

Subject Overview DT

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYES	<p>What can I use? How do I use it safely?</p> <p>Children explore the resources available in Reception and how they can use them safely. This includes:</p> <p>resources for making – paper, card, scissors, PVA and pritt glue, sellotape, masking tape, string</p> <p>resources for building – indoor and outdoor block play, sand, mobile, duplo</p>	<p>What can I make?</p> <p>Children start to understand the idea of thinking about what they want to make before they start. They are encouraged to think of an idea first and then draw what they would like to make before they start.</p> <p>Look at photos and pictures in the construction areas to support generating their ideas of what they can make.</p> <p>Food Tech</p> <p>Soup – children understand that raw food is changed when we cook it and that we can cook on a stove.</p>	<p>Making my idea happen</p> <p>Children understand that we can make our ideas using different materials and tools and looking at the drawings of our ideas. Adults use questioning such as 'Is it safe?' 'Does it work?' 'Is it big enough?' to support children in thinking about and making changes.</p> <p>Food Tech</p> <p>Pancakes – understand that we can use different ingredients (in this case toppings) to change the taste of food.</p>	<p>Can I design and follow my design?</p> <p>Adult led learning to design and make a given product, eg a monster.</p> <p>Draw design, choose their materials, make their product and talk about what they like about it.</p> <p>Follow instructions for making duplo/mobile models.</p> <p>Food Tech</p> <p>Gingerbread men – understand that we can cook in an oven and that the mixture goes hard and the shape can't be changed when it is baked.</p>	<p>Can I make my 'making' better?</p> <p>Early evaluating and refining. With adult support children look at what they have made and think about what else they could do to make it even better, what they could change or add to it.</p>	<p>Food and healthy eating</p> <p>Context: Can I make a fruit kebab?</p> <p>Children use safety knives to chop fruit for their kebab. Children make choices about which fruit they would like. Children know that fruit is good for us.</p>

Year One		<p>Context: Design and make a felt decoration to hang on a Christmas tree</p> <p>Disassemble and evaluate a felt decoration Design own decoration by drawing Skill development – running stitch Evaluate own product</p>		<p>Context: Design and make a page with a slider moving part</p> <p>Disassemble existing sliders to understand how a slider works</p> <p>Understand how a mock up can help to develop designs.</p> <p>Develop finishing techniques.</p>	<p>Context: Design a healthy snack using fruit (without a heat source)</p> <p>Know that we should eat 5 portions of fruit and vegetables a day.</p> <p>Develop food preparation skills and know how to cut fruit safely using a bridge and a claw hold.</p> <p>Evaluate own product</p>	<p>Context: Design and make a bridge which will hold a metal toy car.</p> <p>Know how to make structures stronger, stiffer, and more stable.</p> <p>Recognise that pillars, bases and buttresses make a bridge stronger</p>
Year Two		<p>Context: Design and make a lavender bag to give as a present which has a sewn on decoration</p> <p>Disassemble and evaluate a lavender bag. Design own bag by drawing ideas. Skill development – over stitch and blanket stitch.</p>		<p>Context: Design and make a salad using vegetables</p> <p>Know how to name and sort foods into the five groups in The Eatwell Plate</p> <p>Understand where the food they are using comes from</p> <p>Know how to safely peel with a peeler, grater and chop vegetables.</p>	<p>Context: Design and make a page with a lever moving part.</p> <p>Disassemble existing levers to understand how a lever works and what a pivot does.</p> <p>Make mock ups and test them.</p> <p>Select an idea from their mock ups and say why they have chosen this one.</p>	