

DT Curriculum Overview

Year R	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 1 st	Elmer & Myself	Names of different materials e.g. paper, ribbon, card, foil, sting, art straws, lollipop sticks, paint etc. Working with food: Biscuit, Smarties, decoration, wash hands, hygiene, edible Autumn: leaf/ leaves, twigs, glue, stick, join Joining techniques: stick, tape, fold, split pin	I can give meaning to the marks I make. I can use scissors to cut out. I can join different materials using basic joining techniques. I can use large movements to paint and make marks. I can use one handed tools and equipment. I can experiment with colour and design. I can wash my hands before I handle food. I can design and decorate rich tea biscuits.	ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.	Each child to have a square and paint to make large scale Elmer for the class. Decorate rich tea finger biscuit with smarties like Elmer. Transient art with leaves /twigs when out on Autumn Walk in groups. Leaf friend picture.
Autumn 2 nd	Traditional Tales & Celebrations	Names of different materials like paper, card, fabric, string, foil, tissue paper etc. Names of colours Different textures or materials: soft, smooth, rough, hard Gingerbread man biscuit: pat, roll, cutter Sewing: needle, thread, join, attach, fix Joining techniques: stick, tape, fold, split pin	I can develop my own ideas and choice of materials to make a product. I can explore different materials freely. I can explore colour and colour mixing. I can join different materials and explore different textures. I can use a comfortable grip with good control when holding pens and pencils. I can understand that food starts off as ingredients. I can use a cutter to make a gingerbread man. I can experiment when creating different things and talk about their uses.	ELG: Creating with Materials • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories	Christmas cards Sewing- Christmas calendars Gingerbread men biscuits
Spring 1 st	People who help us and Instructions	Fire engine: hand print, paint, collage. Names of collage materials: art straws, match sticks, noodles, foil, paper, paint, feathers Names of paint techniques: print, stamp, paint, stroke, cut, rip, tear. Materials: paper, card, tissue paper, felt	I can safely construct with a purpose, using a variety of resources. I can use resources to create my own props. I can make a choice about the materials I would like to choose. I can choose how long/short I want the parts of my creation to be. I can evaluate my design verbally. I can knead dough into a bread roll. I can understand that dough changes into bread once baked.		Fire engine or police car hand print. Children to choose own way of putting on ladder & lights. Paint or collage a picture of their new cake. Collage with red & yellow feathers Little Red Hen (children to choose how long legs are of hen, beak etc) Making bread
Spring 2 nd	Past and Present	Joining techniques: tie, stick, slot, brace, tape, fold, split pin. Materials: paper, card, tissue paper, felt Jack in the box: resources, adapt, construct, purpose, moving, up/down	I can identify and select resources and tools to achieve a particular outcome. I can use different media to create different designs. I can join materials together using different methods. I can manipulate materials to create moving objects.		Make a Jack in the box Group dinosaurs using junk modelling Mother's Day cards
Summer 1 st	Countries and Environments	Names of countries: United Kingdom, Greenland, Australia, Pakistan, Egypt Joining techniques: flange, tabs, tie, stick, slot, brace, tape, fold, split pin. Materials: paper, card, tissue paper, felt	I can describe the different uses and purposes of a range of media and materials. I can safely construct with a purpose and evaluate my design. I can select appropriate resources and adapt work where necessary. I can join materials together using different methods. I can choose joining techniques that help my object to become stronger. I can create collaboratively, sharing ideas, resources, and skills.		Create environments using junk modelling and different materials to create the objects inside the environments.
Summer 2 nd	Animals and Minibeasts	Names of different animals and minibeasts. Names of places where animals live – farm, zoo, in the wild. Names of patterns on animals and minibeasts bodies – stripes, patches, spots etc Names of animal and minibeast body parts – wings, horn, tail, mane, etc.	I can explore, use and refine a variety of artistic effects to express my ideas and feelings. I can return to and build on my previous learning, refining ideas and developing my ability to represent them. I can describe ways of safely using and exploring a variety of materials. I can select tools and techniques needed to shape, assemble and join materials. I can see how the texture of food changes by mixing and boiling.		Father's Day card Paint or collage their chosen minibeast Make butter Boiling potatoes

