



# Holt Primary - Curriculum Review

## Threads of Key Learning: DT

Please note: when completing DT 'projects' in KS2 (as noted on Topic plans) please also use the 'DT project objectives' sheet to assess. These are objectives that will recur throughout any DT projects (designing, making and evaluating). These can be found in the Assessment Documents folder.

Thread	EYFS	KS1	LKS2	UKS2
Designing: Understanding contexts, users and purposes	Represent their own ideas through design and technology.	can say what they are designing and making ( <a href="#">bird feeder</a> ) can describe the purpose of the product ( <a href="#">bird feeder</a> ) can say who it is for ( <a href="#">dinosaurs</a> ) can explain how they have made the product suitable for the user ( <a href="#">dinosaurs</a> ) can explain how it will work ( <a href="#">moving pictures</a> ) can explain how their design fits the design criteria ( <a href="#">puppets</a> )	Describe the purpose of their product Point out the design features that will appeal to their user Explain how the different parts work	
			Research the needs and wants of possible users Work out the design criteria for a product Use the design criteria to come up with ideas	Use surveys, interviews, questionnaires and the internet to research the needs and wants of possible users Develop a simple design specification
Designing: Generating, developing, modelling and communicating ideas	Discuss what they are making or have made. Talk about some of the things they have included in their design.	can generate different ideas use existing products to come up with ideas ( <a href="#">puppets</a> ) develop and communicate ideas by talking, drawing and labelling ( <a href="#">Fruit Salad</a> ) use the computer to work out and show ideas to others ( <a href="#">dinosaurs</a> ) try out ideas using different materials and components, construction kit, templates and mock ups ( <a href="#">vehicles</a> )	Produce annotated sketches, cross sectional drawings, exploded diagrams to develop, improve and communicate their ideas Model their design ideas Use computer aided designs	
			Generate realistic ideas, based on the needs of the user Consider the resources available	Generate original and creative ideas based on their research Consider time, cost and resources
Making: planning	select equipment and tools to use. Use equipment and basic tools safely.	Choose tools and equipment and explain their choices Plan what they will do next	Select tools and equipment for the task, considering skills and techniques needed Select materials and components Explain their choices	

		(moving pictures)	Plan the main stages of making their product	List tools, equipment and materials needed Plan step-by-step stages to make the product
Making: practical skills and techniques	experiment with and explore a range of colours, designs and textures.	Follow instructions so they work safely (Hot Cross Buns) Assemble and join different materials and components Measure, mark out, cut and shape materials and parts (vehicles) (dinosaurs) Use construction kits (vehicles)	Work safely and hygienically Use a range of materials and components including construction kits Y3/4 Romans/ Y5/6 Rivers, textiles Y3/4Local history, ingredients Y3/4 Spain Y5/6 Properties and changes of materials , mechanical Y3/4 Wells Y5/6 Animals incl. humans and electrical components Y3/4/5/6 Electricity	
			Assemble, join and combine components with some accuracy in different ways Measure, mark out, cut, shape materials with some accuracy (cm/g) Make holes using punch and drill Y3/4 Romans	Assemble, join and combine components accurately Measure, mark out, cut, shape materials accurately (mm) Produce a instruction manual or handbook Y5/6 Electricity/Space
Evaluating: own ideas and products	Discuss what they do and don't like about what they made. Suggest what their product would be used for. Be excited by what they have made!	Can talk about their design ideas and what they are making (vehicles) Can evaluate their work against the design criteria (puppets) Suggest improvements (Fruit salad) Use some technical vocabulary (moving pictures)	Can identify strengths and areas for development of the finished product	
			Use a design criteria to design and make their product Evaluate their finished product against the design criteria	Consider the quality of the design, manufacture and purpose of the finished product Evaluate design ideas and finished product against the design criteria
Evaluating: Existing products	Think about the uses of other products. Begin to think about what materials products are made from.	Think and talk about other products; who they are designed for; what the product is for; how it works; how and where it is used; what materials it is made from; what they like and dislike about it (puppets)	Investigate other products; comment on how well they have been designed; how well they fit their user, how well they work; why certain materials have been used; methods of construction used and how well they are made.Y3/4 Forces/Magnets Y5/6 Earth and Space/Rivers Find out about inventors Y5/6 Space , designers Y3/4 Wells Y5/6 Bridges chefsY3/4 Spain Y5/6 Properties and changes of materials and manufacturers Y3/4 Forces and Magnets who have developed innovative products	
			Find out if products can be reused or recycled Find out who designed and made them	Research how sustainable materials in products are Research how innovative they are Research the impact they have had

			Find out where and when they were designed and made Y3/4 Forces and Magnets	Research the cost of products Y5/6 Space/Rivers
Technical knowledge	explain how basic products work.	<p>explore the movement of simple mechanisms such as levers, sliders, wheels and axels (moving pictures) (vehicles)</p> <p>build structures and investigate how they can be made stronger and more stable (dinosaurs)</p> <p>know that 3d textile products can be assembled from two identical fabric shapes (puppets)</p> <p>know that food should be combined according to their sensory characteristics (Hot Cross Buns)</p> <p>use the terms ingredient and component (Hot Cross Buns)</p>	<p>Can use learning from science and maths to help them design and make their ideas Y3/4 Romans Electricity Forces Y5/6 Electricity</p> <p>know that mechanical and electrical systems have an input, process and output Y3/4 Electricity Y3/4 Romans Y5/6 Electricity</p> <p>Use some correct technical vocabulary</p>	
			<p>Understand how levers, linkages Y3/4 Wells and pneumatics Y3/4 Forces create movement</p> <p>Know circuits can be used to create a functional product Y3/4 Electricity</p> <p>Can program a computer to control their products Y3/4 Electricity</p> <p>Investigate how to make strong, stiff structures Y3/4 Romans</p>	<p>Know how mechanical systems such as cams, pulleys or gears create movement Animals incl. humans</p> <p>Know how more complex electrical circuits and components can be used to create a functional product Y5/6 Electricity</p> <p>How to program a computer to monitor changes and control products Y5/6 Electricity</p> <p>How to reinforce and strengthen a 3d frame Rivers</p>
Cooking and nutrition	<p>Be able to say if a food is healthy or unhealthy.</p> <p>Know that before handling food we must wash our hands.</p>	<p>Know that all food comes from plants and animals Animals inc humans</p> <p>Know that food has to be farmed, grown elsewhere or caught</p> <p>Know how to name and sort foods into the five food groups on the eatwell plate Animals inc humans</p> <p>Know that everyone should eat at least five portions of fruit and veg a day Animals inc humans</p> <p>Know how to prepare simple dishes safely and hygienically without a heat source (bird feeder)</p> <p>How to use techniques such as cutting, peeling and grating</p> <p>Use scales or balances food and farming</p>	<p>Know that food is grown, reared or caught in the UK, Europe and the wider world</p> <p>Know how to prepare and cook savoury dishes using a heat source</p> <p>Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking Y3/4 Spain Y5/6 Properties and changes of materials</p>	
			<p>Know that a healthy diet is varied and balanced, based on the eatwell plate</p> <p>Select own ingredients</p> <p>Present food well</p> <p>Understand safe food storage Y3/4 Spain</p>	<p>Know that seasons affect the food available</p> <p>Know how food can be processed into ingredients that can be eaten or used in cooking</p> <p>Know that food and drink contain nutrients, fibre and water which are needed for health Y5/6 Properties and changes of materials</p>