

DT Curriculum 2025/26– Years 1 & 2

	Autumn 1	Autumn 2
Topic	<p>Food Technology – Scones</p> <p>Children will learn how to make scones from scratch and know the ingredients needed. They will learn that they can make savoury or sweet varieties of scones. They will learn that flour, milk, butter and eggs are staple ingredients in a western diet and that we need to eat a healthy and varied diet. They will make their own scones based on their taste tests and research.</p>	No Focus
Knowledge	<ul style="list-style-type: none"> • Know that we need to eat a variety of foods to keep healthy • Know about different ingredients and that flour comes from wheat (plants) and that eggs and milk are 'dairy' and come from animals (hens/cows) • Know which ingredients are needed to make scones – SR flour, milk, butter, eggs, baking powder • Know that baking powder is a raising agent • Know about different types scone – savoury and sweet • Know that scones can come in different flavours and taste test the ingredients we could add (sultanas, glace cherries, cheese, grated carrot) • Know how to combine and mix ingredients to make a dough for scones • Know how to read and follow a recipe to make their scone mixture • Know the techniques of combining, kneading, rolling and cutting out their scone dough 	
Vocab	<p>Flour, eggs, milk, butter, baking powder, combine, mix, knead, roll, cutter, bowl, rolling pin</p>	



DT Curriculum 2025/26 – Years 1 & 2

	Spring 1	Spring 2
Topic	<p>Structures – Pencil Pots</p> <p>Children will investigate different pencil pots and how they are made. They will design a functional pencil pot based on given design criteria and will generate their ideas through talking and drawing. Children will select from and use a range of tools and equipment to perform practical tasks and then create their pencil pots. Finally, children will evaluate their ideas and products against design criteria.</p>	<u>No Focus</u>
Knowledge	<ul style="list-style-type: none"> • Know how to examine and evaluate existing products • Know that structures with a wider base are more stable than those with a narrow base • Know how to explore stability of a structure by adding weight in different places • Know how to identify which materials may be best to create a pencil pot and why – paper, cardboard, plastic. • Know ways to strengthen paper – laminating/ rolled tubes or art straws within the structure • Know how to create a design for their pencil pot considering design criteria set by their teacher • Know how to use a variety of cutting and joining techniques to make a stable product • Know how their work might be improved, both during and after the 'making' process. <p>Digital Aspect: Can ch recognise an orthographic plan (top/side/front/plan views) to see what a pencil pot might look like?</p>	
Vocab	<p>design, research, construct, join, attach, stable, unstable, strong, weight, resources, strengthen, evaluate, improve, compare</p>	



DT Curriculum 2025/26 – Years 1 & 2

	Summer 1	Summer 2
Topic	<p><u>Textiles – Fabric Fish</u></p> <p>Children will learn how to make a fabric fish and how to use textiles and combine them for aesthetic effect. They will learn how to use simple attachment techniques including fabric glues and simple stitches. They will learn how to create a design and evaluate their finished product against given design criteria.</p>	<u>No Focus</u>
Knowledge	<ul style="list-style-type: none"> Know how to create a design, within the parameters of given criteria Know what a pattern piece is and how to cut out pattern pieces or embellishments Know about different types of fabric (e.g felt, cotton, hessian, denim, corduroy) and select ones most appropriate to their design Know how to use a running stitch to attach two pieces of fabric together Know when it is appropriate to use different attachment methods (ie fabric glue) for example for small embellishments such as googly eyes Know how to evaluate their finished product and suggest improvements as they see fit <p>Digital Aspect: Ch to use Ipads to take photos of their pattern pieces and then their finished products</p>	
Vocab	<p>design, make, evaluate, fabric, attach, join, secure, needle, sew, running stitch, embellishment, decoration, improve</p>	



DT Curriculum 2026/27 Years 1 and 2

	Autumn 1 – Levers and Sliders- Moving Picture Books	Autumn 2
Topic	<p>Levers and Sliders Children will learn how to create a lever and a slider to move an image across a piece of card. They will look at examples in real life picture books to explore how these mechanisms work. They will create a design linked to their topic and then each create a page to contribute to a class moving picture book.</p>	No Focus
Knowledge	<p>Know how to research moving pictures in available books and ascertain how they work Know how a lever or slider can work in a picture book Know how to create a mock-up example of a slider and lever using cardboard Know how to design a page for a class book discussing and identifying the techniques they will use. Know how to select the best materials for the book and the moving mechanisms, including how to attach and/or conceal these Know how to evaluate their work, considering how they might make improvements, both during and after the making process</p>	
Vocab	<p>Lever, slider, pivot, linkage, connect, attachment, movement, mechanism, method, cut, fold, attach, join, evaluate, improve</p>	





DT Curriculum 2026/27 – Years 1 and 2



	Spring 1	Spring 2
Topic	<p>Food Technology</p> <p>Children will use the basic principles of a healthy and varied diet to prepare a pasta salad and understand where food comes from. They will design and evaluate their food and they will use a range of tools and equipment to perform practical tasks. Children will also use the principles of a healthy and varied diet to prepare their dishes and develop an understanding of where foods come from.</p>	No Focus
Knowledge	<ul style="list-style-type: none"> • Know that we need to eat a variety of food to keep healthy • Know how to sort different food types and about '5 a day' for fruit and vegetable intake • Know where pasta and common vegetables come from • Know how to research different types of pasta salads and recipes • Know how to evaluate food based on content and appearance • Know how to select vegetables to use in their pasta salad by tasting them • Know how to create their own recipes from given design criteria • Know how to chop vegetables using safety knives and the bridge hold or claw grip • Know how to combine ingredients to make a pasta salad 	
Vocab	<p>eat well plate, 5 a day, carbohydrates, protein, fruit, vegetables, dairy, fats, sugars, chop, slice, recipe, design criteria, ingredients, appearance, taste, bridge hold, claw grip</p>	



DT Curriculum 2026/27 – Years 1 & 2

	Summer 1	Summer 2
Topic	<p>Mechanisms – Wheels and Axles</p> <p>Children will design and build a car/cart and to be able to explain design choices linked to the given criteria. They will design a purposeful and functional product based on design criteria and will generate their ideas through talking and drawing. Children will select from and use a range of tools and equipment to perform practical tasks and they will explore and use mechanisms. Finally, children will evaluate their ideas and products against design criteria.</p>	No Focus
Knowledge	<ul style="list-style-type: none"> Know how to examine and evaluate existing products (examples of simple cars/carts) and investigate the different materials used. Know which materials may be best to create their product of a car/cart and why - cardboard, lollipop sticks, art straws, balsa wood. Know how to make a wheel/axle construction by using LEGO, wooden wheels and dowelling, construction kits or junk modelling materials. Know how to create a design for a car/cart considering design criteria set by the teacher. Know the most suitable ways to combine resources to make a strong and stable construction - e.g glues, duct tape, masking tape, Sellotape, string. Know how their work might be improved, both during and after the 'making' process. <p>Digital Aspect: Use Ipads independently to photograph their finished products</p>	
Vocab	<p>design, design criteria, research, construct, mechanism, wheel, axle, turn, rotate, connection, join, attach, stable, strong, resources, balsa wood</p>	

