

KS1 Long Term Planning/Skills Overview for DT



	Autumn term	Spring Term	Summer Term
KS1 cycle A	Toy Story Structures – Toy box <i>Understand about the simple working characteristics of materials and components</i> <i>Know the correct technical vocabulary for the projects they are undertaking</i> <i>Understand how freestanding structures can be made stronger, stiffer and more stable</i> <u>Plan, design, evaluate</u>	People who help us/Looking after ourselves Cooking and nutrition <i>Understand that food ingredients should be combined according to their sensory characteristics</i> <i>Name and sort foods into the five groups of the 'eat well' plate</i> <i>Understand that food ingredients should be combined according to their sensory characteristics</i> <i>Use appropriate equipment to weigh and measure ingredients</i> <i>Prepare simple dishes safely and hygienically, without using a heat sources</i> <i>Use techniques such as cutting</i> <i>Know that everyone should eat at least five portions of fruit and vegetables every day</i>	It's a bugs life in the park Mechanism <i>Understand about the movement of simple mechanisms including levers, sliders (Year 1) wheels and axles (Year 2)</i> <i>Example- moving pictures / plant quiz (Y1)</i> <i>Transport (Y2)</i> <u>Plan, design, evaluate</u>
To be covered in all aspects of DT each term	Plan <i>Follow procedures for safety</i> <i>Use and make own templates</i> <i>Measure, mark out, cut out and shape materials and components</i> <i>Assemble, join and combine materials and components</i> <i>Use simple fixing materials e.g. temporary – paper clips tape and permanent – glue, staples</i> <i>Use finishing techniques, including those from art and design</i> <i>Select from a range of tools and equipment explaining their choices</i> <i>Select from a range of materials and components according to their characteristics</i>	Design <i>Generate own ideas for design by drawing on own experiences or from reading</i> <i>State the purpose of the design and the intended user</i> <i>Explore materials, make templates and mock ups e.g. moving picture / lighthouse</i>	Evaluate <i>Investigate - what products are, who they are for, how they are made and what materials are used</i> <i>Talk about their design ideas and what they are making</i> <i>Make simple judgements about their products and ideas against design criteria</i> <i>Suggest how their products could be improved</i> <i>Evaluating products and components used</i>

	Autumn term	Spring Term	Summer Term
KS1 cycle B	<p>Pirates</p> <p>Structures</p> <p><i>Understand about the simple working characteristics of materials and components</i></p> <p><i>Know the correct technical vocabulary for the projects they are undertaking</i></p> <p><i>Understand how freestanding structures can be made stronger, stiffer and more stable</i></p> <p><u>Plan, design, evaluate</u></p>	<p>At the Café</p> <p>Cooking and nutrition</p> <p><i>Understand that food ingredients should be combined according to their sensory characteristics</i></p> <p><i>Use appropriate equipment to weigh and measure ingredients</i></p> <p><i>Prepare simple dishes safely and hygienically, without using a heat sources</i></p> <p><i>Use techniques such as cutting</i></p> <p><i>Know that everyone should eat at least five portions of fruit and vegetables every day</i></p> <p><i>Know where food comes from</i></p>	<p>Oh, I do like to be beside the seaside</p> <p>Mechanism</p> <p><i>Understand about the movement of simple mechanisms including levers, sliders (Year 1) wheels and axles (Year 2)</i></p> <p>Seaside animal / moving pictures. (Y1)</p> <p>Way to move around the beach – buggy (Y2)</p> <p><u>Plan, design, evaluate</u></p>
To be covered in all aspects of DT each term	<p>Plan</p> <p><i>Follow procedures for safety</i></p> <p><i>Use and make own templates</i></p> <p><i>Measure, mark out, cut out and shape materials and components</i></p> <p><i>Assemble, join and combine materials and components</i></p> <p><i>Use simple fixing materials e.g. temporary – paper clips tape and permanent – glue, staples</i></p> <p><i>Use finishing techniques, including those from art and design</i></p> <p><i>Select from a range of tools and equipment explaining their choices</i></p> <p><i>Select from a range of materials and components according to their characteristics</i></p>	<p>Design</p> <p><i>Generate own ideas for design by drawing on own experiences or from reading</i></p> <p><i>State the purpose of the design and the intended user</i></p> <p><i>Explore materials, make templates and mock ups e.g. moving picture / lighthouse</i></p>	<p>Evaluate</p> <p><i>Investigate - what products are, who they are for, how they are made and what materials are used</i></p> <p><i>Talk about their design ideas and what they are making</i></p> <p><i>Make simple judgements about their products and ideas against design criteria</i></p> <p><i>Suggest how their products could be improved</i></p> <p><i>Evaluating products and components used</i></p>