

## DT Topic Plan and Coverage Overview

	Year 1			Year 2	
	Spring 1	Spring 2	Summer 2	Autumn 2	Summer 2
Topic	DT – Space station	DT – Moving pictures	DT – design a healthy breakfast	DT – moving vehicle	DT – Family shield fabric pictures
NC focus	<ul style="list-style-type: none"> <li>➤ <b>Design</b></li> <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> <li>➤ <b>Make</b></li> <li>➤ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>➤ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>➤ <b>Evaluate</b></li> <li>➤ explore and evaluate a range of existing products</li> <li>➤ evaluate their ideas and products against design criteria</li> <li>➤ <b>Technical knowledge</b></li> <li>➤ build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>➤ explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products</li> </ul>				
Target Tracker objectives	<p><i>Processes</i></p> <ul style="list-style-type: none"> <li>• Create simple designs for a product.</li> <li>• Use pictures and words to describe what he/she wants to do.</li> <li>• Use a range of simple tools to cut, join and combine materials and components safely</li> <li>• Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing</li> <li>• Use a range of simple tools to cut, join and combine materials and components safely</li> </ul>	<p><i>Processes</i></p> <ul style="list-style-type: none"> <li>• Create simple designs for a product.</li> <li>• Use pictures and words to describe what he/she wants to do.</li> <li>• Use a range of simple tools to cut, join and combine materials and components safely</li> <li>• Ask simple questions about existing products and those that he/she has made.</li> <li>• Select from and use a range of tools and</li> </ul>	<p><i>Cooking and nutrition</i></p> <ul style="list-style-type: none"> <li>• Talk about what he/she eats at home and begin to discuss what healthy foods are</li> <li>• Say where some food comes from and give examples of food that is grown.</li> <li>• Use simple tools with help to prepare food safely.</li> <li>• Understand that all food has to be farmed, grown or caught</li> </ul>	<p><i>Processes</i></p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for himself/herself and other users based on design criteria.</li> <li>• Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• Choose appropriate tools, equipment, techniques and materials from a wide range</li> <li>• Safely measure, mark out, cut and shape materials</li> </ul>	<p><i>Fabric and textiles</i></p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for himself/herself and other users based on design criteria.</li> <li>• Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Choose appropriate tools, equipment, techniques and materials from a wide range</li> </ul>

	<ul style="list-style-type: none"> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>• Ask simple questions about existing products and those that he/she has made.</li> </ul>	<p>equipment to perform practical tasks e.g. cutting, shaping, joining and finishing</p> <ul style="list-style-type: none"> <li>• Use a range of simple tools to cut, join and combine materials and components safely</li> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>		<p>and components using a range of tools</p> <ul style="list-style-type: none"> <li>• Evaluate and assess existing products and those that he/she has made using design criteria</li> <li>• Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable</li> <li>• Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose appropriate tools, equipment, techniques and materials from a wide range</li> <li>• Evaluate and assess existing products and those that he/she has made using design criteria</li> </ul>
Design		Decide on which picture to use create and which parts will move Vocabulary-choose, try out ideas, discuss, drawing, list, slider, hinge, movement	Using popular choices of fruit choose some to design own breakfast pot	Decide on way of attaching wheels What materials will you use? What does it need to do its job? Draw or write their ideas	
Make		Using their design make a moving picture Vocabulary; join, fix, plan, scissors, hole punch, split pin, slider,	Make layered fruit yoghurt pot	Use plan to create model from chosen materials	
Evaluate		Check their pictures against design criteria and how it matched and think about ways to improve it	How did it taste? Did it have yoghurt/fruit etc? Does it make you want to eat it? What happened what would you do next time?	Check their models against design criteria and how it matched and think about ways to improve it	
Technical knowledge		Understand -What is a slider, hinge, lever.	Why yoghurt is healthy? What food is part of 5 a day? Fruit names etc	What is a wheel axle and chassis? How to attach wheels to axles? What does a vehicle need?	