



	Essential concepts and skills to be taught	Autumn 2	Spring 2	Summer 2	Knowledge progression across subjects in the year group	Progression of knowledge and skills across year groups
R	Knowledge: Skills: Hold a pencil effectively. Begin to show accuracy and care when drawing. Use a range of small tools including scissors. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, form and function. Vocabulary: Puppet, material, reflective, tools, ideas, models	Puppets Children will create lollipop stick puppets of themselves using card, pens and practise cutting and sticking. Our homes Children will use different materials to make a model of their home. High viz jackets Children will draw a design for a visible jacket for travelling. Aeroplanes Children will make a model aeroplane using different tools and materials.	Weaving Children will make a large group weaving, representing the Earth and the sky. Telescope Children will identify how the materials fabric and cardboard are different. Children will make a telescope using cardboard. Making bread Children will know that we can use flour to make bread. Children will make bread. Making cakes Children will know that eggs come from chickens and butter is made from milk from cows. Children will make cupcakes.	Crowns Children will make their own crowns choosing appropriate materials. Coronation robes Children will decorate a coronation robe together as a group, practising tying knots and threading. Model playgrounds Children will know that a model is small version which shows what the real thing could look like. Children will make a model for a new playground out of junk modelling.	R: Understanding the world, Kings and Queens Understanding the world, Stories from the past Understanding the world, Growing and changing	YR DT linked to EYFS framework: Use of fine motor skills when cutting, joining and building. Sharing their creations and explaining their processes. Safely using and exploring a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
1	Knowledge: Food: Fruit and Vegetables Structure: Stable Structures Textiles: Simple Stitch	Food: Fruit and Vegetables (Food) Children apply their knowledge of fruits and vegetables to creating a smoothie.	Stable Structures (structures) Pupils will create a pencil pot that is a	Simple Stitch (Textiles) Children will develop their sewing skills by practicing creating a simple stitch in	Maths – 2D and 3D shapes	Progression from YR Fruit and Vegetables: Bread and cakes in YR



	Skills: - Design: Designing smoothie carton packaging - Learning importance of a clear design - Create a design for a piece of bunting. - Make: Chopping fruit and vegetables safely - Following instructions to cut and assemble - Using simple stitches to decorate a piece of bunting. - Evaluate: Tasting and evaluating different food combinations - Testing a finished product and reviewing success - Testing a product and explain how it can be fixed if needed. - Reflecting on a finished product, explaining likes and dislikes. Vocabulary: Food: Fruit, vegetable, seed, smoothie Structure: Base, stable, freestanding Textiles: Design, needle, stitch, thread	They identify where different fruits and vegetables come from. They apply their knowledge by comparing different tastes when making their smoothies. Assessment question: Where do fruit and vegetables come from?	stable structure. They will find ways to add weight to the bottom of their structure, so it does not topple, and their design fits the purpose. Assessment question: How can we create a stable structure?	a piece of fabric. They will sketch a simple pattern to recreate using their stitches. Assessment question: How can we make a simple stitch?		Stable structures: Our homes, playgrounds, crowns, aeroplanes, telescope Simple stitch: Hi vis jackets, coronation gowns, weaving, puppets
2	Knowledge: Food: A Balanced Diet Mechanisms: Levers Textiles: Pouches	A balanced diet (Food) Pupils name the main food groups and identify foods in those groups. They will consider different flavour combinations	Levers (Mechanisms) Pupils will analyse levers and mechanisms in real life, such as see-saws. Children will create mechanisms	Pouches (Textiles) Children will be able to prepare and cut fabric using a template they have made. They will join two fabrics together using a running stitch. They will	Science and PSHE – healthy eating/keeping healthy	Progression from Y1 A balanced Diet: healthy eating from Y1 Fruits and Vegetables and YR Fruit Kebabs



