

		Autumn	Spring	Summer
Maple Class Year A		Playgrounds	Wheel and Axles	Textiles
		<p><u>Making Children can:</u> Planning with support, follow a simple plan or recipe; select from a range of materials, textiles and components according to their characteristics; Practical skills and techniques learn to use hand tools safely and appropriately use a range of materials and components, with help, measure and markout; cut, shape and score materials with some accuracy; assemble, join and combine materials, components or ingredients; begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.</p>	<p><u>Technical Knowledge Children can:</u> build simple structures, exploring how they can be made stronger, stiffer and more stable; talk about and start to understand the simple working characteristics of materials and components; explore and create products using mechanisms, such as levers, sliders and wheels. <u>Making Children can:</u> Planning with support, follow a simple plan or recipe; select from a range of materials and components according to their characteristics; Practical skills and techniques learn to use hand tools safely and appropriately use a range of materials and components, with help, measure and markout; cut, shape and score materials with some accuracy; assemble, join and combine materials, components begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.</p>	<p><u>Making Children can:</u> Planning select from a range of materials, textiles and components according to their characteristics; Practical skills and techniques use a range of materials and components, including textiles with help, measure and markout; cut, shape and score materials with some accuracy; assemble, join and combine materials demonstrate how to cut, shape and join fabric to make a simple product; manipulate fabrics in simple ways to create the desired effect; use a basic running stitch; begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.</p>
Maple Class Year B		Moving Mechanisms	Packed lunch problems	Buntin (Textiles) Sensational Salads
		<p><u>Technical Knowledge Children can:</u> build simple structures, exploring how they can be made stronger, stiffer and more stable; talk about and start to understand the simple working characteristics of materials and components; explore and create products using mechanisms, such as levers, sliders and wheels. <u>Making Children can:</u> Planning with support, follow a simple plan or recipe; select from a range of materials and components according to their characteristics; Practical skills and techniques learn to use hand tools safely and appropriately use a range of materials and components, with help, measure and markout; cut, shape and score materials with some accuracy; assemble, join and combine materials, components begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.</p>	<p><u>Nutrition Children can:</u> explain where in the world different foods originate from; understand that all food comes from plants or animals; understand that food has to be farmed, grown elsewhere (e.g. home) or caught; name and sort foods into the five groups in the Eatwell Guide; understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why; use what they know about the Eatwell Guide to design and prepare dishes. <u>Making Children can:</u> Planning with support, follow a simple plan or recipe; begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer; Practical skills and techniques learn to use kitchen equipment safely and appropriately and learn to follow hygiene procedures; use a range of food ingredients; assemble, join and combine ingredients; cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups;</p>	<p><u>Nutrition Children can:</u> explain where in the world different foods originate from; understand that all food comes from plants or animals; understand that food has to be farmed, grown elsewhere (e.g. home) or caught; name and sort foods into the five groups in the Eatwell Guide; understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why; use what they know about the Eatwell Guide to design and prepare dishes. <u>Making Children can:</u> Planning with support, follow a simple plan or recipe; begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer; Practical skills and techniques learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures; use a range of materials, including textiles and food ingredients; with help, measure and markout; cut, shape and score materials with some accuracy; assemble, join and combine materials, components or ingredients; demonstrate how to cut, shape and join fabric to make a simple product; manipulate fabrics in simple ways to create the desired effect; use a basic running stitch; cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups; begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.</p>

The KS1 Design and Evaluation aspects of DT are outlined below and will be covered through each unit.

Design Children can:

- use their knowledge of existing products and their own experience to help generate their ideas;
- design products that have a purpose and are aimed at an intended user;
- explain how their products will look and work through talking and simple annotated drawings;
- design models using simple computing software;
- plan and test ideas using templates and mock-ups;
- understand and follow simple design criteria;
- work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment.

Evaluate Children can:

- explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations;
- explain positives and things to improve for existing products;
- explore what materials products are made from;
- talk about their design ideas and what they are making;
- as they work, start to identify strengths and possible changes they might make to refine their existing design;
- evaluate their products and ideas against their simple design criteria;
- start to understand that the iterative process sometimes involves repeating different stages of the process.