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<u>Year 1</u>	<u>Topic</u>	<u>Vocabulary</u>	<u>I can statements</u>	<u>National Curriculum</u>	<u>Activities</u>
Autumn 2nd	Patterns and changes (Pitta Pizzas – Food and Nutrition)	Healthy, unhealthy, grate, pitta, pizza, plant, bridge, claw, fruit, vegetable, originate, grow, seed, chop, slice	<p>I can look at how pizzas are created and use the design ideas to design my own pizza.</p> <p>I can discuss how fruit and vegetables are healthy.</p> <p>I can say where some foods come from.</p> <p>I can think of interesting ways to decorate my food.</p> <p>I can create a design for my pitta pizza and select the ingredients I would like to choose.</p> <p>I can describe differences between some food groups (i.e. sweet, fruit, vegetable etc).</p> <p>I can wash my hands & prepare my food on a clean surface.</p> <p>I can describe the textures of foods.</p> <p>With some support, I can cut, peel and grate safely.</p> <p>I can evaluate my pizza once I have made it against what I designed.</p>	<p>Design, Make and Evaluate</p> <p>Food and Nutrition Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p>	<p>Explore a range of pizza designs</p> <p>Explore where food comes from</p> <p>Discuss how the fruit and vegetables are healthy</p> <p>Make pitta pizzas</p> <p>Use knives safely</p> <p>See how the food changes once cooked</p> <p>Evaluate the pizza against the design</p>
Spring 1st	Travel and Transport (Travel - Mechanisms)	Levers, slides, mechanisms, moving parts, split pins, scissors, paper, glue, ruler	<p>I can explore different mechanisms.</p> <p>I can make a moving lever, slide and wheel.</p> <p>I can decide the type of mechanism I would like to use in my product.</p> <p>I can make a product with a working mechanism.</p> <p>I can evaluate my product once I have made it based on what I designed.</p>	<p>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</p>	<p>Explore different mechanisms in books.</p> <p>Experience making a book using the different mechanisms.</p> <p>Design my own page for the book using a mechanism of my choice.</p> <p>Evaluate the page that I have designed.</p>
Summer 1st	Animals (Pencil Case – Textiles)	popper, join, saw, needle, thread, material, fabric paint, animal design	<p>I can explore existing pencil cases and describe their use.</p> <p>I can generate ideas for my pencil case design and draw the design.</p> <p>I can choose suitable textiles for my product.</p> <p>I can identify the equipment I will be using to join my product.</p> <p>With some support, I can measure, cut and join textiles to make a product.</p> <p>I can evaluate my pencil case once I have made it based on what I designed.</p>	<p>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</p> <p>Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p>	<p>Explore a range of existing pencil cases</p> <p>Explain the use of pencil cases</p> <p>Design a pencil case using animal patterns</p> <p>Cut fabric to make a pencil case</p> <p>Draw the design on the fabric</p> <p>Paint the fabric</p> <p>Join the fabric together by sewing</p> <p>Join the popper to the fabric</p> <p>Evaluate the pencil case based on the design criteria</p>
Summer 2nd	Growth (Clay pot - Materials/Structures)	Clay, mould, join, coil, push, tools,	<p>I can explore pots that exist and describe their use.</p> <p>I can design a purposeful clay pot that is appealing based on design criteria.</p> <p>I can create a design of my product by drawing it.</p> <p>I can say which materials I will be using.</p> <p>I can use tools to shape and join clay.</p> <p>I can evaluate my product once I have created it.</p> <p>I can suggest ways to make the product stronger.</p>	<p>Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p>	<p>Explore a range of existing clay pots</p> <p>Explain the use of clay pots</p> <p>Design a clay pot</p> <p>Make clay pot using clay in a coil design or push design</p> <p>Evaluate clay pot based on the design criteria</p>

