DT		Autumn	Spring	Summer
Year 1 & 2	**Design** • use own ideas to design something and describe how their own idea works • design a product which moves • explain to someone else how they want to make their product, the specific textiles chosen and make a simple plan before making **Making** • use own ideas to make something • make a product which moves • choose appropriate resources and tools and explain why they have chosen them • join components in different ways • measure materials to use in a structure **Evaluating** • describe how something works • explain what works well and not so well in the model they have made **Technical knowledge** • make their model stronger and use wheels and axles when appropriate			
	Year A	**All about me** Design – design functional for others, use design criteria, talk, draw, use templates' Make – cutting, joining, shaping, finishing, select materials and components by characteristics, use scissors and hole punch Evaluate – explore existing products, evaluate product Technical Knowledge –wheels and axles		**Textiles- weaving** Group weaving, Explore fabric, string & yarns, Explore tying, knotting, fraying, fringing, pulling, twisting and plaiting,
	Year B	**Design** Design – design criteria includes purpose function and appeal, generate, develop, model and communicate ideas. ICT - Spexs Make – use scissors, rulers, materials and components Evaluate – explore, evaluate existing products and own design using criteria Technical Knowledge – strong, stiff, stable structures, sliders and levers **Farming** Understand where food comes from		**Textiles- dyeing** Explore natural/food dyes, peg tie dye, **Textiles- stitching** Thread needles and beads, use running stitch on binka/hessian, add buttons,

Year 3 & 4

Design

- prove that a design meets a set criteria.
- design a product and make sure that it looks attractive
- choose a material for both its suitability and its appearance
- use ideas from other people when designing
- produce a plan and explain it
- persevere and adapt work when original ideas do not work
- communicate ideas in a range of ways, including by sketches and drawings which are annotated

Making

- follow a step-by-step plan, choosing the right equipment and materials
- select the most appropriate tools and techniques for a given task
- make a product which uses both electrical and mechanical components
- work accurately to measure, make cuts and make holes
- know which tools to use for a particular task and show knowledge of handling the tool
- know which material is likely to give the best outcome
- measure accurately

Evaluating

- explain how to improve a finished model
- know why a model has, or has not, been successful
- evaluate and suggest improvements for design
- evaluate products for both their purpose and appearance
- explain how the original design has been improved
- present a product in an interesting way

Technical knowledge

- know how to strengthen a product by stiffening a given part or reinforce a part of the structure
- use a simple IT program within the design
- know how to strengthen a product by stiffening a given part or reinforce a part of the structure
- use a simple IT program within the design

Year A		**Trains Planes and Automobiles** Technical Knowledge – understand and use electrical systems, key events and individuals – railways, use wire cutters/strippers **Toys** Make – select form a range of materials according to aesthetic qualities Using saws, hammers, nails, sandpaper, bench hook, craft knife Evaluate – against design criteria, views of others	**Textiles- sewing, dyeing, patchwork & applique** Sew on binka/hessian, cross stitch & other mark making techniques, embroidery techniques, Print on fabric, Explore applique and patchwork, 2 colour tie dye using elastic bands/string,
Year B	**Design**		

		Design – Research and develop design criteria, innovative, appealing, fit for purpose, consider audience. Design board communicated and created, cross section and prototype Make – Select equipment, materials, ingredients, functional properties. Use digital scales, grater, hob, knife Evaluate – Analyse existing products, evaluate ideas again design criteria. Key events and individuals		

