



DT Curriculum Coverage: Key Stage One


Expected Vocabulary. NC Objectives. Intended activities. Prior Learning – must be revisited to address any gaps.


Cross curricular English Maths Parkview skills

Year One	Curriculum Objective	Knowledge/Activity	Vocab
Topic / Autumn One	N/A Art this half term	N/A Art this half term	N/A Art this half term
Topic / Autumn Two Mechanisms: Matching slider game	<ul style="list-style-type: none"> Understand that products all around us are designed and identify products that use mechanisms. Describe the movement of sliding mechanisms as up and down, left and right or forwards and backwards. Think about the needs of the user. Communicate ideas. Work independently to make a working slider mechanism. Use a range of tools with increasing accuracy to cut and join materials. Understand the benefits of using different materials and explain choices. Explain what went well and what to improve about their product. 	<p>Lesson 1: To identify slider mechanisms and describe how they move.</p> <p>Lesson 2: To make and improve slider mechanisms.</p> <p>Lesson 3: To make a mock-up of a matching game with sliders.</p> <p>Lesson 4: To use a range of tools with increasing accuracy.</p> <p>Lesson 5: To add designs and test a product.</p> <p>Cross curricular: Science: Working scientifically; Everyday materials. Mathematics: Geometry – position and direction. Communicate ideas verbally or in written form</p> 	<p>describe direction mechanism movement slider straight line better compare cut explain guide join slot tools worse design mock-up product user</p>
Topic / Spring One	N/A Art this half term	N/A Art this half term	N/A Art this half term
Topic / Spring Two Textiles Puppets	Join fabrics together using pins, staples or glue.	<p>Lesson 1: Joining fabrics To join fabrics together using different methods.</p> <p>Lesson 2: Designing my puppet</p>	<p>decorate design fabric glue</p>

	<p>Design a puppet and use a template. Join their two puppets' faces together as one. Decorate a puppet to match their design. Explore methods of joining fabric. Design and make character-based hand puppet using a preferred joining technique, before decorating. Example theme: storybook character. Alternative theme: Easter animals.</p>	<p>To use a template to create my design. Lesson 3: Making and joining my puppet To join two fabrics together accurately. Lesson 4: Decorating my puppet To embellish my design using joining methods.</p> <p>Cross-curricular opportunities Art and design. Science: Everyday materials. Maths – positioning pieces of fabric accurately, ready to join. Creative – designing a puppet</p> 	<p>model hand puppet safety pin staple stencil template positioning creative accurately</p>
Topic / Summer One	N/A Art this half term	N/A Art this half term	N/A Art this half term
<p>Topic / Summer Two</p> <p>Cooking and nutrition: Smoothies</p> <p>Opportunities for children to learn food preparation skills and greater emphasis on taste testing and ingredient choices.</p>	<p>Describe fruits and vegetables and explain how to identify fruits. Name a range of places that fruits and vegetables grow. Describe basic characteristics of fruit and vegetables. Prepare fruits and vegetables to make a smoothie.</p>	<p>Lesson 1: Fruits To identify fruits.</p> <p>Lesson 2: Growing To describe where fruits and vegetables grow.</p> <p>Lesson 3: Cutting and juicing To practise food preparation skills.</p> <p>Lesson 4: Testing ingredients To select ingredients for a recipe.</p> <p>Lesson 5: Making smoothies To apply food preparation skills to a recipe.</p> <p>Lesson 6: Evaluating To evaluate against the design brief</p>	<p>blend blender chopping board compare cut design evaluate flavour fork fruit healthy ingredients juice juicer</p>

