

Loseley Fields Primary School
DT Curriculum – KS1

		<p>Linked to history</p> <p>Form and shape – clay jewellery</p> <p>Linked to history</p>	<ul style="list-style-type: none"> • Select and use appropriate fruit and vegetables, processes and tools. • Use basic food handling hygienic practices and personal hygiene. • Evaluate their product by discussing how well it works in relation to the purpose. • Evaluate their products as they are developed, identifying strengths and possible changes they might make. • Evaluate their products by asking questions about what they have made and how they have gone about it. <p>3.</p> <ul style="list-style-type: none"> • Make their design using appropriate techniques. • Use tools (e.g. scissors, hole punch) safely. • Evaluate their product by discussing how well it works in relation to the purpose. • Evaluate their products as they are developed, identifying strengths and possible changes they might make. • Evaluate their products by asking questions about what they have made and how they have gone about it.
	<p>Spring 2 – Around the World in 80 Days</p>	<p>Construction – animal puppets</p> <p>Linked to art</p>	<ul style="list-style-type: none"> • Draw on their own experience to help generate ideas. • Suggest ideas and explain what they are going to do. • Model their ideas in card and paper. • Make their design using appropriate techniques. • With help, measure, mark out, cut and shape a range of materials. • Use simple finishing techniques. • Evaluate their product by discussing how well it works in relation to the purpose. • Evaluate their products as they are developed, identifying strengths and possible changes they might make. • Evaluate their products by asking questions about what they have made and how they have gone about it.
	<p>Summer 1 – Best of British</p>	<p>Construction – building castles with moving draw bridges</p> <p>Linked to history</p>	<ul style="list-style-type: none"> • Draw on their own experience to help generate ideas. • Suggest ideas and explain what they are going to do. • Model their ideas in card and paper. • Develop their design ideas, applying findings from their earlier research. • Make their design using appropriate techniques. • With help, measure, mark out, cut and shape a range of materials. • Use tools (e.g. scissors, hole punch) safely. • Assemble, join and combine materials and components together using a variety of temporary methods (e.g. glues or masking tape) • Use simple finishing techniques. • Evaluate their product by discussing how well it works in relation to the purpose. • Evaluate their products as they are developed, identifying strengths and possible changes they might make. • Evaluate their products by asking questions about what they have made and how they have gone about it.

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	Summer 2 – Our Beautiful Blue Planet	Cooking – plant biscuits Linked to science	<ul style="list-style-type: none">• Draw on their own experience to help generate ideas.• Suggest ideas and explain what they are going to do.• Identify a target group for what they intend to design and make.• Make their design using appropriate techniques.• Select and use appropriate fruit and vegetables, processes and tools.• Use basic food handling hygienic practices and personal hygiene.• Evaluate their product by discussing how well it works in relation to the purpose.• Evaluate their products as they are developed, identifying strengths and possible changes they might make.• Evaluate their products by asking questions about what they have made and how they have gone about it.
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Year Two		Outcomes	Links to the progressions of skills document and the National Curriculum
	Autumn 1 – Who Do You Think You Are?	Sewing – fabric faces (could be made into cushions) Linked to art	<ul style="list-style-type: none"> • Generate ideas by drawing on their own and other’s experiences. • Develop their design ideas through discussion, drawings and modelling. • Identify a purpose for what they intend to design and make. • Identify a simple design criteria. • Make simple drawings and label parts. • Begin to select tools and materials: use appropriate vocabulary to name and describe them. • Cut, shape and join fabric to make a simple garment. • Use basic sewing techniques. • Evaluate against their design criteria. • Evaluate their products as they are developed, identifying strengths and possible changes they might make. • Talk about their ideas, saying what they like and dislike about them.
	Autumn 2 – The Cradle of Civilisation	Construction – pyramids Linked to history	<ul style="list-style-type: none"> • Generate ideas by drawing on their own and other’s experiences. • Develop their design ideas through discussion, drawings and modelling. • Identify a simple design criteria. • Make simple drawings and label parts. • Begin to select tools and materials: use appropriate vocabulary to name and describe them. • Measure, cut and score with some accuracy. • Use hand tools safely and appropriately. • Assemble, join and combine materials in order to make a product. • Choose and use appropriate finishing techniques. • Evaluate against their design criteria. • Evaluate their products as they are developed, identifying strengths and possible changes they might make. • Talk about their ideas, saying what they like and dislike about them.
	Spring 1 – Innovation and Legacy	Cooking – Roman honey cakes Linked to history	<ul style="list-style-type: none"> • Develop their design ideas through discussion, drawings and modelling. • Identify a purpose for what they intend to design and make. • Identify a simple design criteria. • Make simple drawings and label parts. • Follow procedures for food safety and hygiene. • Choose and use appropriate finishing techniques. • Evaluate against their design criteria. • Evaluate their products as they are developed, identifying strengths and possible changes they might make.

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			<ul style="list-style-type: none"> • Talk about their ideas, saying what they like and dislike about them.
	Spring 2 – Character	<p>Construction – underwater environment/ aquarium</p> <p>Linked to science</p> <p>Sewing – money holders (felt)</p> <p>Linked to history</p>	<ul style="list-style-type: none"> • Generate ideas by drawing on their own and other’s experiences. • Develop their design ideas through discussion, drawings and modelling. • Identify a purpose for what they intend to design and make. • Identify a simple design criteria. • Make simple drawings and label parts. • Begin to select tools and materials: use appropriate vocabulary to name and describe them. • Measure, cut and score with some accuracy. • Use hand tools safely and appropriately. • Assemble, join and combine materials in order to make a product. • Evaluate against their design criteria. • Evaluate their products as they are developed, identifying strengths and possible changes they might make. • Talk about their ideas, saying what they like and dislike about them. <p>2.</p> <ul style="list-style-type: none"> • Generate ideas by drawing on their own and other’s experiences. • Develop their design ideas through discussion, drawings and modelling. • Identify a purpose for what they intend to design and make. • Identify a simple design criteria. • Make simple drawings and label parts. • Cut, shape and join fabric to make a simple garment. • Use basic sewing techniques. • Evaluate against their design criteria. • Evaluate their products as they are developed, identifying strengths and possible changes they might make. • Talk about their ideas, saying what they like and dislike about them.
	Summer 1 – Navigation	<p>Construction – Viking long boats</p> <p>Linked to history</p>	<ul style="list-style-type: none"> • Generate ideas by drawing on their own and other’s experiences. • Develop their design ideas through discussion, drawings and modelling. • Identify a purpose for what they intend to design and make. • Identify a simple design criteria. • Make simple drawings and label parts. • Begin to select tools and materials: use appropriate vocabulary to name and describe them. • Measure, cut and score with some accuracy. • Use hand tools safely and appropriately. • Assemble, join and combine materials in order to make a product.