<table>
<tr>
<td rowspan="2">Year 5 & 6</td>
<td colspan="4">Design
• come up with a range of ideas after collecting information from different sources, use market research to inform plans and ideas.
• produce a detailed, step-by-step plan
• explain how a product will appeal to a specific audience
• follow and refine original plans
• justify planning in a convincing way
• show that culture and society is considered in plans and designs
• design a product that requires pulleys or gears
Making
• use a range of tools and equipment competently
• make a prototype before making a final version
• know which tool to use for a specific practical task
• know how to use any tool correctly and safely
• know what each tool is used for
• explain why a specific tool is best for a specific action
• make a product that relies on pulleys or gears
Evaluating
• suggest alternative plans; outlining the positive features and draw backs
• evaluate appearance and function against original criteria
• know how to test and evaluate designed products
• explain how products should be stored and give reasons
• evaluate product against clear criteria
Technical knowledge
• use electrical systems correctly and accurately to enhance a given product
• use knowledge to improve a made product by strengthening, stiffening or reinforcing
• links scientific knowledge to design by using pulleys or gears
• uses more complex IT program to help enhance the quality of the product produced, know which IT product would further enhance a specific product
• use knowledge to improve a made product by strengthening, stiffening or reinforcing</td>
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<tr>
<td>Year A</td>
<td></td>
<td><u>Toys</u>
<u>Design</u> – research, develop design criteria, functional, appealing, purpose. Sketches and discussion
<u>Make</u> – Wide range of tools and materials, cutting, joining, shaping and finishing Using drills, drill press, vice, clamp, mitre, glue gun</td>
<td>Textiles
Dyeing- batik, using natural dies,
Sewing for decoration and joining,
Textiles within collage,
Painting or printing on fabric as a basis for embroidery,
Soft sculpture- collaborative work- Lucy Sparrow,</td>
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</table>

			Evaluate – investigate and analyse existing products, evaluate own design Technical Knowledge – Strength, stiffen and reinforce, gears ,pulleys, cams, levers and linkages	
	Year B	**Design** Design – research, develop design criteria cross sectional and exploded diagrams, computer aided design Make – use range of equipment and materials, using screw driver, pliers Evaluate – evaluate against own design criteria, others view for improvement Technical Knowledge – electrical systems, use computing to programme, monitor and control product.		

KS1 Regular cooking sessions		**Cooking** Cut food safely Weigh ingredients to use in a recipe Describe the ingredients used when making a dish or cake Prepare healthy and varied dishes Understand where food comes from Juicer, swivel peeler, whisk, measuring spoons, table knife, kitchen scissors, grater	**Cooking** Cut food safely Weigh ingredients to use in a recipe Describe the ingredients used when making a dish or cake Prepare healthy and varied dishes Understand where food comes from Juicer, swivel peeler, whisk, measuring spoons, table knife, kitchen scissors, grater	**Cooking** Cut food safely Weigh ingredients to use in a recipe Describe the ingredients used when making a dish or cake Prepare healthy and varied dishes Understand where food comes from Juicer, swivel peeler, whisk, measuring spoons, table knife, kitchen scissors, grater
KS2 Regular cooking sessions		**Cooking** • describe how food ingredients come together • weigh out ingredients and follow a given recipe to create a dish • talk about which food is healthy and which food is not • know when food is ready for harvesting • know how to be both hygienic and safe when using food • bring a creative element to the food product being designed • know how to prepare a meal by collecting the ingredients in the first place • know which season various foods are available for harvesting • explain how food ingredients should be stored and give reasons • work within a budget to create a meal • understand the difference between a savoury and sweet dish Understand and apply principles of a healthy diet. Prepare and cook savoury dishes, range of cooking techniques. Seasonality, where ingredients are grown and processed	**Cooking** • describe how food ingredients come together • weigh out ingredients and follow a given recipe to create a dish • talk about which food is healthy and which food is not • know when food is ready for harvesting • know how to be both hygienic and safe when using food • bring a creative element to the food product being designed • know how to prepare a meal by collecting the ingredients in the first place • know which season various foods are available for harvesting • explain how food ingredients should be stored and give reasons • work within a budget to create a meal • understand the difference between a savoury and sweet dish Understand and apply principles of a healthy diet. Prepare and cook savoury dishes, range of cooking techniques. Where ingredients are reared and processed	**Cooking** • describe how food ingredients come together • weigh out ingredients and follow a given recipe to create a dish • talk about which food is healthy and which food is not • know when food is ready for harvesting • know how to be both hygienic and safe when using food • bring a creative element to the food product being designed • know how to prepare a meal by collecting the ingredients in the first place • know which season various foods are available for harvesting • explain how food ingredients should be stored and give reasons • work within a budget to create a meal • understand the difference between a savoury and sweet dish Understand and apply principles of a healthy diet. Prepare and cook savoury dishes, range of cooking techniques. Where ingredients are caught and processed.
		LKS2 – garlic press, swivel peeler, blender, measuring jug, digital scales, vegetable knife, grater, hob	UKS2 – As LKS2 incl. analogue scales, kettle, grill, oven	