



KS1 DT CURRICULUM OVERVIEW

Year A

AUTUMN: "PEOPLE, PENGUINS & PLATYPUS"	SPRING: "EXCELLENT EXPLORERS"	SUMMER: "PLAYTIME"	
MOVING PICTURES – animals	FRUIT & VEG – where does it come from & why should we eat it?	WIND-UP MODEL – simple toy	SEWING – hand puppet
<p>OVERVIEW In this unit, pupils develop an understanding of simple mechanisms through designing and making a moving picture of an animal (linked to science and topic work). Pupils will develop their understanding of how movement can be created by investigating everyday products and making simple levers and sliders from given examples.</p>	<p>OVERVIEW In this unit, pupils develop their understanding of designing & making with food and the importance of healthy eating. They make choices based on the properties of different fruit & veg in order to design and make a product for a particular target group.</p>	<p>OVERVIEW In this unit, pupils are introduced to winding mechanisms. Pupils will explore making winding mechanisms using construction kits and reclaimed materials. Children will use the context of a nursery rhyme to make a simple toy for a younger child.</p>	<p>OVERVIEW In this unit, pupils make a textile product by marking, cutting and joining pieces of fabric. Pupils look at a selection of hand-puppets and base their design on their investigations into how different puppets are made and who they are designed for.</p>
<p>PRIOR LEARNING – Pupils will have:</p> <ul style="list-style-type: none"> Used scissors safely to cut paper / thin card. Joined materials using tape, glue, paper fasteners. Drawn pictures and cut them out. Followed simple spoken instructions. 	<p>PRIOR LEARNING – Pupils will have:</p> <ul style="list-style-type: none"> Seen and handled common fruit and veg Developed ideas through discussion Cut soft fruit and vegetables 	<p>PRIOR LEARNING – Pupils will have:</p> <ul style="list-style-type: none"> Used construction kits Made strong & stable structures Discussed their ideas 	<p>PRIOR LEARNING – Pupils will have:</p> <ul style="list-style-type: none"> Drawn around a template / stencil Joined sheet materials using glue Discussed ideas with others Drawn products
<p>VOCABULARY DESIGNING: ideas, discuss, choose, drawing, labelling MAKING: hole-punch, paper-fastener, join, cut carefully, planning KNOWLEDGE & UNDERSTANDING: moving, handle, lever, pivot, pull, push, slider, direction, blade, metal, balance, movement, forward, backwards, order, sequence, length</p>	<p>VOCABULARY DESIGNING: choosing, investigating, tasting, arranging, experimenting, popular, sort MAKING: washing, cleaning, peeling, cutting, slicing, grating KNOWLEDGE & UNDERSTANDING: salad, fruit, vegetables, peel, flesh, skin, grater, peeler, seeds, pips, stalk, juice, root, leaf, stone, bunch</p>	<p>VOCABULARY DESIGNING: explore, investigate, choose, decide, brainstorm, fast/faster, slow/slower, quick/er MAKING: collecting, punching, connecting, fixing, straight, dowelling, masking tape, hole punch, cotton reel KNOWLEDGE & UNDERSTANDING: axle, winding mechanisms, stable structure, handle, turning, free, fixed, second, minute, timer</p>	<p>VOCABULARY DESIGNING: user, list, label, drawing, ideas, mock-up, choose, decide, evaluate MAKING: plan, template, fabric, cutting out, sewing, needle, running stitch, adding KNOWLEDGE & UNDERSTANDING: character, puppet, seam, stitch, thread, strong, quality, features, strengthen, symmetry, position</p>
END of UNIT EXPECTATIONS	END of UNIT EXPECTATIONS	END of UNIT EXPECTATIONS	END of UNIT EXPECTATIONS
<p>Pupils will have used tools safely to make a moving picture that incorporates a simple lever or slider; have used given techniques to practice their making skills and as a starting point for developing their own ideas; have been able to talk about how simple moving products.</p> <p>Y2 EXT: Pupils will have developed their own ideas from the initial starting points and will have used tools relatively accurately; have made simple judgements about their work; can explain how the lever / slider works.</p>	<p>Pupils will have gained an understanding of the properties (including taste, texture and appearance) of a range of fruit & veg; used basic tools safely to prepare and combine ingredients; recognize the importance of healthy eating; know where common fruit / veg comes from.</p> <p>Y2 EXT: Pupils will have considered alternative appropriate ideas and justified their choices as they designed and made their products.</p>	<p>Pupils will have an understanding of simple winding mechanisms and realistic suggestions as to how their ideas can be achieved; have constructed mechanisms using construction kits and reclaimed materials; have been able to say what works well in their model.</p> <p>Y2 EXT: Pupils will have communicated their ideas clearly; have taken their ideas from their own rhyme; have connected mechanisms together; made judgements about their product in relation to design idea; suggest improvements.</p>	<p>Pupils will have discussed their ideas as they developed; created a puppet that works and reflects the character, using a given technique; stitched two pieces of fabric together and added features using appropriate materials and techniques.</p> <p>Y2 EXT: Pupils will have reflected on their own ideas and have worked independently; used appropriate techniques to measure, mark out & join fabric; added features to capture particular characteristics and expressions.</p>