		<p>Cross curricular Science: Identifying and classifying. Using their observations and ideas to suggest answers to questions. Compare fruit and vegetables using adjectives to describe basic characteristics based on taste, texture, looks Cutting fruit and vegetables into equal pieces and sizes ready to make a smoothie</p>	
Year Two			
Topic / Autumn One	N/A Art this half term	N/A Art this half term	N/A Art this half term
<p>Topic / Autumn Two</p> <p>Cooking and Nutrition: Balanced diet</p> <p>Opportunities for children to learn about the importance of a balanced diet and use that knowledge to create a tasty wrap.</p>	<p>Name the main food groups and identify foods that belong to each group. Describe the taste, feel and smell of a given food. Think of three different wrap ideas, considering flavour combinations. Construct a wrap that meets the design brief and their plan.</p>	<p>Lesson 1: Food groups To recognise foods and their food groups</p> <p>Lesson 2: Balanced meals To identify the balance of food groups in a meal.</p> <p>Lesson 3: Preparing ingredients To identify an appropriate piece of equipment to prepare a given food.</p> <p>Lesson 4: Taste testing ingredients To select balanced combinations of ingredients.</p> <p>Lesson 5: Planning recipes To design based on criteria.</p> <p>Lesson 6: Creating and evaluating wraps To evaluate a dish based on design criteria.</p> <p>Cross-curricular opportunities RSE: Healthy eating. What constitutes a healthy diet. The principles of planning and preparing a range of healthy meals. Science: Animals including humans. Describe eating the right amounts of different types of food. English – describing the taste, feel and smell of a given food. Developing written language when planning and evaluating.</p>	<p>appearance balanced carbohydrates chopping board combination cut dairy design design brief diet evaluate feel fruit grate</p>

		Prior Learning in Year 1 Cooking and nutrition: Smoothies	
Topic / Spring One	N/A Art this half term	N/A Art this half term	N/A Art this half term
Topic / Spring Two Structures: Baby Bear's Chair Explore stability and methods to strengthen structures, to understand Baby Bear's chair weaknesses and develop improved solution for him to use.	Identify man-made and natural structures. Identify stable and unstable structural shapes. Contribute to discussions. Identify features that make a chair stable. Work independently to make a stable structure, following a demonstration. Explain how their ideas would be suitable for Baby Bear. Produce a model that supports a teddy, using the appropriate materials and construction techniques. Explain how they made their model strong, stiff and stable.	Lesson 1: Exploring stability To explore the concept and features of structures and the stability of different shapes. Lesson 2: Strengthening materials To understand that the shape of the structure affects its strength. Lesson 3: Making Baby Bear's chair To make a structure according to design criteria. Lesson 4: Fixing and testing Baby Bear's chair To produce a finished structure and evaluate its strength, stiffness and stability. Cross-curricular opportunities Science: Working scientifically; Everyday materials; Uses of everyday materials. History. English: Spoken language – discussion with peers around strength Maths – balancing structures, making structures heavier and lighter to balance Team Player – using reasoning and problem-solving skills. 	design criteria man-made natural properties structure stable shape model test
Topic / Summer One	N/A Art this half term	N/A Art this half term	N/A Art this half term
Topic / Summer Two Textiles: Pouches Learn how to sew a running stitch ready to design, make and	Sew a running stitch with regular-sized stitches and understand that both ends must be knotted. Prepare and cut fabric to make a pouch from a template. Use a running stitch to join the two pieces of fabric together.	Lesson 1: Running stitch To sew a running stitch. Lesson 2: Using a template To sew a running stitch. Lesson 3: Making a pouch	decorate fabric fabric glue knot needle needle threader running stitch

decorate a pouch using a template.	Decorate their pouch using the materials provided.	<p>To join fabrics using a running stitch.</p> <p>Lesson 4: Decorating a pouch To decorate a pouch using fabric glue or stitching.</p> <p>Prior learning in Year 1 – joining fabrics together to create a puppet</p> <p>Maths – equally sized and spaced stitches</p> <p>Creative – designing a pouch</p> 	sew regular-sized template thread
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DT Curriculum Coverage: Key Stage Two

Expected Vocabulary. NC Objectives. Intended activities. Prior Learning – must be revisited to address any gaps.


Year Three	Curriculum Objective	Knowledge/Activity	Vocab
Topic / Autumn One	N/A Art this half term	N/A Art this half term	N/A Art this half term
Topic / Autumn Two Structures: Constructing a castle Identify and learn about key features of a castle, before designing and making a recycled-material castle (structure).	Draw and label a simple castle that includes the most common features. Recognise that a castle is made up of multiple 3D shapes. Design a castle with key features which satisfy a given purpose. Score or cut along lines on the net of a 2D shape. Use glue to securely assemble geometric shapes. Utilise skills to build a complex structure from simple geometric shapes.	Lesson 1: Features of a castle To recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure. Lesson 2: Designing a castle To design a castle. Lesson 3: Nets and structures To construct 3D nets. Lesson 4: Building a castle To construct and evaluate my final product.	2D 3D castle design key features net scoring shape stable stiff strong structure tab

