

DT Curriculum Progression			
Year	Term	Topic	Key learning objectives
R	Autumn 1	All about Me  Art and DT themed activities around owls, autumn and fireworks.	<p><b>30-50 months</b></p> <ul style="list-style-type: none"> <li>• Explores colour and how colours can be changed.</li> <li>• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> </ul>
R	Autumn 2	All About Overstone Art and DT themed activities around churches, winter and Christmas crafts.	<ul style="list-style-type: none"> <li>• Beginning to be interested in and describe the texture of things.</li> <li>• Uses various construction materials.</li> <li>• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> </ul>
R	Spring 1	Cornwall - sea creatures and Pirates Art and DT themed activities around sea creatures, boats, patterns and pirates.	<ul style="list-style-type: none"> <li>• Joins construction pieces together to build and balance.</li> <li>• Realises tools can be used for a purpose.</li> </ul> <p><b>40-60+ months</b></p> <ul style="list-style-type: none"> <li>• Explores what happens when they mix colours.</li> <li>• Experiments to create different textures.</li> <li>• Understands that different media can be combined to create new effects.</li> </ul>
R	Spring 2	Cornwall - Farm and plants Art and DT themed activities around farm animals and flowers. Mother's Day cards	<ul style="list-style-type: none"> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> <li>• Selects appropriate resources and adapts work where necessary.</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul>
R	Summer 1	All About Bears Art and DT themed activities around the Goldilocks story and our class assembly.	<p><b>30-50 months</b></p> <ul style="list-style-type: none"> <li>• Developing preferences for forms of expression.</li> <li>• Uses available resources to create props to support role-play.</li> <li>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>
R	Summer 2	Continue bears and all about Transitions	<p><b>40-60+ months</b></p> <ul style="list-style-type: none"> <li>• Create simple representations of events, people and objects.</li> </ul>

		Art and DT themed activities around bears. Father's Day cards	<ul style="list-style-type: none"> <li>• Chooses particular colours to use for a purpose.</li> </ul>
1	Autumn 1	Books with moving parts	Designing: <ul style="list-style-type: none"> <li>• Design a product which moves</li> </ul> Making: <ul style="list-style-type: none"> <li>• Make a product which moves</li> </ul> Evaluating: <ul style="list-style-type: none"> <li>• Describe how something works</li> <li>• Make their own product stronger</li> </ul>
1	Autumn 2	Fee Fi FoFum	Art focus
1	Spring 1	Cooking (fruit salad)	Understand where food comes from Making: <ul style="list-style-type: none"> <li>• Use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>• Choose appropriate resources and tools (cutting food safely)</li> </ul>
1	Spring 2	Hot and Cold	Art focus
1	Summer 1	Making a 'bug hotel'	Designing: <ul style="list-style-type: none"> <li>• Use own ideas to design something and describe how their own idea works</li> <li>• Explain to someone else how they want to make their product and make a simple plan before making.</li> </ul> Making: <ul style="list-style-type: none"> <li>• Use own ideas to make something.</li> <li>• Choose appropriate resources and tools.</li> </ul> Evaluating: <ul style="list-style-type: none"> <li>• Explain what works well and not so well in the model they have made.</li> </ul>

1	Summer 2	Spiders, Skeletons and Me!	Art focus
2	Autumn 1	Food technology (chocolate bars)	<p>Designing:</p> <ul style="list-style-type: none"> <li>• Think of an idea and plan what to do next</li> <li>• Explain why they have chosen specific ingredients</li> </ul> <p>Food technology:</p> <ul style="list-style-type: none"> <li>• Weigh ingredients to use in a recipe</li> <li>• Describe the ingredients used when making a dish or cake.</li> </ul> <p>Evaluating:</p> <ul style="list-style-type: none"> <li>• Explain what went well with their work</li> </ul>
2	Autumn 2	Modelling (junk modelling-chocolate factory)	<p>Technical knowledge:</p> <ul style="list-style-type: none"> <li>• Make a model stronger and more stable</li> </ul> <p>Designing:</p> <ul style="list-style-type: none"> <li>• Think of an idea and plan what to do next</li> <li>• Explain why they have chosen specific textiles</li> </ul> <p>Making:</p> <ul style="list-style-type: none"> <li>• Choose tools and materials and explain why they have chosen them</li> <li>• Join materials and components in different ways</li> <li>• Measure materials to use in a model structure</li> </ul> <p>Evaluating:</p> <ul style="list-style-type: none"> <li>• Explain what went well with their work</li> </ul>
2	Spring 1	Wheels and axels Toy	<p>Designing:</p> <ul style="list-style-type: none"> <li>• Think of an idea and plan what to do next</li> <li>• Explain why they have chosen specific textiles</li> </ul> <p>Making:</p> <ul style="list-style-type: none"> <li>• Choose tools and materials and explain why they have chosen them</li> <li>• Join materials and components in different ways</li> <li>• Measure materials to use in a model structure</li> </ul> <p>Evaluating:</p> <ul style="list-style-type: none"> <li>• Explain what went well with their work</li> </ul>

