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| **Subject: DT** | **Autumn** | **Spring** | **Summer** |
| **Year:** A |
| **Year groups** | **Learning Objectives** | **Learning task/s** | **Learning Objectives** | **Learning task/s** | **Learning Objectives** | **Learning task/s** |
| **Year 1/2** | * I can explain to someone else how I want to make my product (Y1)
* I can make a simple plan before making (Y1)
* I can think of an idea and plan what to do next (Y2)
* I can describe how something works (Y1)
* I can join materials and components in different ways (Y2)
* I am learning to use a range of equipment under supervision, such as glue, hacksaws, bench hooks and hammers, hand drills and vices (Y2)
* I can make a product which moves (Y1)
 | **Project:** Weather and Seasons**Theme:** Construction**Task:** Design and make a stick season fairy with a self-propelled vehicle.Maths linkMeasure materials in centimetres before cutting. | * I can cut food safely (Y1)
* I can describe the ingredients I am using (Y2)
 | **Project:** Great Fire of London**Theme:** Food Technology**Task:** Baking cakes - learning to measure and combine ingredients and understand the role they play in cake baking.Consider health and safety around hot ovens.Maths linkMeasuring ingredients in grams. Reading scales. | * I can choose appropriate resources and tools (Y1)
* I can make a simple plan before making (Y1)
* I can explain why I have chosen specific textiles (Y2)
* I can join materials and components in different ways (Y2)
 | **Project:** Under the sea**Theme:** Textiles**Task:** Design and make a sea themed bookmark out of various fabrics. Explore different joining techniques e.g. glue, sewing etc.Try different stitches such as running and whip.Use templates to mark out fabric shapes prior to cutting.Maths link2d shapes |
| **Year 3/4** | I can work accurately to measure, make cuts and make holes (Y3)  I can explain how I have improved my original design (Y4) I can present a product in an interesting way (Y4)I can measure accurately (Y4)I can persevere and adapt my work when my original ideas do not work (Y4) | **Project:** Industrial Revolution**Theme:** Construction**Task:** Design and make a model of transport using cutting, drilling and paper mache.Maths linkMeasuring in millimetres | I can describe how food ingredients come together (Y3)I know how to be both hygienic and safe when using food (Y4) | **Project:** The Romans**Theme:** Food Technology**Task:** Make pizzas.Design and make their own pizza. Think about the ingredients and the combination of flavours they want e.g. sweet and sour. Learn how to keep a food prep area hygienic.Maths linkMeasuring in grams | I can produce a plan and explain it (Y4)I can choose a textile for both its suitability and its appearance (Y3) | **Project:** Space**Theme:** Textiles**Task:** Create a textile map of the solar system.Design arrangement of solar system before making.Use a range of stitches learnt so far to join materials.Learn to sew buttons onto their fabric.Maths link |
| **Year 5/6** | •I can follow and refine my plans (Y6) •I can justify my plans in a convincing way (Y6)•I show that I can test and evaluate my products (Y6)•I can evaluate products against a clear criteria (Y6)•I can come up with a range of ideas after collecting information from different sources (Y5)•I can use a range of tools and equipment competently (Y5)•I can use a range of tools and equipment competently (Y5)•I can make a prototype before making a final version (Y5) | **Project:** WW2**Theme:** Construction**Task:** Design and make a model mobile bridge to be used on different river crossings. Test the bridge to destruction before amending plans to improve their design.  | •I show that I can be both hygienic and safe in the kitchen (Y5)•I can show that I consider culture and society in my plans (Y6)•I can explain how products should be stored and give reasons (Y6) | **Project:** Natural disasters**Theme:** Food technology**Task:** Research food from chosen area and then safely and hygienically follow a recipe to make their own version. | •I can work within a budget (Y6)•I can market research to inform my plans and ideas (Y6)•I can produce a detailed step-by-step plan (Y5) •I can explain how a product will appeal to a specific audience (Y5)   | **Project:** Plants and growing**Theme:** Textiles**Task:**Create a floral display through the technique of felting. |