	Evaluate their work by answering simple questions.	<p>Year 2 - creating Baby Bear's chair</p> <p>Cross-curricular opportunities</p> <p>History 'Pupils should be taught about: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 See National curriculum - History key stages 1 to 2.</p> <p>Mathematics - 'Pupils should be taught to: draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientate-ons and describe them'</p> <p>English – Evaluate castle using written words</p>	
Topic / Spring One	N/A Art this half term	N/A Art this half term	N/A Art this half term
<p>Topic / Spring Two</p> <p>Cooking and nutrition: eating seasonally</p> <p>Including opportunities for children to learn about seasonal foods and create a seasonal fruit tart.</p>	<p>Explain that fruits and vegetables grow in different countries based on their climates.</p> <p>Understand that seasonal fruits and vegetables grow in a given season.</p> <p>Understand that eating seasonal fruit and vegetables positively affects the environment.</p> <p>Design a tart recipe using seasonal ingredients.</p>	<p>Lesson 1: Food around the world To explain why food comes from different places around the world.</p> <p>Lesson 2: Seasonal food To explain the benefits of seasonal foods.</p> <p>Lesson 3: Cutting and peeling To develop cutting and peeling skills.</p> <p>Lesson 4: Tasting seasonal ingredients To evaluate seasonal ingredients.</p> <p>Lesson 5: Making a mock-up To design a mock-up using criteria.</p> <p>Lesson 6: Evaluating seasonal tarts To evaluate a dish.</p> <p>Prior learning in Year 1 and 2 - Cooking and nutrition: creating a smoothie and a healthy wrap.</p> <p>Cross-curricular opportunities:</p> <p>Maths – cutting pieces equally to support presentation.</p> <p>English – evaluating seasonal ingredients using descriptive language.</p> <p><u>Geography</u>: Human and physical geography – climate zones.</p> <p>Key Skill – Valuing. Making choices to positively impact the environment.</p>	<p>N/A Art this half term</p> <p>appearance</p> <p>arid</p> <p>climate</p> <p>complementary</p> <p>country</p> <p>cut</p> <p>design</p> <p>evaluate</p> <p>export</p> <p>fruit</p> <p>grate</p> <p>import</p> <p>ingredients</p> <p>Mediterranean</p>





<p>and adapt it to suit a target audience.</p>		<p>Lesson 4: Packaging To take inspiration from existing products.</p> <p>Lesson 5: Market research To make and test a prototype biscuit.</p> <p>Lesson 6: Evaluating biscuits To evaluate a final product.</p> <p>Prior learning Cooking and nutrition: Smoothies (Year 1), Wraps (Year 2), seasonal tart (Year 3)</p> <p>Cross-curricular opportunities: Mathematics Number – multiplication and division – solve problems using multiplying and adding Geometry – properties of shape – make 3D shapes using modelling materials Measurement – estimate, compare and calculate different measures, including money in pounds and pence English – using written language to evaluate a product effectively.</p> <p>Key Skill – Numerate. Applying Maths skills to solve a problem.</p> 	<p>cream crunchy cuboid cut design</p>
<p>Topic / Spring One</p>	<p>N/A Art this half term</p>	<p>N/A Art this half term</p>	<p>N/A Art this half term</p>
<p>Topic / Spring Two</p> <p>Electrical systems: Torches</p> <p>Identify the difference between electrical and electronic products. Evaluate a range of existing torches and their features, then</p>	<p>Identify electrical products and explain why they are useful. Help to make a working switch. Identify the features of a torch and how it works. Describe what makes a torch successful. Create suitable designs that fit the success criteria and their own design criteria.</p>	<p>Lesson 1: Electrical products To learn about electrical items and how they work.</p> <p>Lesson 2: Evaluating torches To analyse and evaluate electrical products.</p> <p>Lesson 3: Torch design To design a product to fit a set of specific user needs.</p> <p>Lesson 4: Torch assembly To make and evaluate a torch.</p>	<p>battery bulb buzzer conductor circuit circuit diagram electricity insulator series circuit switch component</p>

