

## Unit – Food

Focused tasks and objectives for each unit can also be found on the DT Association's 'Project On A Page' documents

<b>Year R</b>	<b>Early Learning Goals:</b> 2, 4, 5, 6, 12, 15, 16, 17	<ul style="list-style-type: none"> <li>• to experience common fruit and vegetables by undertaking sensory activities i.e. appearance, touch, taste and smell.</li> <li>• to experience cutting soft fruit and vegetables using appropriate utensils.</li> </ul>
<b>Year 1</b>	<b>Food</b> Preparing Fruit and Vegetables Fruit and vegetable kebabs	<ul style="list-style-type: none"> <li>• know that all food comes from plants or animals</li> <li>• know that everyone should eat at least five portions of fruit and vegetables every day</li> <li>• to prepare simple dishes safely and hygienically, without using a heat source</li> <li>• to use techniques such as cutting, peeling and grating</li> </ul>
<b>Year 2</b>	<b>Food</b> Preparing Fruit and Vegetables Fruit Smoothies	<ul style="list-style-type: none"> <li>• <i>know that food ingredients should be combined according to their sensory characteristics</i></li> <li>• know that food has to be farmed, grown elsewhere (e.g. home) or caught</li> <li>• to name and sort foods into the five groups in the Eatwell Guide</li> </ul>
<b>Year 3</b>	<b>Food</b> Healthy and Varied Diet Healthy sandwich, wrap or pitta	<ul style="list-style-type: none"> <li>• know that a recipe can be adapted a by adding or substituting one or more ingredients</li> <li>• know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world</li> <li>• to prepare a variety of predominantly savoury dishes safely and hygienically</li> <li>• to use a range of techniques such as chopping, slicing, mixing, spreading, Links made with local restaurants</li> </ul>
<b>Year 4</b>	<b>Food</b> Healthy and Varied Diet A Cornish Picnic (cooked food)	<ul style="list-style-type: none"> <li>• know how to prepare and <b>cook</b> a variety of predominantly savoury dishes safely and hygienically <b>including, where appropriate, the use of a heat source</b></li> <li>• know how to use a range of techniques such as, kneading and baking</li> <li>• know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in the Eatwell Guide</li> <li>• to be active and healthy, food and drink are needed to provide energy for the body</li> </ul>
<b>Year 5</b>	<b>Food</b> Celebrating Culture and Seasonality Cornish pasties and scones	<ul style="list-style-type: none"> <li>• know that seasons may affect the food available</li> <li>• know that different food and drink contain different substances – nutrients, water and fibre are needed for a healthy diet</li> </ul>
<b>Year 6</b>	<b>Food</b> Celebrating Culture and Seasonality Seasonal snacks for sports day/school event	<ul style="list-style-type: none"> <li>• know how food is processed into ingredients that can be eaten or used in cooking</li> <li>• <i>know that recipes can be adapted to change the appearance, taste, texture and aroma</i></li> </ul>

## Unit – Textiles

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Year R	<b>Early Learning Goals:</b> 1,2,4,12,15,16,17	<ul style="list-style-type: none"> <li>• Explored and used different fabrics.</li> <li>• Cut and joined fabrics with simple techniques.</li> <li>• Thought about the user and purpose of products.</li> </ul>
Year 1	<b>Textiles</b> Templates and Joining Techniques Glove Puppets	<ul style="list-style-type: none"> <li>• use a range of materials and components (textiles),</li> <li>• measure, mark out, cut and shape materials and components</li> <li>• assemble, join and combine materials and components</li> <li>• use finishing techniques, including those from art and design</li> <li>• join fabric in simple ways by gluing and stitching.</li> <li>• use simple patterns and templates for marking out.</li> <li>• evaluated a range of textile products.</li> </ul>
Year 3	<b>Textiles</b> 2D shape to 3D product Purse/Wallet	<ul style="list-style-type: none"> <li>• basic stitching, joining textiles and finishing techniques.</li> <li>• making and using simple pattern pieces</li> <li>• use of a wider range of materials (textiles) and components than in KS1</li> <li>• apply a range of finishing techniques, including those from art and design, <b>with some accuracy</b></li> <li>• <i>to know that a single fabric shape can be used to make a 3D textiles product</i></li> </ul>
Year 5	<b>Textiles</b> Combining Different Fabric Shapes Bags/Cases	<ul style="list-style-type: none"> <li>• accurately measure, mark out, cut and shape materials and components</li> <li>• accurately assemble, join and combine materials and components</li> <li>• accurately apply a range of finishing techniques,</li> <li>• <i>to know that a 3D textiles product can be made from a combination of fabric shapes</i></li> </ul>

