

# DT Curriculum 2023/24 – Years 1 & 2

	Autumn 1	Autumn 2
<b>Topic</b>	<p><b><u>Food Technology - Bread</u></b></p> <p>Children will learn how to make bread from scratch and know the ingredients needed. They will learn that there are different types of bread around the world such as pitta, naan, baguette, whole-wheat and that it is a staple food. They will learn that bread is in the carbohydrate food group and that bread is part of a healthy and varied diet. They will make their own bread roll based on their research.</p>	<b><u>No Focus</u></b>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Know about the 'eat well' plate</li> <li>• Know about different food types.</li> <li>• Know which ingredients are needed to make bread</li> <li>• Know about different types of bread – baguette, white, naan, pitta, whole-grain</li> <li>• Know what different breads feel and taste like (taste testing)</li> <li>• Know that bread may come in different shapes e.g plaited loaves and that it can be flavoured</li> <li>• Know how to form different bread shapes (using playdough initially for practice)</li> <li>• Know that yeast is used as a raising agent</li> <li>• Know the techniques of kneading and stretching when making bread</li> </ul>	
<b>Vocab</b>	<p><b>Dough, flour, yeast, water, bread, knead, stretch, roll, twist, knot, bake, rise, raising agent, carbohydrate, balanced diet</b></p>	



# DT Curriculum 2023/24 – Years 1 & 2

	Spring 1	Spring 2
<b>Topic</b>	<p><b><u>Structures – Homes Around the World</u></b></p> <p>Children will investigate different homes and structures and how they are built. They will design a purposeful and functional structure 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 create their structures. Finally, children will evaluate their ideas and products against design criteria.</p>	<b><u>No Focus</u></b>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Know how to examine and evaluate existing products (look at example of different structures/homes around the world and evaluate them – wooden cabins/yurts/brick built houses/tent/sand homes) and investigate the different materials used.</li> <li>Know how to create a design for their structure considering design criteria set by their teacher</li> <li>Know how to identify which materials may be best to create their structure and why - cardboard, lollipop sticks, art straws, fabric, balsa wood.</li> <li>Know the most suitable ways to combine resources to make a strong and stable structure - e.g glues, duct tape, masking tape, Sellotape, string.</li> <li>Know how their work might be improved, both during and after the 'making' process.</li> </ul>	
<b>Vocab</b>	<p><b>design, design criteria, research, construct, join, attach, stable, strong, resources, balsa wood, fabric, art straws, cardboard, corrugated card, evaluate, improve</b></p>	



# DT Curriculum 2023/24 – Years 1 & 2

	Summer 1	Summer 2
<b>Topic</b>	<p><b><u>Textiles – Fabric Fish</u></b>                      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>	<b><u>No Focus</u></b>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Know how to create a design, within the parameters of given criteria</li> <li>Know what a pattern piece is and how to cut out pattern pieces or embellishments</li> <li>Know about different types of fabric (e.g felt, cotton, hessian, denim, corduroy) and select ones most appropriate to their design</li> <li>Know how to use a running stitch to attach two pieces of fabric together</li> <li>Know when it is appropriate to use different attachment methods (ie fabric glue) for example for small embellishments such as googly eyes</li> <li>Know how to evaluate their finished product and suggest improvements as they see fit</li> </ul>	
<b>Vocab</b>	<p><b>fabric, design, make, evaluate, fabric, attach, join, secure, needle, sew, running stitch, embellishment, decoration, improve</b></p>	



# DT Curriculum 2024/25 – Years 1 & 2

	Spring 1	Spring 2
<b>Topic</b>	<p><b>Food Technology</b>                      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>	<b>No Focus</b>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Know about the 'eat well' plate</li> <li>• Know how to sort different food types</li> <li>• Know that pasta is a carbohydrate</li> <li>• Know where pasta and common vegetables come from</li> <li>• Know about the recommended '5 a day' for fruit/vegetable intake</li> <li>• Know how to research different types of pasta salads and recipes</li> <li>• Know how to evaluate food based on content and appearance</li> <li>• Know how to select vegetables to use in their pasta salad by tasting them</li> <li>• Know how to create their own recipes from given design criteria</li> <li>• Know how to chop vegetables</li> <li>• Know how to combine ingredients to make a pasta salad</li> </ul>	
<b>Vocab</b>	<p><b>eat well plate, 5 a day, carbohydrates, protein, fruit, vegetables, dairy, fats, sugars, chop, slice, recipe, design criteria, ingredients, appearance, taste</b></p>	



# DT Curriculum 2024/25 – Years 1 & 2

	Summer 1	Summer 2
<b>Topic</b>	<p><b>Mechanisms – Wheels and Axles</b></p> <p>Children will design and build a battering ram (linked to the Towers, Tunnels and Turrets topic) 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>	<b>No Focus</b>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Know what battering rams were, different ways they were constructed and how they were moved from place to place.</li> <li>Know how to examine and evaluate existing products (examples of simple battering rams) and investigate the different materials used.</li> <li>Know which materials may be best to create their product (battering ram) and why - cardboard, lollipop sticks, art straws, balsa wood.</li> <li>Know how to make a wheel/axle construction by using LEGO, wooden wheels and dowelling, construction kits or junk modelling materials.</li> <li>Know how to create a design for a battering ram considering design criteria set by the teacher.</li> <li>Know the most suitable ways to combine resources to make a strong and stable construction - e.g glues, duct tape, masking tape, Sellotape, string.</li> <li>Know how their work might be improved, both during and after the 'making' process.</li> </ul>	
<b>Vocab</b>	<p><b>design, design criteria, research, construct, mechanism, wheel, axle, turn, rotate, connection, join, attach, stable, strong, resources, balsa wood</b></p>	