			Technical knowledge: <ul style="list-style-type: none"> <li>• Use wheels and axels when appropriate to do so.</li> </ul>
2	Spring 2	Super, Duper me!	
2	Summer 1	Textiles Flags for pirate ship	Designing: <ul style="list-style-type: none"> <li>• Think of an idea and plan what to do next</li> <li>• Explain why they have chosen specific textiles</li> </ul> Making: <ul style="list-style-type: none"> <li>• Choose tools and materials and explain why they have chosen them</li> <li>• Join materials and components in different ways</li> </ul> Evaluating: <ul style="list-style-type: none"> <li>• Explain what went well with their work</li> </ul>
2	Summer 2	Ahoy Mateys	
3	Autumn 1	Juggling balls	Making: <ul style="list-style-type: none"> <li>• Follow a step by step plan, choosing the right equipment and materials</li> <li>• Select the most appropriate tools and techniques for a given task</li> <li>• Work accurately to measure, make cuts and make holes</li> </ul> Evaluating: <ul style="list-style-type: none"> <li>• Explain how to improve a finished model</li> <li>• Know why a model has, or has not, been successful</li> </ul>
3	Autumn 2		Art focus
3	Spring 1		Art focus
3	Spring 2	Mechanisms	Designing: <ul style="list-style-type: none"> <li>• Prove that a design meets a set of criteria</li> <li>• Design a produce and make sure that it looks attractive</li> <li>• Choose a material for both its suitability and its appearance</li> </ul> Technical knowledge: <ul style="list-style-type: none"> <li>• Know how to strengthen a product by stiffening a given part or reinforce a part of</li> </ul>

			<p>the structure</p> <ul style="list-style-type: none"> <li>• Use a simple IT program within the design</li> </ul>
3	Summer 1		Art focus
3	Summer 2	<b>Food technology</b>	<p>Making:</p> <ul style="list-style-type: none"> <li>• Describe how food ingredients come together</li> <li>• Weigh out ingredients and follow a given recipe to create a dish</li> </ul> <p>Technical knowledge:</p> <ul style="list-style-type: none"> <li>• Talk about which food is healthy and which food is not</li> <li>• Know when food is ready for harvesting</li> </ul>
4	Autumn 1		Art focus
4	Autumn 2	Textiles: Kite making	<p>Making:</p> <ul style="list-style-type: none"> <li>• Know which tools to use for a particular task and show knowledge of handling the tool</li> <li>• Know which material is likely to give the best outcome</li> <li>• Measure accurately</li> </ul> <p>Evaluating:</p> <ul style="list-style-type: none"> <li>• Evaluate and suggest improvements for the design</li> <li>• Evaluate products for both their purpose and appearance</li> <li>• Explain how the original design has been improved</li> <li>• Present the product in an interesting way</li> </ul>
4	Spring 1		Art focus
4	Spring 2	Battery operated lights	<p>Designing:</p> <ul style="list-style-type: none"> <li>• Use ideas from other people when designing</li> <li>• Produce a plan and explain it</li> </ul> <p>Making:</p> <ul style="list-style-type: none"> <li>• Persevere and adapt work when original ideas do not work</li> <li>• Communicate ideas in a range of ways, including sketches and drawings which are annotated</li> </ul> <p>Technical Knowledge:</p> <ul style="list-style-type: none"> <li>• Links scientific knowledge by using lights, switches or buzzers</li> <li>• Use electrical systems to enhance the quality of the product</li> </ul>

			<ul style="list-style-type: none"> <li>• Use IT, where appropriate, to add to the quality of the product</li> </ul>
4	Summer 1		Art focus
4	Summer 2	Food Technology <i>In the context of The Great Bread Bake Off</i>	Designing: <ul style="list-style-type: none"> <li>• Bring a creative element to the food product being designed</li> </ul> Making: <ul style="list-style-type: none"> <li>• Know how to be both hygienic and safe when using food</li> </ul>
5	Autumn 1	Rainforests	Art focus
5	Autumn 2	Moving toys	Technical knowledge: <ul style="list-style-type: none"> <li>• links scientific knowledge to design by using pulleys, gears or cams</li> </ul> Designing: <ul style="list-style-type: none"> <li>• Design a product that requires pulleys, gears or cams</li> </ul> Making: <ul style="list-style-type: none"> <li>• Make a product that relies on pulleys, gears or cams</li> </ul>
5	Spring 1	Local Study-History	Art focus
5	Spring 2	Food technology	Making: <ul style="list-style-type: none"> <li>• Be both hygienic and safe in the kitchen</li> <li>• Know how to prepare a meal by collecting the ingredients in the first place</li> </ul> Technical knowledge: <ul style="list-style-type: none"> <li>• Know which season various foods are available for harvesting</li> </ul>
5	Summer 1	Anglo-Saxon	Art focus
5	Summer 2	Textiles	Designing: <ul style="list-style-type: none"> <li>• To use market research to inform plans and ideas</li> <li>• To show that culture and society is considered in plans and designs</li> </ul>
6	Autumn 1	World War II	Art focus
6	Autumn	Shelters	Designing, making and evaluating:

	2		<ul style="list-style-type: none"> <li>• Use knowledge to improve a made product by strengthening, stiffening or reinforcing</li> </ul>
6	Spring 1	Food and nutrition	Technical knowledge: <ul style="list-style-type: none"> <li>• Explain how food ingredients should be stored and give reasons</li> <li>• Understand the difference between a savoury and sweet dish</li> </ul> Designing and making: <ul style="list-style-type: none"> <li>• Work within a budget to create a meal</li> </ul>
6	Spring 2	Mayans	Art focus
6	Summer 1	Vikings	Art focus
6	Summer 2	Fairground rides	Making and evaluating: <ul style="list-style-type: none"> <li>• Use electrical systems correctly and accurately to enhance a given product</li> <li>• Know which IT product would further enhance a specific product</li> </ul>