



# Lister Primary School

## Coverage of DT KUS

| Areas                   | <b>Year One</b><br><b>Superheroes</b><br>Why do people wear a poppy?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Year Two</b><br><b>Our World</b><br>Why can't I have chocolate for breakfast?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Term</b><br><b>1</b> | <b>Textiles</b><br>To design, make and evaluate a safety jacket for teddy (link to road safety week) <ul style="list-style-type: none"> <li>I am beginning to meet the needs of a simple design brief.</li> <li>I can discuss what product I am designing and making and explain who the product is for and why.</li> <li>I can look at existing products and talk about what works well.</li> <li>I am beginning to evaluate my product against the design brief discussing what worked well and an improvement.</li> <li>I can work in different contexts. E.g. imaginary, story based, industry.</li> <li>I can generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology.</li> <li>I can select from a range of tools and equipment.</li> <li>I am beginning to perform practical tasks including cutting, shaping, joining and finishing.</li> </ul> | <b>DT: Food and Nutrition</b><br>To design, make and evaluate a healthy sandwich (link to Sam's Sandwich text) <ul style="list-style-type: none"> <li>I can meet the needs of a design brief.</li> <li>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.</li> <li>I can evaluate a range of existing products to support my product design.</li> <li>I can generate ideas, drawing on my own experiences.</li> <li>I can make adjustments to my products as I am making.</li> <li>I can evaluate my product against the design brief using specific vocabulary.</li> <li>I can confidently work in a range of contexts. E.g. local community, wider environment.</li> <li>I can generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology.</li> <li>I can select from and use a wide range of materials and components.</li> <li>I can measure and mark my materials.</li> <li>I can confidently perform practical tasks including cutting, shaping, joining and finishing including sewing.</li> <li>I know the importance of a balanced diet to be healthy.</li> <li>I can use my knowledge of a balanced diet to prepare dishes.</li> <li>I can name and sort foods into the five groups of the 'The Eatwell Plate.'</li> <li>I understand food is produced in different places and sold in shops.</li> <li>I understand that food has to be farmed, grown elsewhere or caught.</li> <li>I can cut, peel and grate ingredients safely and hygienically.</li> </ul> |



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|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>I know how to prepare simple dishes safely and hygienically without using a heat source.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|               | <b>Year One</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Year Two The Beatles</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Term 2</b> | <p><b>Construction and Mechanisms</b></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"> <li>I am beginning to meet the needs of a simple design brief.</li> <li>I can discuss what product I am designing and making and explain who the product is for and why.</li> <li>I can look at existing products and talk about what works well.</li> <li>I am beginning to evaluate my product against the design brief discussing what worked well and an improvement.</li> <li>I can work in different contexts. E.g. imaginary, story based, industry.</li> <li>I can generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology.</li> <li>I can select from a range of tools and equipment.</li> <li>I am beginning to perform practical tasks including cutting, shaping, joining and finishing.</li> <li></li> <li>I can explore and use simple mechanisms such as wheels and axles.</li> <li>I am beginning to develop knowledge as to how structures can be made stronger, stiffer and more stable.</li> <li>I can create products using wheels and axles.</li> </ul> | <p><b>DT: Mechanisms</b></p> <p>To design, make and evaluate a card with a moving part.</p> <ul style="list-style-type: none"> <li>I can meet the needs of a design brief.</li> <li>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.</li> <li>I can evaluate a range of existing products to support my product design.</li> <li>I can generate ideas, drawing on my own experiences.</li> <li>I can make adjustments to my products as I am making.</li> <li>I can evaluate my product against the design brief using specific vocabulary.</li> <li>I can confidently work in a range of contexts. E.g. local community, wider environment.</li> <li>I can generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology.</li> <li>I can select from and use a wide range of materials and components.</li> <li>I can measure and mark my materials.</li> <li>I can confidently perform practical tasks including cutting, shaping, joining and finishing including sewing.</li> <li></li> <li>I know how to use a range of mechanisms to create movement such as sliders, levers and pivots.</li> <li>I can use a range of mechanisms such as slider, levers and pivots.</li> </ul> |



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



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