



Design Technology Curriculum Sequence of Knowledge and Skills

| | | Autumn Term | | Spring Term | | Summer Term | |
|-------------|-------------------------|--|--|---|--|--|---|
| EYFS | Topic | Marvellous Me | People Who Help Us | Ready, Steady, Go | What Came First? | Donaldson's Animal Adventures | Superfoods! -Making a fruit yogurt |
| | Links to Prior Learning | <ul style="list-style-type: none"> Experience of using different media Have experience using their imagination in role-play situations | <ul style="list-style-type: none"> Know the names of different tools Know that they can use a range of materials to create pictures Know where the resources are in the classroom | <ul style="list-style-type: none"> Know which tool to use for a purpose Know how to use different tools | <ul style="list-style-type: none"> Know which tools and resources can be used to join materials Know that work can be changed | <ul style="list-style-type: none"> Have a purpose to a construction | <ul style="list-style-type: none"> Know materials and tools need to be used safely |
| | Knowledge | <ul style="list-style-type: none"> Know the names of different tools and materials Know that they can use a range of materials to create pictures Know where the resources are in the classroom | <ul style="list-style-type: none"> Know which tool to use for a purpose Know how to use different tools Know a purpose is needed before constructing | <ul style="list-style-type: none"> Know which tool to use for a purpose Know how to use different tools Learn to select tools, media and materials Begin to understand that work can be changed | <ul style="list-style-type: none"> Know a purpose is needed before constructing Select tools, media and materials Understand that work can be changed | <ul style="list-style-type: none"> Know materials and tools need to be used safely Begin to experiment with materials and resources in a variety of ways | <ul style="list-style-type: none"> Experiment with materials and resources in a variety of ways Develop understanding of food hygiene Begin to develop cutting skills with the support of adults. Discuss what fruits they like and dislike, explaining how they tasted |
| | Skills | <ul style="list-style-type: none"> Use scissors safely Use glue to fix materials together | <ul style="list-style-type: none"> Use scissors safely Beginning to use simple tools and techniques competently and appropriately | <ul style="list-style-type: none"> To construct with a purpose in mind learn that media can be combined to | <ul style="list-style-type: none"> Continue to experiment with combining different media Manipulate materials | <ul style="list-style-type: none"> Begin to develop original ways to use media and materials Begin to represent own | <ul style="list-style-type: none"> Develop original ways to use media and materials Represent own thoughts and feelings |



| | | | | | | | |
|--------|-------------------------|---|---|---|--|---|---|
| | | | <ul style="list-style-type: none"> Begin to consider purpose when constructing Beginning to create simple representations of events, people and objects | <ul style="list-style-type: none"> create new effects Learn how to adapt when necessary Use tools competently and appropriately Use scissors appropriately | <ul style="list-style-type: none"> to achieve a planned effect Create simple representations in original ways to represent thoughts and feelings Use scissors appropriately | <ul style="list-style-type: none"> thoughts and feelings through design and technology Use scissors effectively | <ul style="list-style-type: none"> through design and technology Chopping, mashing and mixing Use scissors effectively |
| | Key Vocabulary | Cut, Stick, Glue stick, Tape, Paper, Tools, Carefully, Safely | Construct, Explore, Create | Fold, combine (join together), Adapt (change) | Experiment, Materials, Resources, Explore | Represent, Attach, Manipulate (in a variety of ways) | Chop, mash, ideas, Plan, Taste, Prepare |
| Year 1 | Topic | Courageous Knights and Dangerous Dragons (Autumn 2) Sliders and Levers | Jumbo Giants and Beautiful Beanstalks (Spring 2) Food technology- Fruit Salad | Bucket Full of Memories (Summer 2) Freestanding structures- designing a bridge | | | |
| | Links to Prior Learning | Early experiences of working with paper and card to make simple flaps and hinges. Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape. | Generating ideas from previous experiences Naming fruit and vegetables Peeling and slicing soft fruits with help. | Experience of using construction kits to build walls, towers and frameworks. Experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card. Experience of different methods of joining card and paper | | | |
| | Knowledge | Know what a lever is Know what a slider is Know what the words design and make means | To know how to wash our hands Name the bridge and claw technique Know where fruit comes from | Name at least one type of bridge Name parts of a bridge Know what evaluating is and why it is important | | | |
| | Skills | Research Explore a range of existing books and everyday products that use simple sliders and levers. Designing • Plan their ideas through drawings and labels. Making | Research Research where a range of fruit comes from. Designing Generate ideas considering healthy eating and personal preference. Communicate their ideas through drawing and labelling | Research Explore different types of bridges around the world. Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. Designing | | | |



