



John 8:12 "I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life."

**ST. PETER'S CE PRIMARY SCHOOL**

*firm foundations, shining bright*

Matthew 16:18 "You are Peter and upon this rock I shall build my church."

### **OUR VISION**

Like St Peter, we build upon the rock of Jesus to enable us to shine: achieving our God given potential and loving ourselves, others, the world and God.

## **DESIGN AND TECHNOLOGY**

**YEAR 1/2**

**2 YEAR CYCLE LONG TERM PLANNING**

DT progression link: [https://drive.google.com/file/d/1yfdBwTQqSME\\_xUR0s2-jfI0r1Dse8WAX/view?usp=sharing](https://drive.google.com/file/d/1yfdBwTQqSME_xUR0s2-jfI0r1Dse8WAX/view?usp=sharing)

**YEAR 1/2**

Overall Topic	Cycle 1 Autumn	Cycle 1 Spring	Cycle 1 Summer	Cycle 2 Autumn	Cycle 2 Spring	Cycle 2 Summer
	<i>Explorers</i>	<i>Great Fire of London</i>	<i>Wirral V Australia</i>	<i>Our Wonderful World</i>	<i>Royals</i>	<i>Our School</i>
<b>Design &amp; Technology Outcome</b>	<i>Sew mittens</i>	<i>Fire Engine</i>	<i>Fruit Salad / kebab</i>	<i>Attachment techniques</i>	Coronation Feast Easter pop up cards	Make a school model or local monument
<b>Skills - Developing, planning and communicating ideas.</b>	Generate ideas by drawing on their own and other people's experiences Develop their design ideas through discussion, observation , drawing and modelling Identify a purpose for what they intend to design and make Identify simple design criteria Make simple drawings and label parts					
<b>Skills - Working with tools, equipment, materials and components to make quality products (inc food)</b>	- Begin to select tools and materials; use vocab' to name and describe them - Measure and cut with some accuracy - Use hand tools safely and appropriately - Cut, shape and join fabric to make a simple garment.	- Begin to select tools and materials; use vocab' to name and describe them - Measure, cut and score with some accuracy - Use hand tools safely and appropriately - Assemble, join and combine materials in order to make a product	- Begin to select tools and materials; use vocab' to name and describe them - Measure and cut with some accuracy - Use hand tools safely and appropriately - Follow safe procedures for food safety and hygiene - Choose and use	- cut with some accuracy - Use hand tools (scissors) safely and appropriately - Assemble, join and combine materials in order to make a product	- Begin to select tools and materials; use vocab' to name and describe them - Measure, cut and score with some accuracy - Use hand tools safely and appropriately - Assemble, join and combine materials in order to make a product	- Begin to select tools and materials; use vocab' to name and describe them - Measure, cut and score with some accuracy - Use hand tools safely and appropriately - Assemble, join and combine materials in order to make a product - Choose and use appropriate finishing techniques

	<ul style="list-style-type: none"> <li>- Use basic sewing techniques</li> <li>- Choose and use appropriate finishing techniques</li> </ul>	<ul style="list-style-type: none"> <li>- Choose and use appropriate finishing techniques</li> </ul>	appropriate finishing techniques		<ul style="list-style-type: none"> <li>- Follow safe procedures for food safety and hygiene</li> <li>- Choose and use appropriate finishing techniques</li> </ul>	
<b>Skills - Evaluating processes and products</b>	<p>Evaluate against their design criteria</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make</p> <p>Talk about their ideas, saying what they like and dislike about them</p>					
<b>Design</b>	<ul style="list-style-type: none"> <li>- design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>					
<b>Make</b>	<ul style="list-style-type: none"> <li>- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>- select from and use a wide range of materials and components, including textiles, according to their characteristics</li> </ul>	<ul style="list-style-type: none"> <li>- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>- select from and use a wide range of materials and components, including construction materials, according to their</li> </ul>	<ul style="list-style-type: none"> <li>- select from and use a range of tools and equipment to perform practical tasks [for example, cutting and finishing]</li> <li>- select from and use a wide range of materials and components, including ingredients, according to their characteristics</li> </ul>	<ul style="list-style-type: none"> <li>- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining]</li> </ul>	<ul style="list-style-type: none"> <li>- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>- select from and use a wide range of materials and components, including construction materials, and ingredients,</li> </ul>	<ul style="list-style-type: none"> <li>- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>- select from and use a wide range of materials and components, including construction materials, according to their characteristics</li> </ul>

		characteristics			according to their characteristics	
<b>Evaluate</b>	- explore and evaluate a range of existing products -evaluate their ideas and products against design criteria					
<b>Technical knowledge</b>		build structures, exploring how they can be made stronger, stiffer and more stable  explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.			explore and use mechanisms [for example, levers, sliders,], in their products.	build structures, exploring how they can be made stronger, stiffer and more stable
<b>Cooking and nutrition</b>			use the basic principles of a healthy and varied diet to prepare dishes  - understand where food comes from.		use the basic principles of a healthy and varied diet to prepare dishes  - understand where food comes from.	
<b>Vocabulary</b>	<u>DT SKILLS</u> planning, investigating design, evaluate, make, user, purpose, ideas, product, user, design criteria, function  <u>FOOD and NUTRITION</u>					

	<p>fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients</p> <p><u>STRUCTURES</u></p> <p>cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder</p> <p><u>TEXTILES</u></p> <p>joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish</p> <p><u>MECHANISMS</u></p> <p>slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards, vehicle, wheel, axle, axle holder, chassis, body, cab assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism names of tools, equipment and materials used</p>					
<b>Resources</b>	Scissors, paper (template), needles, fabric/felt, thread, stapler, hole punch, markers / chalk	Scissors, tape, glue, masking tape, paint, crayons, shiny paper, camera, wooden wheels, axles, dowelling, card, cardboard, lolly sticks, matchsticks, pipe cleaners, pencils, rulers	Five food groups, eatwell plate, knife, chopping board, peeler, grater, bowls, plates	Scissors, paper, card, cardboard, boxes, ruler, glue, stapler, masking tape, sellotape	Five food groups, eatwell plate, knife, chopping board, peeler, grater, bowls, plates, scales	Card, cardboard boxes, ruler, scissors, pencils / crayons, tape, glue, paint