



Sholing Infant School – Design and Technology Curriculum Coverage



Year 1	Autumn 2	Spring 2	Summer 2
Concepts	Structures Textiles	Structures Mechanisms	Cooking and nutrition
Curriculum objectives	<ul style="list-style-type: none"> ❖ Design purposeful, functional, appealing products for themselves and other users based on design criteria. ❖ Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. ❖ To build structures, exploring how they can be made stronger, stiffer and more stable. ❖ To explore and evaluate a range of existing products. 	<ul style="list-style-type: none"> ❖ Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products. ❖ To explore and evaluate a range of existing products. ❖ To evaluate their ideas and products against design criteria. ❖ To build structures, exploring how they can be made stronger, stiffer and more stable. 	<ul style="list-style-type: none"> ❖ Use the basic principles of a healthy and varied diet to prepare dishes. ❖ Understand where food comes from.
Sticky knowledge	<ul style="list-style-type: none"> ❖ I know how to design a flag and consider the material used. ❖ I know what I can use to join, cut, shape and finish a product. ❖ I know how to join materials (including fabric) by gluing, stapling or taping. ❖ I know how to cut paper, card and fabric. ❖ I know how to make my flag stand by itself. 	<ul style="list-style-type: none"> ❖ I know the meaning of the words strength and stiffness ❖ I know there are different ways paper can be folded to improve its strength and stiffness ❖ I know how to build a strong and stiff structure by adding a support ❖ I can evaluate my structure according to design criteria ❖ I know how to construct particular moving mechanisms with paper/card. 	<ul style="list-style-type: none"> ❖ I understand where food comes from. ❖ I know where plants grow and which parts we eat. ❖ I can taste fruits and vegetables and describe their: appearance, smell, taste. ❖ I know that fruits and vegetables are healthy. ❖ I can remember how to prepare food safely and hygienically including using a knife and blender
Vocabulary	Decorate, ship, flag, design, fabric, glue, model, hole punch, tape, stencil, technique, template.	Mechanism, slider, pivot, lever, fold, concertina, pop-up, stronger, stiffer, folding, layers, weak, support.	Blender, carton, fruit, healthy, ingredients, peel, peeler, recipe, slice, smoothie, stencil, template, vegetable, blender.
Disciplinary knowledge (skills)	<ul style="list-style-type: none"> ❖ Create then follow design criteria to make product. ❖ Choose suitable materials to create the product, thinking about how to make it strong and stable. ❖ Choose suitable tools to cut, join and finish the product. 	<ul style="list-style-type: none"> ❖ I know how to discuss my creations using key vocabulary. ❖ I know how to design and create by following a brief, evaluating my work as I go and when it is complete. 	<ul style="list-style-type: none"> ❖ I can make a choice as to what smoothie I will make and why.
Topic	Pirates	Toys	Forests



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Year 2	Autumn 1	Summer 1	Summer 2
Concepts	Structures Mechanisms	Cooking and nutrition	Textiles
Curriculum objectives	<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"> ❖ Use the basic principles of a healthy and varied diet to prepare dishes. ❖ Understand where food comes from. 	<ul style="list-style-type: none"> ❖ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. ❖ Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. ❖ Explore and evaluate a range of existing products.
Sticky knowledge	<ul style="list-style-type: none"> ❖ I know what stable means and can ensure my structure has this property. ❖ I know how to cut and assemble my frame correctly. ❖ I can use a hacksaw safely. ❖ I know that axles are used in structures and mechanisms to make parts turn in a circle. ❖ I know how to attach my frame to the axle and attach wheels to the structure of my vehicle. ❖ I know how to test my axle in the structure and alter the parts if it doesn't move freely. 	<ul style="list-style-type: none"> ❖ I can consider and review food combinations. ❖ I know that the most ideal ingredient combinations for my wrap will contain foods from more than one food group. ❖ I can remember how to prepare food safely and hygienically including using a grater and peeler. 	<ul style="list-style-type: none"> ❖ I know how to create a running stitch. ❖ I know how to stitch a design decoration for my product. ❖ I can cut fabric neatly.
Vocabulary	Stable, structure, test, weak, design, design criteria, evaluation, net, axle, wheel, structure, net, join.	Alternative, diet, balanced diet, evaluation, expensive, healthy, ingredients, nutrients, packaging, refrigerator, sugar, protein, carbohydrate, dairy, grater, peeler.	Fabric, pouch, running-stitch, sew, shape, stencil, template, thimble, attach.
Disciplinary knowledge	<ul style="list-style-type: none"> ❖ I understand the importance of a clear design criteria. ❖ I know how to evaluate my vehicle according to the design criteria I know how to test whether my vehicle. 	<ul style="list-style-type: none"> ❖ I can review my design. 	<ul style="list-style-type: none"> ❖ I can evaluate my design.
Topic	Victorians	Survival SOS	Survival SOS