

Key Outcomes for DT		
By the end of EYFS...	By the end of KS1...	By the end of KS2
<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. <p>ELG Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p>Pupils should be taught about:</p> <p>Design:</p> <ul style="list-style-type: none"> • 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>Make:</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks e.g. 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>Evaluate:</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products. • Evaluate their ideas and products against design criteria. <p>Technical knowledge:</p> <ul style="list-style-type: none"> • Build structures, exploring how they can be made stronger, stiffer and more stable. • Explore and use mechanisms e.g. levers, sliders, wheels and axles, in their products. <p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to prepare dishes. • Understand where food comes from. 	<p>Pupils should be taught about:</p> <p>Design:</p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make:</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing, accurately. • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <p>Evaluate:</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Understand how key events and individuals in design and technology have helped shape the world. <p>Technical knowledge:</p> <ul style="list-style-type: none"> • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • Understand and use mechanical systems in their products e.g. gears, pulleys, cams, levers and linkages. • Understand and use electrical systems in their products e.g. series circuits incorporating switches, bulbs, buzzers and motors. • Apply their understanding of computing to program, monitor and control their products. <p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> • Understand and apply the principles of a healthy and varied diet. • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

DT Topic Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	<ul style="list-style-type: none"> -Users -Making choices -Experience of using basic tools (scissors, punches) 	<ul style="list-style-type: none"> -Exploring materials -Fixing and fastening -Cutting, shaping and joining -Experience of different methods of joining card and paper. 	<ul style="list-style-type: none"> -Making connections -Creative thinking -Construction -Building walls, towers and frameworks 	<ul style="list-style-type: none"> -Construction -Innovating -Making choices -Exploring materials -Making connections -Connecting ideas 	<ul style="list-style-type: none"> -Science, D & T focus -Innovating -Exploring materials -Connecting ideas -Working with paper and card - Making flaps and hinges 	<ul style="list-style-type: none"> -Reflecting -Questioning
Y1		DMEA: Moving Pictures FT – Making Porridge	FT: Freestanding Structures – create a Great Fire of London scene/ street		IEA: Electrical Systems Are bugs conductors of electricity? IEA: Hungry Caterpillar fruit and veg tasting	DMEA Healthy sandwich for a teddy bear’s picnic
Y2	DMEA: Previously Victorian Carts in Autumn 1 (wheels, moving toys) <i>Needs updating</i>	FT: making healthy dippers	FT: Making a Bookmark (Textiles) IEA: compare traffic light panels on breakfast food			DMEA: Making a potato salad
Y3	Cooking + Nutrition: Tomato Tasting	DMEA Electrical systems – machines and monsters		Freestanding Structures (FT) – links to sculpture in art. Cooking + Nutrition: fruit snacks		DMEA Cooking + Nutrition: Pizza
Y4		FT: Mechanisms – make a moving Christmas card		DMEA Textiles – Kindness quilt	IEA – Cheese tasting DMEA- To design and make an egg-based dish using home-grown produce from veg plot.	
Y5	IEA Evaluating packed lunches against 5 a day/ Eatwell guide		DMEA: Mechanical/ electrical systems -Fairgrounds		FT To practice grating, mixing, stirring creating sandwich fillers (veggie, fish, meat option) that could be used in packed lunches.	DMEA To design and make a dish from a country of your choice for a world food tasting session.
Y6					DMEA: Textiles - a pencil case FT – pastries and cake IEA – Tasting global foods DMEA -Design a ‘Global food tasting session’ for parents using various	DMEA: Electrical systems - alarms Food – 3 course meals

					ingredients from around the world with a focus on deserts.	
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