

Our children are receptive, inquisitive learners who, through our Gospel values, have a unique sense of the world

The DT Curriculum K&S at St. Teresa’s Catholic Academy – Key Stage 1

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| NC objective  Pupils should be taught to:  | Year 1  | Year 2  |
| Skills  | Knowledge  | Skills  | Knowledge  |
| Design  |   |   |   |   |
|  design purposeful, functional, appealing products for themselves and other users based on design criteria  | Have their own ideas.  Explain what they want to do, what their product is and who it is for.      | Know what they are designing and who they are designing for.  | Have their own ideas by drawing on their own and other people’s experiences.  Explain the purpose of their product and how it will be suitable for the user.  | Know what their product will be and do.    Know how to design their product with their intended user in mind.   |
|  generate, develop, model and communicate their ideas through talking, drawing, templates, mockups and, where appropriate, information and communication technology  | Be able to communicate their ideas through words, pictures and software.  | Know how to draw a simple design to communicate their ideas.  | Be able to communicate their design using pictures, words, models, diagrams and software.   | Know how to draw a simple design to communicate their ideas through various methods.   |

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|  |  |  | Use knowledge of existing products to develop their ideas  | Have an awareness of existing similar products to base their ideas on  |
| Make  |   |   |   |   |
|  select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  | Select appropriate tools for the task.    | Know the different tools they could choose from and what they do e.g. scissors, knife.  | Choose the best tools and explain choices.    | Know what tools will work best on their selected material/task and why. E.g. peeler vs knife  |
|  select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  | Select suitable materials/ components for the task.   | Know that different materials will affect their finished product.  | Select materials/ components according to their characteristics and explain their choices.  | Understand that different materials have different characteristics and uses.  Know the purpose of their product and what characteristics will be required.  |
|  practical skills and techniques  | Be able to use tools and equipment safely.  Be able to measure, cut, fold and join.    | Know how to use tools and equipment safely e.g. carrying/ using scissors correctly.  Know how to measure, cut, fold and join.   | Be able to use tools and equipment safely.  Be able to measure, cut, fold, join and fix.   | Know how to use tools and equipment safely e.g. using needles and pins carefully.  Know how to measure, cut, fold, join and fix and know is the best technique to use.  |
| Evaluate  |   |   |   |   |

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|  explore and evaluate a range of existing products  | Look at/sample existing products and say which they like and why.  | Know what they would like the product to look like.  | Look at/ sample existing products and say which they think will work best for the intended purpose/ user and why.  | Know what the purpose of the product should be, what it should look like and to explain which best suit the job and why.  |
|  evaluate their ideas and products against design criteria  | Evaluate their finished product against their design and intended purpose.  | Understand that their product is based on their design.  | Evaluate throughout the process and adapt if necessary.  Evaluate their finished product against their original design criteria.  | Understand that they can change their design if it is not working.  Know how to be constructive in relation to desired design and criteria.  |
| Structures  |   |   |   |   |
|  build structures, exploring how they can be made stronger, stiffer and more stable  | Be able to build a sturdy, freestanding structure.    | Know how to build a stable structure.    | Be able to build a freestanding structure and use a range of techniques to increase its durability.  | Know how to make structures more stable.     |
| Mechanisms  |   |   |   |   |
|  explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.  | Explore and use different mechanisms e.g. levers and sliders.    | Understand that different mechanisms produce different types of movement.  | Explore and use different mechanisms e.g. wheels and axles.  | Know which mechanisms are better suited for a particular purpose  |
| Cooking and nutrition  |   |   |   |   |
|  use the basic principles of a healthy and varied diet to prepare dishes.  | Be able to prepare and assemble a healthy dish using basic techniques.   | Know that a healthy diet consists of a range of food groups.   | Be able to prepare and assemble a healthy dish.    | Know that a healthy diet is made from five food groups.   |
|  | Be able to apply simple hygiene procedures.   | Know to wash our hands regularly.    | Be able to apply hygiene procedures.      | Know which food groups should make up more/ less of our diet.  Know to wash our hands regularly and clean surfaces to stop the spread of germs.  |
|  understand where food comes from.  | Explore where a range of fruit and vegetables come from.  | Understand that fruit and vegetables are grown.  | Explore where a range of food comes from e.g. plant or animal.  | Know where different foods come from.  Understand that fruit and vegetables are grown in different countries depending on climate.  |
| Vocabulary  | Know age-appropriate technical vocabulary relevant to their project  |