteria Work on projects in both 2 and 3D dimensions Develop different design skills through discussion, observation, drawing, labelling and modelling Select, name, describe and use appropriate tools and materials Join and combine materials and components to create products Choose and use own finishing techniques	Ask and answer questions about starting points for their work Begin to consider the purpose of a product and its target audience Develop ideas through experimentation Evaluate products as they develop them and evaluate against set criteria Work on projects in both 2 and 3D dimensions Develop different design skills through discussion, observation, drawing, labelling and modelling Select, name, describe and use appropriate tools and materials Join and combine materials and components to create products Choose and use own finishing techniques	Ask and answer questions about starting points for their work Begin to consider the purpose of a product and its target audience Develop ideas through experimentation Evaluate products as they develop them and evaluate against set criteria Work on projects in both 2 and 3D dimensions Develop different design skills through discussion, observation, drawing, labelling and modelling Select, name, describe and use appropriate tools and materials Build structures and find ways of making them stronger, stiffer and more stable Choose and use own finishing techniques	Ask and answer questions about starting points for their work Begin to consider the purpose of a product and its target audience Develop ideas through experimentation Evaluate products as they develop them and evaluate against set criteria Work on projects in both 2 and 3D dimensions Develop different design skills through discussion, observation, drawing, labelling and modelling Select, name, describe and use appropriate tools and materials Build structures and find ways of making them stronger, stiffer and more stable Choose and use own finishing techniques Identify origins of food – farmed, caught Explain the significance of the Eat well Plate Use chopping, grating and peeling skills



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	Area of study						
	Key questions						
	National curriculum statements						
	Key skills						

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