Skills: - Design: Designing a healthy wrap based on a food combination which work well together. - Generating and communicating ideas using sketching and modelling - Creating a design for a lever. - Designing a pouch. - Make: Slicing food safely using the bridge or claw grip. - Making a structure according to a design - Cutting and assembling components neatly - Sewing running stitch, with evenly spaced, neat, even stitches to join fabric. - Evaluate: Describing the taste, texture and smell of fruit and vegetables. - Evaluating the strength, stiffness and stability of own structure. - Evaluating own designs against design criteria. - Identifying aspects of their peers' work that they particularly like and why. Vocabulary: Food: Balanced diet, Carbohydrate, Ingredients Mechanisms: Linkage, pivot, lever, direction Textiles: Running Stitch, Knot, Sew, Thread	when creating their wraps. They will use the bridge or claw grip to slice safely. Assessment question: What are the main food groups?	with one lever, and then with two. Assessment question: What types of levers can we use to create movement?	decorate their pouches using a joining method of their choice. Assessment question: What joining methods can you use to join two fabrics?		Moving Monsters: Y1 stable structures Pouches: simple stitch y1
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3	Knowledge: Food: Eating Seasonally Mechanisms: Pneumatic Toys Textiles: Cross stitch and applique Skills: - Design: Creating a healthy and nutritious recipe using seasonal ingredients - Generating ideas using thumbnail sketches and exploded diagrams. - Designing a personalised book sleeve. - Make: Following the instructions within a recipe. - Manipulating materials to create different effects by cutting, creasing, folding and weaving. - Measuring, marking and cutting fabric using a paper template. - Create a pneumatic system within housing. - Evaluate: Establishing and using design criteria to help test and review dishes - Evaluating own work and the work of others based on the aesthetic and final design - Testing and modifying the outcome, suggesting improvements Vocabulary: Food: Climate, Diet, Ingredients, Seasonal Mechanical: Pneumatic, Lever, Pivot, Reinforce Textiles: Applique, Cross-Stitch, Seam, Patch	Cross Stitch and applique (Textiles) Children will design and create corner bookmarks. They will stitch and join two fabrics together. They will use cross stitch and applique to add a design to their book corner. They will tie knots and thread needles with greater independence. Assessment question: How do you make a cross stitch?	Eating Seasonally (Food) Children will be able to create a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish. Assessment question: What are seasonal foods? CST – Distributive justice – understanding what is fairtrade and what we can do to ensure the global food system is fair to all	Pneumatic Toys (Mechanisms) Children will create an appropriate design criteria for their toy. They will develop their ideas using an exploded diagram. They will choose appropriate materials and assemble their pneumatic system within the housing to create the desired motion. Assessment question: How does a pneumatic system work?	Electrical Systems: Science – Simple Machines and Forces (Summer 1 and 2) Digital World: Computing – Programming, Coding & Controlling Devices – Beebots & Roamer	Progression from Y2 Eating Seasonally: Y2 A balanced diet Pneumatic Toys: Y2 Moving monsters Fastenings: Y2 Pouches
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4	Knowledge: Food: Adapting a recipe Structures: Pavilions Textiles: Fastenings Skills: - Design: Designing a biscuit within a given budget, drawing upon previous taste testing judgements. - Designing a stable pavilion structure that is aesthetically pleasing - Designing and making a template from an existing book corner - Make: Adapting a recipe to improve it or change it to meet new criteria - Selecting appropriate materials to build a strong structure and cladding. - Measuring, marking, cutting and assembling with increasing accuracy - Decorating fabric using appliqué. - Evaluate: Suggesting modifications to a recipe - Describing what characteristics of a design and construction made it the most effective.	Fastenings (Textiles) Pupils will measure, mark and cut fabric to create a book sleeve. They will select a stitch to join the fabrics with small regular stitches. They will incorporate a fastening in their design. Assessment question: How do you attach a fastening?	Adapting a recipe (Food) Pupils will follow a recipe with some support. They will cook safely, thinking about hygiene and ways to be safe in the kitchen. They will adapt a recipe, after various taste tests, by adding another ingredient to the recipe. Assessment question: How can adding ingredients change a recipe?	Pavilions (Structures) Children will design a pavillion that is strong, stable and aesthetically pleasing. They will select appropriate materials to create a free-standing and stable structure. Assessment question: How can we test our materials to ensure our structure is stable and fits our criteria?	Digital World: Computing - Programming, Coding & Controlling Devices – Espresso Coding	Progression from Y3 Adapting a recipe: Y3 Eating seasonally Pavilions: Y1 Stable structures Cross stitch and applique: Y3 cushions, Y2 Pouches



