

DT Curriculum Progression

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

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

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

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

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

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

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