



### The DT Curriculum at Crowthorne – Key Stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

	Year 1	Year 2
NC Objective	Cooking and nutrition: Healthy Salads (AU1) Structures: Creating a Playground (SP1) Mechanisms: Greeting Cards Designers (SU1)	Textiles: Puppets (AU1) Mechanisms: Vehicle Designers (SP1) Cooking and nutrition: Mexican Food (SU1)
<b>Design</b> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>	<ul style="list-style-type: none"> <li>Design a salad for a member of their family based on design criteria. (AU1)</li> <li>Generate ideas for a salad through tasting fruits and vegetables, talking and using a template for their design (AU1)</li> <li>Design a model playground for themselves based on design criteria (SP1)</li> <li>Generate ideas for a playground through talking, drawing, templates and mock-ups (SP1)</li> <li>Design a moving greeting card for a loved one based on design criteria. (SU1)</li> <li>Generate ideas for a moving greeting card through talking, drawing, templates and mock-ups. (SU1)</li> </ul>	<ul style="list-style-type: none"> <li>Design a character puppet to accompany a storybook (AU1)</li> <li>Identify the key design features of a puppet (AU1)</li> <li>Design a small cart to carry a wounded soldier (SP1)</li> <li>Generate ideas for a cart through discussion, drawing and modelling using construction equipment (SP1)</li> <li>Use the basic principles of a healthy and varied diet to design a Mexican meal option to add to the school dinner menu. (SU2)</li> </ul>
<b>Make</b> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for</li> </ul>	<ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to cut, grate, peel fruit and vegetables. (AU1)</li> </ul>	<ul style="list-style-type: none"> <li>Be able to name the 'tools' used for sewing (AU1)</li> <li>Join fabrics using a running stitch (AU1)</li> <li>Choose appropriate materials to create a puppet (AU1)</li> <li>Be able to thread a needle (AU1)</li> </ul>

<p>example, cutting, shaping, joining and finishing]</p> <ul style="list-style-type: none"> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul>	<ul style="list-style-type: none"> <li>Select from and use a range of ingredients for their salad, according to their characteristics. (AU1)</li> <li>Select from and use a range of tools and equipment to cut, shape, join and finish their playground model. (SP1)</li> <li>Select from and use a range of construction materials to make their playground, according to their characteristics. (SP1)</li> <li>Select from and use a range of tools and equipment to cut, join and finish their moving greeting card (SU1)</li> </ul>	<ul style="list-style-type: none"> <li>Be able to cut fabric accurately (AU1)</li> <li>Use a template to cut out identical pieces of fabric (AU1)</li> <li>Understand the importance of accurate measuring, cutting and sewing accurately when making a puppet (AU1)</li> <li>Know how to use a saw safely to cut wooden dowel (SP1)</li> <li>Use a ruler to measure accurately before sawing. (SP1)</li> <li>Select from a range of materials to build strong and stable vehicle. (SP1)</li> <li>Select from and use a range of kitchen tools and equipment to perform practical tasks (eg. chopping, stirring, heating using the hob/oven) (SU2)</li> <li>Select from and use a range of Mexican ingredients (SU2)</li> </ul>
<p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul>	<ul style="list-style-type: none"> <li>Taste fruits and vegetables and explore a range of existing salads (AU1)</li> <li>Evaluate their salad against design criteria (AU1)</li> <li>Explore and evaluate the school's existing playground equipment (SP1)</li> <li>Evaluate their finished playground model against design criteria (SP1)</li> <li>Explore and evaluate a range of existing moving greeting cards (SU1)</li> <li>Evaluate their finished greeting card against design criteria (SU1)</li> </ul>	<ul style="list-style-type: none"> <li>Know about how different puppets are made (AU1)</li> <li>Be able to make suggestions for improvements to their puppet both during the design process and on completion. (AU1)</li> <li>Evaluate their finished puppet in terms of quality of production and fitness for purpose (AU1)</li> <li>Explore and evaluate a range of existing carts (SP1)</li> <li>Evaluate their finished cart against the design criteria and suggest improvements. (SP1)</li> <li>Explore a range of different Mexican dishes, identifying the key ingredients. (SU2)</li> <li>Evaluate their finished meal against design criteria. (SU2)</li> </ul>
<p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms [for example, levers, sliders,</li> </ul>	<ul style="list-style-type: none"> <li>Build mock-up structures and shapes needed for their playground, and explore how they can be made stronger and more stable. (SP1)</li> <li>Apply knowledge of stronger and structures to build a stable playground model. (SP1)</li> </ul>	<ul style="list-style-type: none"> <li>Know the different options for joining two materials and understand when these might be used (AU1)</li> <li>Know how wheels and axles work and the different ways these can be attached (SP1)</li> <li>Know how to strengthen a wooden frame using jinks corners (SP1)</li> </ul>

<p>wheels and axles], in their products.</p>	<ul style="list-style-type: none"> <li>• Use templates to explore lever, slider and pop up mechanisms needed for their greeting card. (SU1)</li> <li>• Apply knowledge of lever, slider and pop up mechanisms to make a moving greeting card. (SU1)</li> </ul>	
<p><b>Cooking and nutrition</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• understand where food comes from.</li> </ul>	<ul style="list-style-type: none"> <li>• Use basic food handling, hygienic practices and personal hygiene (AU1)</li> <li>• Understand that fruit and vegetables are good for us and use the basic principles of a healthy and varied diet to prepare dishes (AU1)</li> <li>• Understand where different fruit and vegetables come from and know their names. (AU1)</li> <li>• Understand that fruit and vegetables may require treatment before being eaten washing, peeling. (AU1)</li> </ul>	<ul style="list-style-type: none"> <li>• Use the basic principles of a healthy and varied diet to design a Mexican meal option to add to the school dinner menu. (SU2)</li> <li>• Know and use basic food handling, hygienic practices and personal hygiene, including how to control risk by following simple instructions. (SU2)</li> <li>• Select from and use a range of kitchen tools and equipment to perform practical tasks (eg. chopping, stirring, heating using the hob/oven) (SU2)</li> <li>• Understand where different ingredients in Mexican food come from. (SU2)</li> </ul>