

Coverage of DT KUS

Areas	Year One Superheroes Why do people wear a poppy?	Year Two Scrumdiddlyumptious Why can't I have chocolate for breakfast?
Term 1	<p style="text-align: center;">Textiles</p> <p>To design, make and evaluate a safety jacket for teddy (link to road safety week)</p> <ul style="list-style-type: none"> • I am beginning to meet the needs of a simple design brief. • I can discuss what product I am designing and making and explain who the product is for and why. • I can look at existing products and talk about what works well. • I am beginning to evaluate my product against the design brief discussing what worked well and an improvement. • I can work in different contexts. E.g. imaginary, story based, industry. • I can generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology. • I can select from a range of tools and equipment. • I am beginning to perform practical tasks including cutting, shaping, joining and finishing. 	<p style="text-align: center;">DT: Food and Nutrition</p> <p>To design, make and evaluate a healthy sandwich (link to Sam's Sandwich text)</p> <ul style="list-style-type: none"> • I can meet the needs of a design brief. • I can identify what products are for, how the product works, how it is used, where the product might be used and what materials the product is made from. • I can evaluate a range of existing products to support my product design. • I can generate ideas, drawing on my own experiences. • I can make adjustments to my products as I am making. • I can evaluate my product against the design brief using specific vocabulary. • I can confidently work in a range of contexts. E.g. local community, wider environment. • I can generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology. • I can select from and use a wide range of materials and components. • I can measure and mark my materials. • I can confidently perform practical tasks including cutting, shaping, joining and finishing including sewing. <ul style="list-style-type: none"> • I know the importance of a balanced diet to be healthy. • I can use my knowledge of a balanced diet to prepare dishes. • I can name and sort foods into the five groups of the 'The Eatwell Plate.' • I understand food is produced in different places and sold in shops. • I understand that food has to be farmed, grown elsewhere or caught. • I can cut, peel and grate ingredients safely and hygienically. • I know how to prepare simple dishes safely and hygienically without using a heat source.

	Year One	Year Two The Beatles
Term 2	<p style="text-align: center;">Construction and Mechanisms</p> <p>To design, make and evaluate a moving vehicle to carry an egg across a bumpy surface</p> <ul style="list-style-type: none"> • I am beginning to meet the needs of a simple design brief. • I can discuss what product I am designing and making and explain who the product is for and why. • I can look at existing products and talk about what works well. • I am beginning to evaluate my product against the design brief discussing what worked well and an improvement. • I can work in different contexts. E.g. imaginary, story based, industry. • I can generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology. • I can select from a range of tools and equipment. • I am beginning to perform practical tasks including cutting, shaping, joining and finishing. • • I can explore and use simple mechanisms such as wheels and axles. • I am beginning to develop knowledge as to how structures can be made stronger, stiffer and more stable. • I can create products using wheels and axles. 	<p style="text-align: center;">DT: Mechanisms</p> <p>To design, make and evaluate a card with a moving part.</p> <ul style="list-style-type: none"> • I can meet the needs of a design brief. • I can identify what products are for, how the product works, how it is used, where the product might be used and what materials the product is made from. • I can evaluate a range of existing products to support my product design. • I can generate ideas, drawing on my own experiences. • I can make adjustments to my products as I am making. • I can evaluate my product against the design brief using specific vocabulary. • I can confidently work in a range of contexts. E.g. local community, wider environment. • I can generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology. • I can select from and use a wide range of materials and components. • I can measure and mark my materials. • I can confidently perform practical tasks including cutting, shaping, joining and finishing including sewing. • • I know how to use a range of mechanisms to create movement such as sliders, levers and pivots. • I can use a range of mechanisms such as slider, levers and pivots.

	Year One	Year Two
Term 3	<p style="text-align: center;">Food and Nutrition To design, make and evaluate a fruit kebab</p> <ul style="list-style-type: none"> • I am beginning to meet the needs of a simple design brief. • I can discuss what product I am designing and making and explain who the product is for and why. • I can look at existing products and talk about what works well. • I am beginning to evaluate my product against the design brief discussing what worked well and an improvement. • I can work in different contexts. E.g. imaginary, story based, industry. • I can generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology. • I can select from a range of tools and equipment. • I am beginning to perform practical tasks including cutting, shaping, joining and finishing. • I know we should have five portions of fruit or vegetables each day. • I am beginning to know which foods are healthy and which we should have in moderation. • I can make healthy choices for prepared dishes. • I understand that all food comes from animals and plants. • I can cut ingredients safely and hygienically. • I can assemble and prepare simple dishes without using a heat source 	<p style="text-align: center;">DT: Construction and Textiles To design, make and evaluate a home for an animal.</p> <ul style="list-style-type: none"> • I can meet the needs of a design brief. • I can identify what products are for, how the product works, how it is used, where the product might be used and what materials the product is made from. • I can evaluate a range of existing products to support my product design. • I can generate ideas, drawing on my own experiences. • I can make adjustments to my products as I am making. • I can evaluate my product against the design brief using specific vocabulary. • I can confidently work in a range of contexts. E.g. local community, wider environment. • I can generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology. • I can select from and use a wide range of materials and components. • I can measure and mark my materials. • I can confidently perform practical tasks including cutting, shaping, joining and finishing including sewing. • I know different ways that structures can be made stronger, stiffer and more stable.

