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| **What are the aims and intentions of this DT curriculum?**  Key Aims:   * develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world * build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users * critique, evaluate and test their ideas and products and the work of others * understand and apply the principles of nutrition and learn how to cook. | | | | | | |
| **Skills** | | | | | | |
| **Generating ideas - designing** | | | **Making** | **Evaluating** | **Key Vocabulary** | |
| Design appealing products for a particular user based on simple design criteria.  Generate initial ideas and design criteria through own experiences.  Develop and communicate these ideas through talk and drawings and mock ups where relevant. | | | Select and use simple utensils, tools and equipment to perform a job e.g. peel, cut, slice, squeeze, grate and chop safely; marking out, cutting, joining and finishing; cut, shape and join paper and card.  Select from a range of ingredients and materials according to their characteristics to create a chosen product. | Taste, explore and evaluate a range of products to determine the intended user’s preferences for the product  Evaluate their ideas throughout and finished products against design criteria, including intended user and purpose. | Planning, investigating design, evaluate, make, user, purpose, ideas, product. | |
| **Term** | **Topic** | **Knowledge** | | | | **Assessment** |
| Autumn | Food | Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.  Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of *The eatwell plate*.  Know and use technical and sensory vocabulary relevant to the project. | | | |  |
| **Key Vocabulary:** fruit and vegetable names, names of equipment and utensils, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients. | | | |
| Spring | Textiles | Understand how simple 3-D textile products are made, using a template to create two identical shapes.  Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.  Explore different finishing techniques  Know and use technical vocabulary relevant to the project. | | | |  |
| **Key Vocabulary:** joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish. | | | |  |
| Summer | Workshop | Know how to make freestanding structures stronger, stiffer and more stable.  Know and use technical vocabulary relevant to the project. | | | |  |
| **Key Vocabulary:** cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder. | | | |