



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.

EYFS		Year 1	Year 2
Objectives that lay the foundations for DT in the National Curriculum	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)
<ul style="list-style-type: none"> Be able to hold a pencil correctly. Be able to draw from their imagination. Be able to come up with their own ideas for creative projects during play eg. building a castle in the outdoor block play area, making a train with the Mobilo Design make and evaluate a house for a little pig out of Lego. Design, make and evaluate a fruit smoothie. Design, make and evaluate a space rocket using junk modelling materials. Be able to evaluate their creations by talking about its purpose, what they like about it and how they made it. 	Design <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Design a salad for a member of their family based on design criteria. (AU1) Generate ideas for a salad through tasting fruits and vegetables, talking and using a template for their design (AU1) Design a model playground for themselves based on design criteria (SP1) Generate ideas for a playground through talking, drawing, templates and mock-ups (SP1) Design a moving greeting card for a loved one based on design criteria. (SU1) Generate ideas for a moving greeting card through talking, drawing, templates and mock-ups (SU1) 	<ul style="list-style-type: none"> Design a character puppet to accompany a storybook (AU1) Identify the key design features of a puppet (AU1) Design a small cart to carry a wounded soldier (SP1) Generate ideas for a cart through discussion, drawing and modelling using construction equipment (SP1) Use the basic principles of a healthy and varied diet to design a Mexican meal option to add to the school dinner menu. (SU2)

	appropriate, information and communication technology		
<ul style="list-style-type: none"> • Be able to hold a pencil correctly. • Hold scissors correctly and cut a range of different materials. • Be able to cut straight lines. • Tear paper into strips and simple shapes. • Apply adhesive sparingly and place glued surfaces together accurately. • Learn how cut to short strips of tape and use these to join materials together. • Understand how tape can be used to create a hinge eg. door that can open • Explore and investigate a wide range of materials through their own creative play eg. bending pipe cleaners, cutting up boxes, selecting collage materials for decoration • Assemble and disassemble the component parts of a range of construction kits. • Combine boxes and other found materials to create junk models. • Combine large equipment outside (planks, blocks, tyres, crates etc) to create dens etc 	<p>Make</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Select from and use a range of tools and equipment to cut, grate, peel fruit and vegetables. (AU1) • Select from and use a range of ingredients for their salad, according to their characteristics. (AU1) • Select from and use a range of tools and equipment to cut, shape, join and finish their playground model. (SP1) • Select from and use a range of construction materials to make their playground, according to their characteristics. (SP1) • Select from and use a range of tools and equipment to cut, join and finish their moving greeting card (SU1) 	<ul style="list-style-type: none"> • Be able to name the 'tools' used for sewing (AU1) • Join fabrics using a running stitch (AU1) • Choose appropriate materials to create a puppet (AU1) • Be able to thread a needle (AU1) • Be able to cut fabric accurately. (AU1) • Use a template to cut out identical pieces of fabric (AU1) • Understand the importance of accurate measuring, cutting and sewing accurately when making a puppet (AU1) • Know how to use a saw safely to cut wooden dowel (SP1) • Use a ruler to measure accurately before sawing. (SP1) • Select from a range of materials to build strong and stable vehicle. (SP1) • Select from and use a range of kitchen tools and equipment to perform practical tasks (eg. chopping, stirring, heating using the hob/oven) (SU2) • Select from and use a range of Mexican ingredients (SU2)
<ul style="list-style-type: none"> • Be able to evaluate their creations by talking about its purpose, what they like about it and how they made it. 	<p>Evaluate</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and 	<ul style="list-style-type: none"> • Taste fruits and vegetables and explore a range of existing salads (AU1) • Evaluate their salad against design criteria (AU1) • Explore and evaluate the school's existing playground equipment (SP1) 	<ul style="list-style-type: none"> • Know about how different puppets are made (AU1) • Be able to make suggestions for improvements to their puppet both during the design process and on completion. (AU1)

	<p>products against design criteria</p>	<ul style="list-style-type: none"> • Evaluate their finished playground model against design criteria (SP1) • Explore and evaluate a range of existing moving greeting cards (SU1) • Evaluate their finished greeting card against design criteria (SU1) 	<ul style="list-style-type: none"> • Evaluate their finished puppet in terms of quality of production and fitness for purpose (AU1) • Explore and evaluate a range of existing carts (SP1) • Evaluate their finished cart against the design criteria and suggest improvements. (SP1) • Explore a range of different Mexican dishes, identifying the key ingredients. (SU2) • Evaluate their finished meal against design criteria. (SU2)
<ul style="list-style-type: none"> • Assemble and disassemble the component parts of a range of construction kits. • Combine boxes and other found materials to create junk models. • Combine large equipment outside (planks, blocks, tyres, crates etc) to create dens etc • Explore and investigate simple mechanisms in their play eg. wheeled toys, pop-up books, 	<p>Technical knowledge</p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	<ul style="list-style-type: none"> • Build mock-up structures and shapes needed for their playground, and explore how they can be made stronger and more stable. (SP1) • Apply knowledge of stronger and structures to build a stable playground model. (SP1) • Use templates to explore lever, slider and pop up mechanisms needed for their greeting card. (SU1) • Apply knowledge of lever, slider and pop up mechanisms to make a moving greeting card. (SU1) 	<ul style="list-style-type: none"> • Know the different options for joining two materials and understand when these might be used (AU1) • Know how wheels and axles work and the different ways these can be attached (SP1) • Know how to strengthen a wooden frame using jinks corners (SP1)
<ul style="list-style-type: none"> • Use simple tools such as knives to cut and spoons to stir. • Know that they must look after their bodies by eating healthy foods and drinking water. • Know that some foods are good for us and some foods are not so healthy. • Be able to sort foods into “healthy” and “not healthy”. 	<p>Cooking and nutrition</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes 	<ul style="list-style-type: none"> • Use basic food handling, hygienic practices and personal hygiene (AU1) • Understand that fruit and vegetables are good for us and use the basic principles of a healthy and varied diet to prepare dishes (AU1) • Understand where different fruit and vegetables come from and know their names. (AU1) 	<ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to design a Mexican meal option to add to the school dinner menu. (SU2) • Know and use basic food handling, hygienic practices and personal hygiene, including how to control risk by following simple instructions. (SU2)

<ul style="list-style-type: none">• Know that sweet, sugary foods can cause tooth decay.• Understand the role of a farm in food production.• Be able to say where some staple foods come from eg milk from cows, tomatoes from plants• Know that growing your own food to eat is good for your diet and well-being.	<ul style="list-style-type: none">• understand where food comes from.	<ul style="list-style-type: none">• Understand that fruit and vegetables may require treatment before being eaten washing, peeling. (AU1)	<ul style="list-style-type: none">• Select from and use a range of kitchen tools and equipment to perform practical tasks (eg. chopping, stirring, heating using the hob/oven) (SU2)• Understand where different ingredients in Mexican food come from. (SU2)
--	---	---	--