Year 2	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 2 nd	<p>People who make a difference</p> <p>(Fruit salad using fruit found in The Gambia - Food and Nutrition)</p>	Oranges, mangoes, bananas, pineapples, seeds, import, climate, tropical, grow, fruit Chop, slice, peel, skin, flesh, mix, cup Words to describe the fruit: chewy, slimy, slippery, sugary, bitter, soft, sweet, crunchy, sour, juicy, smooth	<p>I can describe the ingredients and the importance of a varied diet.</p> <p>I can understand the climate that tropical fruits grow in.</p> <p>I can relate food to eat well plate and understand that there are different groups of foods.</p> <p>I can describe the importance of having 'five a day.'</p> <p>I can choose the fruits I would like to use for the fruit salad.</p> <p>I can explain hygiene and how keep the area I am preparing food hygienic.</p> <p>I can cut, peel and grate with increasing confidence.</p> <p>I can evaluate my fruit salad after I have created it and describe what I would keep the same/ change next time.</p>	<p>Design, Make & Evaluate</p> <p>Food and Nutrition Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p>	<p>Understand where different fruits come from and the tropical climate in which certain fruits must grow.</p> <p>Explore how we receive the fruit through importation.</p> <p>Discuss the importance of a varied diet and relate fruit to the eat well plate.</p> <p>Explore different fruits and describe their tastes.</p> <p>Decide the fruits that will be used for the fruit salad.</p> <p>Use knives safely to peel and cut the fruit into smaller pieces.</p> <p>Evaluate the fruit salad by stating what could be kept the same/changed next time.</p>
Spring 2 nd	<p>Roald Dahl</p> <p>(Puppets - Textiles and mechanisms)</p>	<p>Glove puppets – felt, needle, wool, glue, googly eyes, sequins, buttons, scissors, gem stones. Fabric, pipe cleaners, card, small wooden sticks, lolly pop sticks</p> <p>Pop up puppet – wooden dowel, saw, fabric, model magic, glue, cup, googly eyes, sequins, buttons, scissors, gem stones, fabric, pipe cleaners, card, small wooden sticks, lollipop sticks.</p>	<p>I can explore existing puppets and describe their use.</p> <p>I can design my own puppet based on a list of design criteria and identify the items I will need to create it.</p> <p>I can create a design of my product and use the design to make the product.</p> <p>I can select from a range of appropriate tools and equipment to make my puppet.</p> <p>I can use materials of the correct size.</p> <p>I can describe some different characteristics of materials.</p> <p>I can join materials in different ways using appropriate methods e.g. measuring, cutting, sticking and sewing.</p> <p>I can evaluate my product based on the design I had initially created and against the design criteria of creating a puppet.</p> <p>I can use my own ideas to try to make a product stronger.</p>	<p>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</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> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p>	<p>Explore a range of existing puppets and describe their use.</p> <p>Design the puppet I am making and choose the materials needed to create it.</p> <p>Make the puppet by joining it using appropriate methods.</p> <p>Evaluate the puppets against the design criteria and state how it could be made better/stronger.</p>
Summer 2 nd	<p>Seaside</p> <p>(Seaside vehicles - Mechanisms)</p>	Vehicles, levers, sliders, wheels, axles, box, wooden dowling, paint, wheels, saw, split pins, scissors, paper, masking tape, glue, ruler	<p>I can explore different levers, slides, wheels and axles.</p> <p>I can explore how structures can be made stronger and more stable.</p> <p>I can understand how to use wheels and axles in my product.</p> <p>I can design my product based on a design criteria.</p> <p>I can select from and use a wide range of materials and components, including construction materials according to their characteristics.</p> <p>I can select and use different tools to join the vehicle I am creating.</p> <p>I can evaluate my vehicle after I have created it against a design criteria and describe how it can be made better/stronger next time.</p>	<p>Design, Make & Evaluate</p> <p>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.</p>	<p>Explore a range of existing vehicles (toys)</p> <p>Explain the use of the vehicles and explain how they move using the different mechanisms.</p> <p>Design a vehicle using the design criteria and select appropriate materials to make it.</p> <p>Make the vehicle ensuring that the mechanism is working.</p> <p>Evaluate the vehicle based on the design criteria and describe how it can be made stronger.</p>

SEND Adaptations – Teacher/TA to support children to achieve the Learning Objective by making adaptations such as:

- Providing children with examples of finished product (where appropriate).
- Adapting resources if needed to, such as using the easy grip knives for chopping, using larger needles for sewing, using tools when shaping clay, using easi-grip/long loop scissors to cut, using the larger saws.
- Children to be given the opportunity to share how they want to make their product but adult to scribe the ideas if need be.
- Use of STEM sentences to support children to share their plans and evaluations.
- Allowing for extra time when making products with the children.
- Providing more support in smaller groups when children are making products.