



## DT – Curriculum Objectives

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>DT- Cooking and Nutrition</b>					
<ul style="list-style-type: none"> <li>• use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• understand where food comes from.</li> </ul>	<ul style="list-style-type: none"> <li>• use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• understand where food comes from</li> </ul>	<ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet</li> </ul>	<ul style="list-style-type: none"> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul>	<ul style="list-style-type: none"> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul>	<ul style="list-style-type: none"> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>
<b>DT- Design</b>					
<ul style="list-style-type: none"> <li>• a product for those and other users based on a simple- criteria</li> <li>• communicate ideas through taking/ drawing</li> </ul>	<ul style="list-style-type: none"> <li>• purposeful, functional product for themselves or others based on a set of criteria</li> <li>• to communicate ideas through appropriate method- eg mock ups, models, templates</li> </ul>	<ul style="list-style-type: none"> <li>• To communicate ideas through discussion, annotated sketches and computer- aided design</li> </ul>	<ul style="list-style-type: none"> <li>• Use research and develop a simple 'design criteria' suitable for the purpose and audience</li> <li>• To communicate ideas through discussion, annotated sketches, diagrams and computer- aided design</li> </ul>	<ul style="list-style-type: none"> <li>• Use research and develop a 'design criteria' suitable for the purpose and audience</li> <li>• To generate, develop, model and communicate ideas through discussion, annotated sketches, diagrams, prototypes, pattern pieces and computer- aided design</li> </ul>	<ul style="list-style-type: none"> <li>• Use research and develop a 'design criteria' suitable for the purpose and audience</li> <li>• To generate, develop, model and communicate ideas through discussion, annotated sketches, diagrams, prototypes, pattern pieces and computer- aided design</li> </ul>



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DT Make					
<ul style="list-style-type: none"> <li>• Select from a range of tools (cutting, shaping, joining and finishing)</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wide range of materials and components- construction materials, textiles and ingredients,</li> </ul>	<ul style="list-style-type: none"> <li>• Select from and use a wide range of tools and equipment to perform practical tasks accurately</li> </ul>	<ul style="list-style-type: none"> <li>• Select from and use a wide range of tools and equipment to perform practical tasks accurately</li> </ul>	<ul style="list-style-type: none"> <li>• To select from and use a with range of materials and components including construction materials, textiles and ingredients according to their functional properties and aesthetic qualities</li> </ul>	<ul style="list-style-type: none"> <li>• To select from and use a with range of materials and components including construction materials, textiles and ingredients according to their functional properties and aesthetic qualities</li> </ul>
DT Evaluate					
<ul style="list-style-type: none"> <li>• Explore and evaluate their own product</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and evaluate a range of existing products</li> <li>• Evaluate their own design</li> </ul>	<ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products</li> <li>• To evaluate their work and consider the views of others to improve their work</li> </ul>	<ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products</li> <li>• To evaluate their work against their own design criteria, offer suggestions to improve their work</li> </ul>	<ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products</li> <li>• To evaluate their work against their own design criteria and consider the views of others to improve their work</li> <li>• Understand how key events and individuals in DT have helped shape the world</li> </ul>	<ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products</li> <li>• To evaluate their work against their own design criteria and consider the views of others to improve their work</li> <li>• Understand how key events and individuals in DT have helped shape the world</li> </ul>
Technical knowledge					



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<ul style="list-style-type: none"><li>• build structures, explore how they could be made more stable</li></ul>	<ul style="list-style-type: none"><li>• Explore and use mechanisms (levers, sliders and axels in their products)</li></ul>	<ul style="list-style-type: none"><li>• apply their understanding of computing to program, monitor and control their products.</li></ul>	<ul style="list-style-type: none"><li>• understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li></ul>	<ul style="list-style-type: none"><li>• understand and use mechanical systems in their products [ gears, pulleys, cams, levers and linkages]</li></ul>	<ul style="list-style-type: none"><li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li></ul>
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