

KEY STAGE 1 DT CYCLE A			
	AUTUMN Animal Adventures	SPRING Explorers	SUMMER Down at the Farm
TOPIC	Textiles - Animal Puppets	Mechanical Systems - A vehicle for The Gruffalo to get safely through the woods	Food - Dips & Dippers
Y1	<ul style="list-style-type: none"> <li>▶ Use pictures and words to convey what they want to design / make.</li> <li>▶ Explore ideas by rearranging materials.</li> <li>▶ Use mock-ups e.g. recycled material trial models to try out their ideas.</li> <li>▶ Select materials from a limited range.</li> <li>▶ Explain what they are making.</li> <li>▶ Explore existing products and investigate how they have been made (including teacher-made examples).</li> <li>▶ Cut out shapes which have been created by drawing round a template.</li> <li>▶</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use pictures and words to convey what they want to design / make.</li> <li>▶ Select pictures to help develop ideas.</li> <li>▶ Use mock-ups e.g. recycled material trial models to try out their ideas.</li> <li>▶ Select materials from a limited range.</li> <li>▶ Explain what they are making.</li> <li>▶ Explore existing products and investigate how they have been made (including teacher-made examples).</li> <li>▶ Talk about their design as they develop and identify good and bad points.</li> <li>▶ Start to use technical vocabulary.</li> <li>▶ Join materials in a variety of ways</li> <li>▶ Decorate using a variety of techniques.</li> <li>▶ Know some ways of making structures stronger.</li> <li>▶ Know how to make a simple structure more stable.</li> <li>▶ Attach wheels to a chassis using an axle.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Explain what they are making.</li> <li>▶ Name the tools they are using.</li> <li>▶ Say what they like and do not like about items they have made and attempt to say why.</li> <li>▶ Group familiar food products e.g. fruit and vegetables.</li> <li>▶ Cut and chop a range of ingredients.</li> <li>▶ Work safely and hygienically.</li> <li>▶ Know about the need for a variety of foods in a diet.</li> </ul>
Y2	<ul style="list-style-type: none"> <li>▶ Propose more than one idea for their product.</li> <li>▶ Use drawings to record ideas as they are developed.</li> <li>▶ Explain which materials they are using and why.</li> <li>▶ Decide how existing products do / do not achieve their purpose.</li> <li>▶ Discuss how closely their finished product meets their own design criteria.</li> <li>▶ Cut out shapes which have been created by drawing round a template.</li> <li>▶</li> </ul>	<ul style="list-style-type: none"> <li>▶ Propose more than one idea for their product.</li> <li>▶ Use drawings to record ideas as they are developed.</li> <li>▶ Add notes to drawings to help explanations.</li> <li>▶ Discuss their work as it progresses.</li> <li>▶ Select and name the tools needed to work the materials.</li> <li>▶ Explain which materials they are using and why.</li> <li>▶ Decide how existing products do / do not achieve their purpose.</li> <li>▶ Start to use technical vocabulary.</li> <li>▶ Join materials in a variety of ways.</li> <li>▶ Know some ways of making structures stronger.</li> <li>▶ Attach wheels to a chassis using an axle.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Cut, peel, grate, chop a range of ingredients.</li> <li>▶ Work safely and hygienically.</li> <li>▶ Know about the <i>Eatwell Plate</i>.</li> <li>▶ Understand where food comes from.</li> <li>▶ Select and name the tools needed to work the materials.</li> </ul>
KEY FIGURE	Paul Klee - Puppet designer		Jamie Oliver - Healthy Eating
Purpose/ User	Toy for performing nursery rhyme User = Preschool child	For getting safely through the woods User = Gruffalo	Healthy snack User = KS2

KEY STAGE 1 DT CYCLE B			
	AUTUMN Fire! Fire!	SPRING Growth and Green Fingers	SUMMER Robots
TOPIC	Structures - Pop Ups	Food - Making Fruit Salads	Structures - Chair for No-Bot
Y1	<ul style="list-style-type: none"> <li>▶ Explain what they are making.</li> <li>▶ Explore existing products and investigate how they have been made (including teacher-made examples).</li> <li>▶ Talk about their design as they develop and identify good and bad points.</li> <li>▶ Say what they like and do not like about items they have made and attempt to say why.</li> <li>▶ Cut out shapes which have been created by drawing round a template.</li> <li>▶ Join materials in a variety of ways</li> <li>▶ Decorate using a variety of techniques.</li> <li>▶ Know how to make a simple structure more stable.</li> <li>▶ Know some different ways of making things move in a 2-D plane.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Explain what they are making.</li> <li>▶ Name the tools they are using.</li> <li>▶ Say what they like and do not like about items they have made and attempt to say why.</li> <li>▶ Group familiar food products e.g. fruit and vegetables.</li> <li>▶ Cut and chop a range of ingredients.</li> <li>▶ Work safely and hygienically.</li> <li>▶ Know about the need for a variety of foods in a diet.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use pictures and words to convey what they want to design / make.</li> <li>▶ Explore ideas by rearranging materials.</li> <li>▶ Select pictures to help develop ideas.</li> <li>▶ Use mock-ups e.g. recycled material trial models to try out their ideas.</li> <li>▶ Select materials from a limited range.</li> <li>▶ Explain what they are making.</li> <li>▶ Talk about their design as they develop and identify good and bad points.</li> <li>▶ Say what they like and do not like about items they have made and attempt to say why.</li> <li>▶ Start to use technical vocabulary.</li> <li>▶ Cut out shapes which have been created by drawing round a template.</li> <li>▶ Join materials in a variety of ways</li> <li>▶ Know some ways of making structures stronger.</li> <li>▶ Show how to stiffen some materials.</li> </ul>
Y2	<ul style="list-style-type: none"> <li>▶ Propose more than one idea for their product.</li> <li>▶ Add notes to drawings to help explanations.</li> <li>▶ Discuss their work as it progresses.</li> <li>▶ Discuss how closely their finished product meets their own design criteria.</li> <li>▶ Cut out shapes which have been created by drawing round a template.</li> <li>▶ Join materials in a variety of ways.</li> <li>▶ Decorate using a variety of techniques.</li> <li>▶ Know how to make a simple structure more stable.</li> <li>▶ Know some different ways of making things move in a 2-D plane.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Cut, peel, grate, chop a range of ingredients.</li> <li>▶ Work safely and hygienically.</li> <li>▶ Know about the <i>Eatwell Plate</i>.</li> <li>▶ Understand where food comes from.</li> <li>▶ Select and name the tools needed to work the materials.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Propose more than one idea for their product.</li> <li>▶ Use ICT to communicate ideas.</li> <li>▶ Use drawings to record ideas as they are developed.</li> <li>▶ Add notes to drawings to help explanations.</li> <li>▶ Discuss their work as it progresses.</li> <li>▶ Select and name the tools needed to work the materials.</li> <li>▶ Explain which materials they are using and why.</li> <li>▶ Discuss how closely their finished product meets their own design criteria.</li> <li>▶ Start to use technical vocabulary.</li> <li>▶ Cut out shapes which have been created by drawing round a template.</li> <li>▶ Join materials in a variety of ways.</li> <li>▶ Know some ways of making structures stronger.</li> <li>▶ Show how to stiffen some materials.</li> </ul>
KEY FIGURE	Peter Dahmen - Pop Up Artist		Benjamin Franklin
Purpose/ User	Educational poster User = EYFS child	School trip snack User = Child on a school trip	Comfy chair User = No-Bot