develop a new functional torch design.	Create a functioning torch with a switch according to their design criteria.	<p>Cross-curricular opportunities Science</p> <p>'Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors.' <p>Pupils apply their knowledge of circuits and key components to design and construct a KS2 torch.</p> <p>English – Explaining how electrical products are useful.</p>	design design criteria diagram
Topic / Summer One	N/A Art this half term	N/A Art this half term	N/A Art this half term
<p>Topic / Summer Two</p> <p>Textiles: Cross stitch and applique.</p> <p>Learn and apply two new sewing techniques (cross stitch and applique). Utilise these new skills to design and make a cushion or Egyptian Collar</p>	<p>Demonstrate their ability to use cross-stitch as a decorative feature or to join two pieces of fabric together.</p> <p>Develop appliqué designs based on design criteria.</p> <p>Design, cut and shape their template for an usekh/wesekh collar, with increasing accuracy.</p> <p>Decorate their Egyptian collar using a variety of techniques such as appliqué, cross-stitch, beads, buttons and pinking.</p> <p>Measure and attach a ribbon with a running stitch.</p> <p>Recognise different types and qualities of fabrics.</p>	<p>Lesson 1: Cross-stitch and appliqué To learn how to sew cross-stitch and to appliqué.</p> <p>Lesson 2: Egyptian collars To develop and use a template.</p> <p>Lesson 3: Developing the collars To assemble fabric parts into a fabric product.</p> <p>Lesson 4: Finishing their collars To decorate fabric using appliqué and cross-stitch.</p> <p>Prior learning Textiles: Puppet in Year 1, Pouches in Year 2 and book marks in Year 3.</p> <p>Cross-curricular opportunities History</p>	<p>appliqué cross-stitch fabric running stitch patch thread embellish</p> <p>template cotton silk polyester wrinkle tear water-resistant</p>

	<p>Explain the aesthetic and/or functional properties of some of their material choices.</p>	<p>'Pupils should be taught about:</p> <ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China' <p>See National Curriculum - History key stages 1 to 2. Key skill – Valuing the history relating to the Ancient Egyptians, their beliefs</p> <p>Prior learning – Puppets in Year 1, Pouches in Year 2, Book mark in Year 3.</p>  <p>Maths – measuring ribbon accurately. English – describe the aesthetic and functional properties of materials.</p>	
Year Five			
Topic / Autumn One	N/A Art this half term	N/A Art this half term	N/A Art this half term
<p>Topic / Autumn Two</p> <p>Mechanical systems: Pop-up book</p> <p>Create a functional four-page pop-up storybook design, using lever, sliders and spacers to create paper-based mechanisms.</p>	<p>Produce a suitable plan for each page of their book. Produce the structure of the book. Assemble the components necessary for all their structures/mechanisms. Hide the mechanical elements with more layers using spacers where needed. Use a range of mechanisms and structures to illustrate their story and make it interactive for the users. Use appropriate materials and captions to illustrate the story.</p>	<p>Lesson 1: Pop-up book page design To design a pop-up book.</p> <p>Lesson 2: Making my pop-up book To follow my design brief to make my pop up book.</p> <p>Lesson 3: Using layers and spacers To use layers and spacers to cover the working of mechanisms.</p> <p>Lesson 4: Writing and illustrating To create a high-quality product suitable for a target user.</p> <p>Prior Learning – Year 1 sliding mechanism. Castle structures in Year 3 – attaching 2d and 3d shapes. English – story writing</p>	<p>design input motion mechanism criteria research reinforce model</p>

		Maths – selecting and using a variety of shapes to create their pop-ups for different effects.	
Topic / Spring One	N/A Art this half term	N/A Art this half term	N/A Art this half term
Topic / Spring Two Textiles: Stuffed toys Design a stuffed toy and make decisions on materials, decorations and attachments (appendages), after learning how to sew a blanket stitch. Alternative theme: Stuffed Easter Eggs.	Design a stuffed toy, considering the main component shapes of their toy. Create an appropriate template for their stuffed toy. Join two pieces of fabric using a blanket stitch. Neatly cut out their fabric. Use appliqué or decorative stitching to decorate the front of their stuffed toy. Use blanket stitch to assemble their stuffed toy, repairing when needed. Identify what worked well and areas for improvement.	Lesson 1: Designing a stuffed toy To design a stuffed toy. Lesson 2: Blanket stitch To sew a blanket stitch. Lesson 3: Details and appendages To create and add decorations to fabric. Lesson 4: Stuffed toy assembly To use a blanket stitch to assemble the components of a stuffed toy. Prior learning: Textiles: Fastenings - Prior learning – making puppet in Year 1 and pouch in Year 2, book sleeve Year 3 and Egyptian collar in Year 4. Maths – different shapes used to create soft toy.	accurate annotate appendage blanket-stitch design criteria detail evaluation fabric sew shape stuffed toy stuffing template
Topic / Summer One	N/A Art this half term	N/A Art this half term	N/A Art this half term
Topic / Summer Two Cooking and nutrition: Developing a recipe Opportunities for children to learn a simple Bolognese recipe and adapt it to improve nutritional content.	Describe the process of beef production. Research a traditional recipe and make changes to it. Add nutritional value to a recipe by selecting ingredients. Prepare and cook a version of bolognese sauce.	Lesson 1: From farm to fork To understand how ingredients are reared and processed. Lesson 2: Different choices To make adaptations to design a recipe. Lesson 3: Nutritional value To evaluate nutritional content. Lesson 4: Preparing ingredients To practise food preparation skills. Lesson 5: Designing labels To design a product label. Lesson 6: Making Bolognese To follow and make an adapted recipe.	abattoir adaptation balanced beef brand cook cross-contamination cut design enhance equipment evaluate farm grate