	- Evaluating the speed of a final product. - Evaluating an end product and thinking of other ways in which to create similar items. Vocabulary: Food: Aesthetic, Cross-Contamination, Research Structures: Cladding, Reinforce, Criteria, Natural Textiles: Stitch, Fix, Fastening, Mock-up					
5	Knowledge: Food: Developing a recipe Mechanism: Gears and Pulleys Textiles: Stuffed toys Skills: - Design: Writing an amended method for a recipe to incorporate the relevant changes to ingredients - Designing a stable structure that is able to support weight. - Naming each mechanism, input and output accurately. - Considering the proportions of individual components. - Make: Cutting and preparing vegetables safely - Identifying where a structure needs reinforcement and using card corners for support - Making mechanisms and/or structures using sliders, pivots and folds to produce movement.	Gears and Pulleys (Mechanisms) Children will be able to give examples of machines that use gears and/or pulleys. They will describe how gears and pulleys work and their purpose. Then they will design and make a gear and pulley system. Assessment question: How can we create a working gear system?	Stuffed Toys (Textiles) Children will design a stuffed toy, considering the different parts and shapes of their toy. They will neatly cut out their fabric and use a blanket stitch to assemble their toy. They will use an applique or decorative stitching to decorate the front of their toy. Assessment question: What is a blanket stitch?	Developing a recipe (Food) Children will research a traditional recipe and make changes to it. They will discuss where our foods come from and discuss different choices people make instead of meat. They will prepare and cook a version of Bolognese sauce. Assessment question: How have your adaptations changed your meal? CST – Participation – working together as a team to follow a recipe and produce a meal. Allowing each member of the team to join in and be heard.	Electrical Systems: Science – Electricity (Summer 2) Digital World: Computing - Programming, Coding & Controlling Devices – Espresso Coding	Progression from Y4 What could be healthier?: Y4 Adapting a recipe, Y2 A balanced diet Pop-up book: Y2 levers, Y3 Pneumatic Toys Stuffed toys: Y4 fastenings



	- Measuring, marking and cutting fabric accurately and independently - Evaluate: Identifying the nutritional differences between different products and recipes - Adapting and improving own bridge structure by identifying weak points and reinforcing as needed. - Evaluating the work of others and receiving feedback on own work - Testing and evaluating an end product and giving point for further improvements. Vocabulary: Food: Processed, Ethical, Balanced, Diet Mechanism: Motion, Criteria, Model, Reinforce Textiles: blanket-stitch, template, appendage, shape					
6	Knowledge: Food: Come dine with me Structure: Playgrounds Textiles: Bags Skills: - Design: Writing a recipe, explaining the key steps, method and ingredients. - Creating a design with a variety of structures and thought on how they will be used.	Playgrounds (Structures) Children will make 5 apparatus designs for their playgrounds. They will make changes to their designs after peer-evaluation. They will make three rough designs and add cladding to improve and secure their structures. Assessment question: What	Bags (Textiles) Pupils will use explore and compare real textile products, thinking about how they look, how they are used and how they affect the environment. They will develop and test design ideas by creating pattern pieces and making prototypes to explore how well they work.	Come dine with me (Food) Pupils will find a suitable recipe for the course they are making. They will follow the recipe of their choice ensuring the right measurements have been used. They will describe where ingredients come from in their meal. Assessment question: Why is it important to follow a recipe?	Digital World: Computing - Programming, Coding & Controlling Devices - Espresso Coding & Python	Progression from Y5 Come dine with me: Y5 Developing a recipe Playgrounds: Y4 Pavillions Waistcoats: Y5 stuffed toys



	- Understanding and drawing cross-sectional diagrams to show the inner-workings of my design - Annotating designs, to explain their decisions. - Make: Following a recipe, including using the correct quantities of each ingredient. - Building a range of play apparatus structures drawing upon new and prior knowledge of structures - Measuring, marking and cutting components accurately using a ruler and scissors. - Sewing a strong running stitch, making small, neat stitches and following the edge. - Evaluate: Suggesting and writing up points of improvements when scoring others' dishes - Improving a design plan based on peer evaluation. - Describing changes they would make/do if they were to do the project again. - Reflecting on their work continually throughout the design, make and evaluate process. Vocabulary: Food: Bridge Method, Flavour, Recipe, Preparation Structure: Apparatus, Equipment, Landscape Textiles: Target Customer, Waterproof, Annotate	adaptations can you make to your final designs to make them more secure? CST – participation – designing and creating an inclusive playground for all	Assessment question: How does using a template help to create an accurate product?			
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CST links in the curriculum are indicated in purple (sustainability/care for creation also in purple)



St Dominic Savio Catholic Primary School

British Values/Democracy links are indicated in red

Cultural Capital link in blue

D&T Curriculum Overview