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	Autumn Term	Spring Term	Summer Term
Year 1	<p>Stable Structures</p> <p>Includes the lessons:</p> <ul style="list-style-type: none"> • Exploring product features • Planning designs • Investigating materials • Following a plan • Evaluate 	<p>Eat More Fruits and Vegetables</p> <p>Includes the lessons:</p> <ul style="list-style-type: none"> • Delicious data • Using senses • Preparing fruit and veg • Recipe designs • Let's eat! 	<p>Vehicles</p> <p>Includes the lessons:</p> <ul style="list-style-type: none"> • Vehicle features • Wheels, axles and chassis • Bodywork • Design a vehicle • Making vehicles • Evaluation
Year 2	<p>Puppets</p> <p>Includes the lessons:</p> <ul style="list-style-type: none"> • Investigating puppets • Making finger puppets • Sewing skills • Design a puppet • Making puppets • Evaluating puppets 	<p>Moving Minibeasts</p> <p>Includes the lessons:</p> <ul style="list-style-type: none"> • Sliding mechanisms • Lever and pivot mechanisms • Wheel mechanisms • Designing a moving picture • Evaluating a moving picture 	<p>Perfect pizzas</p> <p>Includes the lessons:</p> <ul style="list-style-type: none"> • What's your favourite pizza? • Exploring breads • Exploring toppings • Recipe designs • Let's eat!

DT Objectives: KSI

Year 1

Year 2

Objective	Stable structures	Eat more fruit and veg	Vehicles	Puppets	Moving minibeasts	Perfect pizzas
Design purposeful, functional, appealing products for themselves and other users based on design criteria.						
Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and (where appropriate) ICT technology.						
Select from and use a range of tools and equipment to perform practical tasks. For example: cutting, shaping, joining and finishing.						
Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.						
Explore and evaluate a range of existing products.						
Evaluate their ideas and products against design criteria.						
Build structures, exploring how they can be made stronger, stiffer and more stable.						
Explore and use mechanisms in their products. For example: levers, sliders, wheels and axles.						
Use the basic principles of a healthy and varied diet to prepare dishes.						
Understand where food comes from.						

Year	Term	SOW	Cooking and Nutrition
1	Spr	Eat more fruit and veg	<ul style="list-style-type: none"> • I can name a variety of fruits and vegetables. • I can use adjectives to describe the taste, smell and texture of a variety of fruits and vegetables. • I know that some fruits and vegetables need to be washed, cut, cored, peeled or grated before they can be eaten. • I understand basic food hygiene, e.g. washing hands, tying long hair back and keeping surfaces clean. • I can use a knife to cut some fruits and vegetables in different ways. • I can grate an apple and a carrot. • I can peel a banana, apple and cucumber.
2	Sum	Perfect pizzas	<ul style="list-style-type: none"> • I can name a variety of pizza toppings. • I can use the model of the balanced plate to evaluate how healthy different pizzas are. • I can explore different types of bread and evaluate which would work best for a pizza base. • I can identify which food group a variety of pizza toppings belong to. • I can sort pizza toppings into groups based on different criteria, e.g. animal vs plant products. • I can explain why each of the food groups is important for a balanced diet. • I can design and make a healthy pizza following given criteria. • I can evaluate my finished pizza, saying what I think and feel about it.
Year	Term	SOW	Stable Structures
1	Aut	Stable structures	<ul style="list-style-type: none"> • I can identify the features of toy garages. • I know what the word 'stable' means. • I can make changes to the design of a stable structure to make it fit for purpose. • I can explore a range of materials and evaluate the usefulness of their properties for a particular project. • I can explore how to make stable structures that hold a given object. • I can follow a design to make a stable structure. • I know some ways to make a structure more stable. • I can evaluate my finished structure against a set of given criteria.

Year	Term	SOW	Mechanical Systems
1	Sum	Vehicles	<ul style="list-style-type: none"> • I can investigate a range of vehicles, identifying and labelling their features. • I know what an axle is. • I know what a chassis is. • I can explore different ways of using axles, chassis and wheels to create a moving base. • I can design a vehicle with wheels, axles and chassis, as well as a body. • I can follow a design to make a moving vehicle. • I can evaluate my finished moving vehicle.
2	Spr	Moving minibeasts	<ul style="list-style-type: none"> • I can make a sliding mechanism out of card. • I know what a pivot and lever are. • I can use a pivot and lever mechanism using card and a split pin. • I can make a wheel mechanism using card and a split pin. • I can match a mechanism to the type of movement they produce. • I can design a moving minibeast picture to include a variety of moving mechanisms. • I can follow a design to create a moving minibeast picture for a particular purpose. • I can evaluate my finished moving minibeast picture by identifying things that worked well and things that could be improved.
Year	Term	SOW	Textiles
2	<u>Aut</u>	Puppets	<ul style="list-style-type: none"> • I can explore a variety of puppets, identifying and labelling their features. • I can cut out felt using a simple template. • I can stick pieces of felt together to make a finger puppet. • I can add pieces of felt and other materials to a finger puppet to create features, such as eyes, hats and mouths. • I can use running stitch to join two pieces of fabric together. • I can use overstitch to join two pieces of fabric together. • I can sew a button onto a piece of fabric. • I can design a glove puppet for a particular purpose. • I can follow a design to make a glove puppet by sewing two pieces of fabric together and adding decorations. • I can evaluate my finished glove puppet by identifying what went well and what could be improved.