

Yearly Skills & Knowledge Progression

Subject: DT

Year group: Year one

	Half Term 1	Half Term 2
Autumn	<ul style="list-style-type: none"> Work within a range of contexts such as imaginary story-based, home, school, gardens and playgrounds. Create simple designs for a product. Use pictures and words to describe what he/she wants to do. Build structures, exploring how they can be made stronger, stiffer and more stable. Know about the simple working characteristics of materials and components- how freestanding structures can be made stronger, stiffer and more stable. 	<ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks- joining Select from and use a range of simple tools to cut, join and combine materials and components safely. Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.
	<p>What can make this personal to Dovers Green? Building houses for... (3 pigs, or whatever topic happens to be)</p>	<p>What can make this personal to Dovers Green? Make a Christmas card where children apply cutting, joining, shaping and finishing skills. Pop up. (link to British Value respect for other beliefs) Teach children to use mallets in Forest school.</p>
Spring	<ul style="list-style-type: none"> Work within a range of contexts such as imaginary story-based, home, school, gardens and playgrounds. Begin to say what they are designing and making and what the product is for. Generate ideas by drawing on their own experiences. Ask simple questions about existing products and products that he/she has made. Know that everyone should eat at least 5 portions of fruit and vegetables every day. Use a range of simple tools with help to prepare food safely. 	
	<p>What can make this personal to Dovers Green? Design and make a healthy fruit drink. Use cutting and combining skills to make an Easter biscuit. Use peelers (lemon/ orange peel/ carrots) and knives. Link to British Value respect and tolerance- appreciation for other cultures and beliefs.</p>	

Summer	<ul style="list-style-type: none"> • Use simple design criteria to help develop their ideas. • Select from a range of materials and components. • Say how their products will work. • Know about the simple working characteristics of materials and components; about the movement of simple mechanisms such as wheels and axles 	<ul style="list-style-type: none"> • Work within a range of contexts such as imaginary story-based, home, school, gardens and playgrounds. • Say where some food comes from and give examples of food that is grown. • Talk about what he/she eats at home and begin to discuss what healthy foods are.
	<p>What can make this personal to Dovers Green? Design a castle 'cart'/ something to pull a canon etc. SMSC link to cultural education learning about our past heritage.</p>	<p>What can make this personal to Dovers Green? Visit the school veg patch. Cook with fruit or veg they have grown. SMSC link to cultural education</p>

The development of SMSC and the promotion of British Values within DT

SMSC	<ol style="list-style-type: none"> 1. Designing castles 'cart' originates from an idea or artefact and helps to develop a wider cultural awareness as we explore our past heritage. 2. Children are taught to think creatively and show innovation in their projects which as well as being inspirational also increases their own self confidence and belief in abilities. 3. DT promotes equality of opportunity through the use of tools and in an area that has previously been thought to be male dominated. 4. It gives the opportunity for peer evaluation and to act as a critical friend to give supportive comments to improve pupils learning outcomes.
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British Values

Democracy; Children are taught to take the views and opinions of others into account but still have the right to make their own choices.

Rule of Law; Children will be taught the importance of using tools safely in a safe environment.

Respect and Tolerance; To listen to and consider the ideas and opinions of others even if they differ from their own, to work together as a team when planning projects for example STEM week and healthy drinks project.

Individual Liberty; Children are able to listen to and accept the ideas of others even if they are different from their own ideas.