
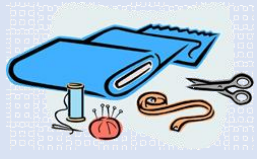




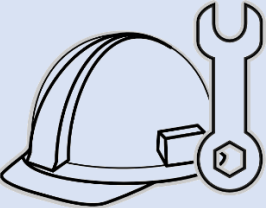
## DT Overview Skills Progression

Plan	Make	Evaluate
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Term	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 2</b>  <b>Food and Nutrition</b> (Community Week Cooking)  		<b>My world and Me</b>	<b>My Community and Me</b>	<b>Mega Diverse Countries</b>	<b>Wimbledon Past and Present</b>	<b>Extreme Earth</b>	<b>South America</b>
		<b>Bread rolls</b>	<b>Flavoured Bread</b>	<b>Savoury Muffins</b>	<b>Pizza</b>	<b>Savoury quiche</b>	<b>Vegetable Empanadas</b>
	understand that all food comes from plants or animals.	use what they know about the Eatwell Guide to design and prepare dishes  select from a range of tools and equipment to perform practical tasks. Use a range of techniques, Kneading, mixing to make beard rolls.  explore and evaluate a range of existing products. Evaluate their own product.	understand that all food comes from plants or animals.  use what they know about the Eatwell Guide to design flavoured/styles of bread.  select from a range of tools and equipment to perform practical tasks.  explore and evaluate a range of existing products. Evaluate their own product.	Start to understand seasonality.  use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking;  prepare and cook savoury muffins using a range of cooking techniques, such as mixing, grating chopping slicing. Evaluate - their ideas based on the principles of a healthy diet. Understand how key individuals in Food and Nutrition have shaped the world. Significant people Jamie Oliver and school dinner campaign.	Health safety and Hygiene, using a professional kitchen  With support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven;  Make and knead dough creating a pizza using fresh ingredients.  Taste and learn about different ingredients – Understand seasonality, know where and how ingredients are grown and processed.	understand about seasonality, how this may affect the food availability and plan recipes according to seasonality; start to independently follow a recipe; to make individual quiche – adding own fillings and flavors based upon their plans.  Evaluate ingredient choices- What worked well? How would you change it next time?	understand about seasonality, how this may affect the food availability and plan recipes according to seasonality; use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking;  Evaluate adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma

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<b>Spring 2</b>  <b>Textiles</b> (D.T Week KS1)  		<b>Female Heroes of the past</b>	<b>Who's coming on Safari?</b>	<b>Who were the Ancient Egyptians?</b>	<b>What effect did the Anglo Saxons have on Britain?</b>	<b>Is space the final frontier?</b>	<b>African History (Kingdom of Benin &amp; Zulu Kingdom)</b>
		Sew/join a nurse's face mask	Sew a safari animal hand puppet. <b>Plan – Design animal and choose appropriate fabric. Choose from a range of sewing stitches</b>				
		<b>Plan – Decide the best fabric to use choose form a selection or design your own. How will you join elastic? Glue, Velcro, running stitch.</b>  To measure, mark out and cut fabric. To join fabrics using glue, stitches, buttons, poppers. To ensure work is neat and tidy.  Evaluate – Does your idea work? Is it fit for purpose?	To measure, mark out and cut fabric. To join fabrics using a sewing technique.  Evaluate – Does your idea work? Does the hand puppet fit? Does it remain joined.				

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<p>Spring 2</p> <p>Mouldable Materials (D.T Week LKS2)</p> 				<p>Canopic Jars</p> <p>Plan – design the style of Jar and draw design</p> <p>Using a range of tools to sculpt the clay.</p> <p>Evaluate</p>	<p>An Anglo-Saxon home to create a class village</p> <p>Plan – using a range of materials, clay, salt dough, card and straw.</p> <p>Using a range of tools and methods to join various materials to create a home.</p> <p>Evaluate – Did your resources work well together? What would you change?</p>		
<p>Spring 2</p> <p>Mechanisms (D.T Week UKS2)</p> 						<p>Make a sling shot moon buggy.</p> <p>Plan – Build a chassis and design the body.</p> <p>Using a range of materials. Design body of buggy. Test</p> <p>Evaluate- How far did the vehicle travel Did design of body affect the speed and distance?</p>	<p>Make an Automata toy to share a fact from Benin.</p> <p>Plan – the historical fact you want you toy to share. Build frame experiment with cams, height etc...</p> <p>Evaluate - Did the cams allow movement of story props?</p>

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<b>Summer 2</b>  <b>Structures &amp; Engineers</b> <b>(STEMM week)</b>  							
	Structures	Structures Which class can build the strongest and tallest structure using newspaper and tape  Plan – Build a newspaper tower using only newspaper and tape. Explore the shapes and techniques that make your tower the strongest.  Use the knowledge from the planning stage to create the tallest structure using only 4 sheets of newspaper and tape. Compete against the other classes for the tallest tower.  Evaluate – What made your tower strong? What could help to improve your tower next time?	Structures Which class can build the strongest chair  Plan – Build a chair using only newspaper and tape. Look at structure around the school. What shapes are often used in structures?  In small groups build a chair using only newspaper and tape. One person from your group must be able to sit on the chair. Compete against the other class for the strongest chair.  Evaluate – What made your chair strong? What could help to improve your chair next time?	Structures Which class can build the strongest chair  Plan – Build a chair using only newspaper and tape. Look at structure around the school. What shapes are often used in structures?  In small groups build a chair using only newspaper and tape. One person from your group must be able to sit on the chair. Compete against the other class for the strongest chair.  Evaluate – What made your chair strong? What could help to improve your chair next time?	James Dyson Design box Engineering  What is a design engineer? Children will be introduced to the James Dyson story.  Identify a piece of equipment in your classroom that could be improved. Re-design and build a prototype.  Using what you have learnt about the design process evaluate your product. What worked well? What could be improved? What was interesting?		