

Yearly Skills & Knowledge Progression

Subject: DT

Year group: Year one

	Half Term 1	Half Term 2
Autumn	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Work within a range of contexts such as imaginary <b>story-based, home, school, gardens and playgrounds.</b> Know about the simple working characteristics of materials and components- how freestanding structures can be made stronger, stiffer and more stable.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Create simple designs for a product.</li> <li>Use pictures and words to describe what he/she wants to do.</li> <li>Build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Select from and use a range of simple tools to cut, join and combine materials and components safely.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks- joining</li> <li>Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.</li> </ul>
	<p><b>What can make this personal to Dovers Green?</b>            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	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Work within a range of contexts such as imaginary story-based, <b>home, school, gardens and playgrounds.</b></li> <li>Begin to say what they are designing and making and what the product is for.</li> <li>Generate ideas by drawing on their own experiences.</li> <li>Know that everyone should eat at least 5 portions of fruit and vegetables every day.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Ask simple questions about existing products and products that he/she has made.</li> <li>Use a range of simple tools with help to prepare food safely.</li> </ul>	

	<p><b>What can make this personal to Dovers Green?</b>          Design and make a healthy fruit drink.          Use cutting and combining skills when preparing food. Use peelers (lemon/ orange peel/ carrots/apples) and knives.          Link to british value respect and tolerance- appreciation for other cultures and beliefs.          STEM week challenges</p>
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<b>Summer</b>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Use simple design criteria to help develop their ideas.</li> <li>• Select from a range of materials and components.</li> <li>• Say how their products will work.</li> <li>• Know about the simple working characteristics of materials and components; about the movement of simple mechanisms such as wheels and axles</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Work within a range of contexts such as imaginary story-based, home, school, <b>gardens and playgrounds.</b></li> <li>• Say where some food comes from and give examples of food that is grown.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Talk about what he/she eats at home and begin to discuss what healthy foods are.</li> </ul>
	<p><b>What can make this personal to Dovers Green?</b>          Design a castle 'cart'/ something to pull a canon etc. <b>SMSC</b>          link to cultural education learning about our past heritage.</p>	<p><b>What can make this personal to Dovers Green?</b>          Visit the school veg patch. Gardening with Mrs Green          Cook with fruit or veg they have grown. <b>SMSC link to cultural education</b></p>

The development of SMSC and the promotion of British Values within DT	
<b>SMSC</b>	<ol style="list-style-type: none"> <li>1. Designing castles 'cart' originates from an idea or artefact and helps to develop a wider cultural awareness as we explore our past heritage.</li> <li>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.</li> <li>3. DT promotes equality of opportunity through the use of tools and in an area that has previously been thought to be male dominated.</li> <li>4. It gives the opportunity for peer evaluation and to act as a critical friend to give supportive comments to improve pupils learning outcomes.</li> </ol>

## 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.