		<p>Prior learning Cooking and nutrition: Smoothies, Wrap, seasonal tart, biscuits. Mathematics: Complete, read and interpret information from the recipe. Make proportional changes to increase nutritional value. Measuring ingredients. English – follow the written recipe. Computing: Select, use and combine a variety of software</p> <p>Key Skill – how food comes from farm to food. Valuing.</p> 	
Year 6			
Topic / Autumn One	N/A Art this half term	N/A Art this half term	N/A Art this half term
<p>Topic / Autumn Two</p> <p>Cooking and nutrition: Come dine with me</p> <p>Opportunities to supplement the 'Come Dine With Me' project with learning about basic tastes and complimentary flavours.</p>	<p>Find a suitable recipe for their course. Record the relevant ingredients and equipment needed. Follow a recipe, including using the correct quantities of each ingredient. Write a recipe, explaining the process taken. Explain where certain key foods come from before they appear on the supermarket shelf.</p>	<p>Lesson 1: Complementary flavours (optional) To explain the use of complementary flavours.</p> <p>Lesson 2: Three ingredients; three courses To research and design a three-course meal.</p> <p>Lesson 3: Ingredients and skills (optional) To explain recipe choices.</p> <p>Lesson 4: To start... To apply culinary skills and knowledge.</p> <p>Lesson 5: The main course To apply culinary skills and knowledge.</p> <p>Lesson 6: Dessert To apply culinary skills and knowledge.</p> <p>Prior learning</p>	<p>balance bitter bridge method complement cookbook cross-contamination enhance equipment farm to fork flavours ingredients method research pairing</p>

		<p>Cooking and nutrition: Developing a recipe. Cooking and nutrition: Smoothies (Year 1), Wrap (Year 2), seasonal tart (Year 3), biscuits (Year 4), sauce (Year 6)</p> <p>Cross-curricular opportunities Science – recognising the impact of diet. RSE & PSHE – the principles of planning and preparing a range of healthy meals.</p> <p>English – follow a recipe and then write a recipe of their own.</p> <p>Maths – following a recipe by measuring ingredients.</p> <p>Key Skill – Valuing where key foods come from before they appear on our shelves.</p> 	
Topic / Spring One	N/A Art this half term	N/A Art this half term	N/A Art this half term
Topic / Spring Two Structures: Playgrounds Research existing playground equipment and their different forms before designing and developing a range of apparatus to meet a list of specified design criteria.	Create five apparatus designs, applying the design criteria to their work. Make suitable changes to their work after peer evaluation. Make roughly three different structures from their plans using the materials available. Complete their structures, improving the quality of their rough versions and applying some cladding to a few areas. Secure their apparatus to a base. Make a range of landscape features using a variety of materials which will enhance their apparatus.	Lesson 1: Design a new playground To design a playground with a variety of structures. Lesson 2: Building structures To build a range of structures. Lesson 3: Perfecting structures To improve and add detail to structures. Lesson 4: Playground landscapes To create a surrounding landscape. Prior learning – Baby bear’s chair in Year 2 and Castles in Year 3, pop-up books in Year 5. Maths – use mathematical language to create labelled designs. Key Skill – Team Player. Working as groups to develop playground.	apparatus design criteria equipment playground landscape features cladding