Year B

AUTUMN: “REMEMBER, REMEMBER...”	SPRING: “HERE & THERE”	SUMMER: “BEAUTIFUL BUILDINGS”	
VEHICLES - wheels and axles (e.g Fire engine or tank)	PLAYGROUND – for Blyth or a village in India	STRUCTURES – House / church	SEWING – Cushion / Prayer cushion
OVERVIEW In this unit, pupils learn how to make a wheeled vehicle for a specific purpose . They are encouraged to develop design ideas by investigating vehicles in the world around them.	OVERVIEW In this unit, pupils explore full-sized playground equipment and make their own models . This unit gives pupils opportunities to learn about framework structures and how to make them stable and able to support loads .	OVERVIEW In this unit, pupils develop their understanding of structures . They develop and model ideas by creating static models from sheet and reclaimed materials and construction kits. They learn how to make these structures stronger and more stable .	OVERVIEW In this unit, pupils will use a graphic program to design a cushion or prayer mat. They will learn how to use a simple paper pattern to make a product and simple joining techniques for fabrics. They learn to communicate their ideas through talking and free-hand drawing.
PRIOR LEARNING – Pupils will have: <ul style="list-style-type: none"> Joined and combined materials Cut and shaped card / reclaimed materials Made simple hinges 	PRIOR LEARNING – Pupils will have: <ul style="list-style-type: none"> Used construction kits to construct models Assembled and joined framework structures 	PRIOR LEARNING – Pupils will have: <ul style="list-style-type: none"> Used basic tools safely and appropriately Discussed ideas Worked with paper & card – cutting, shaping & joining 	PRIOR LEARNING – Pupils will have: <ul style="list-style-type: none"> Some experience of sewing (e.g. sewing cards) Cut fabrics Used the computer for drawing
VOCABULARY DESIGNING: purposes, ideas, discuss, explore, predict, guess, survey, table, diagram, most / least common MAKING: joining, combining, connecting, testing, punching KNOWLEDGE & UNDERSTANDING: vehicles, wheels, axles, chassis, doweling, hole-punch, logo, distance	VOCABULARY DESIGNING: drawing, user, model, plan MAKING: equipment, parts, construction kits, join, fix KNOWLEDGE & UNDERSTANDING: framework, movement, structure, weak, strong, underneath, side, edge, surface, thinner, thicker, corner, point, symmetry, straight, curved <ul style="list-style-type: none"> Type of playground equipment Materials used in p’ground equipment Names of 2d / 3d shapes 	VOCABULARY DESIGNING: choose, try out, discuss, drawing, label, list MAKING: join, fix, plan, scissors, hole punch, masking tape KNOWLEDGE & UNDERSTANDING: structure, strong, weak, wall, roof, window, glass, brick, transparent, hinge Mathematical understanding – 2d shapes, 3d shapes, side, edge, surface, underneath, symmetrical, beside, next to	VOCABULARY DESIGNING: discuss, choose, try-out, ideas, adapt, design, experiment, evaluate, decide, mock-up, predict MAKING: pin, pattern, join, cut, shape, measure, fabric, template, needle, thread, ruler, tape measure KNOWLEDGE & UNDERSTANDING: outline, background, strengthen, stitch, quality, pattern, repeat, seam, centre, side, line, flat, symmetry, turn
END of UNIT EXPECTATIONS	END of UNIT EXPECTATIONS	END of UNIT EXPECTATIONS	END of UNIT EXPECTATIONS
Pupils will have gained an understanding of how simple vehicle mechanisms work, after clarifying their ideas through discussion; have made a wheeled vehicle which moves and which generally matches their design intention. Y2 EXT: Pupils will have shown a wider understanding and will have incorporated moving parts into their design; have created a model which matches their design intention after having made judgements about what they want the design to do.	Pupils will have investigated a range of actual items of playground equipment; joined construction kit components and combined them with other materials; successfully constructed a realistic model with accuracy; talk about how it is appropriate for the user. Y2 EXT: Pupils will have used a wider range of materials and construction techniques; incorporated some type of movement into their model; identified what is and what is not working well with their model.	Pupils will have constructed a model house or church using reclaimed materials, incorporating the main features, which shows evidence of understanding different types of buildings and their main features. Y2 EXT: Pupils will have added more details and features (e.g. stairs, interiors, cut-out windows, curtains, gutters) and be able to say why they have included them; have used a basic understanding of structures to make their models strong and stable.	Pupils will have used a graphic program to try out their ideas and suggest improvements in order to create their design; have worked with minimal guidance and with increasing care using safely, and with some accuracy, the tools and techniques shown to them. Y2 EXT: Pupils will have used a graphics program competently to show realistic ideas; have clear plans for the order of their work; used materials with care and some accuracy; have made a cushion / mat that is similar to their original design.