| | | | | |
|--------|-------------------------|---|---|---|
| | | <ul style="list-style-type: none"> Select and use tools, explaining their choices, to cut, shape and join paper and card. Use simple finishing techniques suitable for the product they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. | <p>Making</p> <p>Recall and carryout the getting ready to cook steps, with support.</p> <p>Perform simple food preparation skills safely and hygienically (e.g. <i>peel, mash, juice, cut, spoon, arrange</i>).</p> <p>Make a fruit salad</p> <p>Evaluate</p> <p>Evaluate what fruit they like/dislike and why.</p> <p>Evaluate their fruit salad and suggest ways it could be modified or improved in the future.</p> | <p>Plan their ideas through drawings and labels</p> <p>Making •</p> <p>Select and use tools, skills and techniques, explaining their choices.</p> <p>Select new and reclaimed materials and construction kits to build their structures.</p> <p>Use simple finishing techniques suitable for the structure they are creating.</p> <p>Evaluating</p> <p>Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.</p> |
| | Key Vocabulary | Slider Lever Pivot Mechanism | fruit names names of equipment and utensils healthy diet ingredients | structure, <i>weak, strong</i> , straight, curved Beam bridge Arch bridge Jink's triangles |
| Year 2 | Topic | Great Fire of London: Textiles- Puppets (Autumn 2) | Our World Our Future: Food technology Pizzas (Spring 2) | Fly me to the moon: Mechanisms (Wheels and axels) (Summer 1) |
| | Links to Prior Learning | <p>Materials</p> <ul style="list-style-type: none"> Properties of different materials DT (Year 1 we're going on a bear hunt) Joining and finishing techniques <ul style="list-style-type: none"> Cut and joined fabrics with simple techniques. Thought about the audience and purpose of products | <ul style="list-style-type: none"> Year 1 cutting and spreading skills <p>Living things and their habitats (Year 2 science)</p> <ul style="list-style-type: none"> Plants <p>Materials and recycling</p> <ul style="list-style-type: none"> Recyclable materials and alternatives to plastic <p>Maths (Year 1 and 2 Measuring and fractions)</p> <ul style="list-style-type: none"> Weighing different materials in grams Measuring liquids in ml half and quarters | <p>Materials (Year 2 science)</p> <ul style="list-style-type: none"> Different materials and their properties and their uses |
| | Knowledge | <ul style="list-style-type: none"> How to use research to inform planning. | <ul style="list-style-type: none"> Food hygiene | <ul style="list-style-type: none"> Which transport was used during the First Moon Landing |



| | | | | |
|--|---------------|---|---|--|
| | | <ul style="list-style-type: none"> Name and understand a variety of joining and finishing techniques. Learn how to adjust their design through continual evaluation. that there are different types of puppets that puppets are made up of different parts | <ul style="list-style-type: none"> Understand healthy eating and why we should eat some foods more than others Discuss why bread rises because of the yeast. | <ul style="list-style-type: none"> Understanding of the terrain of the moon – to support decision making about materials Understand why the transport is needed and what it will be for Suitable materials to use on a mode of transport |
| | <p>Skills</p> | <p>Designing</p> <ul style="list-style-type: none"> Design functional, purposeful, appealing products for themselves and other users based on design criteria <p>Making</p> <ul style="list-style-type: none"> Develop cutting skills, cutting a range of different materials Develop joining skills: Sewing and gluing Select from and use a range of tools and equipment to perform practical tasks e.g. moving Develop basic sewing techniques use a template to mark out identical pieces of fabric mark out, cut and join fabric pieces to make the main part of their puppet to use appropriate finishing techniques <p>Evaluating</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products Compare different joining and finishing techniques Evaluate their product based on the design criteria. | <p>Designing</p> <ul style="list-style-type: none"> Generate ideas considering healthy eating and personal preference. Communicate their ideas through drawing and labelling and a written recipe Consider their audience when designing <p>Making</p> <ul style="list-style-type: none"> Develop cutting and grating skills, developing their claw grip to cut items safely. Measuring accurately using a range of equipment. Mixing and kneading skills Spreading select from and use a range of tools and equipment to perform practical tasks Follow the rules for safety and hygiene <p>Evaluating</p> <ul style="list-style-type: none"> Explore and evaluate a range of different pizza toppings, recording people’s favourite toppings using a tally. Evaluate the success of their pizza comparing it to their design and design criteria. Evaluate the taste, texture and appearance of their pizza. | <p>Designing</p> <ul style="list-style-type: none"> Develop their own design, success criteria. Design functional, purposeful, appealing products for themselves and other users based on design criteria Research existing products and use this knowledge to inform their design <p>Making</p> <ul style="list-style-type: none"> Create an object with moving parts (wheels) Select from and use a range of tools and equipment to perform practical tasks e.g. moving Safely saw a wooden dowel and measure it to the correct length. Use appropriate finishing techniques <p>Evaluating</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate the best methods to make their products stronger and make their parts secure. Evaluate their final product based on their design, design criteria and how well it moves. |



| | | | | |
|--|----------------|---|---|--|
| | Key Vocabulary | Template Joining Finishing techniques Needle Sewing Fabric running stitch seam, stitch, thread, Research Design Make Evaluate Purpose Audience Template | Food hygiene Rising Kneading Cutting Grating Research Talley Claw grip Recipe Ingredients Research Design Make Evaluate Purpose Audience Template | Wheel Axel Moving part Transport Vehicle Wheel Axle body cab cutting joining functional Research Design Make Evaluate Purpose Audience Template |
|--|----------------|---|---|--|