## Unit – Structures

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Year R	<p><b>Early Learning Goals:</b> 1,2,4,12,15,16,17</p>	<ul style="list-style-type: none"> <li>• Experience of using construction kits to build walls, towers and frameworks.</li> <li>• Experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card.</li> <li>• Experience of different methods of joining card and paper.</li> </ul>
Year 2	<p><b>Structures</b> Free standing Structures Bridges</p>	<ul style="list-style-type: none"> <li>• Experience of using different joining, cutting and finishing techniques with paper and card.</li> <li>• A basic understanding of 2-D and 3-D shapes in mathematics and the physical properties and everyday uses of materials in science.</li> <li>• Familiarity with general purpose software that can be used to draw accurate shapes, such as Microsoft Word, or simple computer-aided design (CAD), such as 2D Primary by Techsoft.</li> <li>• to know how freestanding structures can be made stronger, stiffer and more stable</li> <li>• use a range of materials and components, including construction materials and kits</li> <li>• measure, mark out, cut and shape materials and components</li> <li>• assemble, join and combine materials and components</li> <li>• use finishing techniques, including those from art and design</li> </ul>
Year 4	<p><b>Structures</b> Shell Structures using computer-aided design Gift Boxes</p>	<ul style="list-style-type: none"> <li>• Experience of using measuring, marking out, cutting, joining, shaping and finishing techniques with construction materials.</li> <li>• Basic understanding of what structures are and how they can be made stronger, stiffer and more stable</li> <li>• use a wider range of materials and components than KS1, including construction materials and kits</li> <li>• measure, mark out, cut and shape materials and components <b>with some accuracy</b></li> <li>• assemble, join and combine materials and components <b>with some accuracy</b></li> <li>• apply a range of finishing techniques, including those from art and design, <b>with some accuracy</b></li> </ul>
Year 6	<p><b>Structures</b> Frame Structures Shelters</p>	<ul style="list-style-type: none"> <li>• <b>accurately</b> measure, mark out, cut and shape materials and components</li> <li>• <b>accurately</b> assemble, join and combine materials and components</li> <li>• <b>accurately</b> apply a range of finishing techniques, including those from art and design</li> <li>• how to reinforce and strengthen a 3D framework</li> </ul>

## Unit – Mechanical

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<b>Year R</b>	<b>Early Learning Goals</b> 1,2,4,12,15,16,17	<ul style="list-style-type: none"> <li>• assemble vehicles with moving wheels using construction kits.</li> <li>• explore moving vehicles through play.</li> <li>• gain some experience of designing, making and evaluating products for a specified user and purpose.</li> <li>• develop some cutting, joining and finishing skills with card</li> </ul>
<b>Year 1</b>	<b>Mechanisms</b> Wheels and Axles Moving Toys	<ul style="list-style-type: none"> <li>• experience of working with paper and card to make simple flaps and hinges</li> <li>• experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape</li> <li>• to know about the movement of simple mechanisms such as wheels and axles</li> <li>• measure, mark out, cut and shape materials and components</li> <li>• assemble, join and combine materials and components</li> </ul>
<b>Year 2</b>	<b>Mechanisms</b> Sliders and Levers Moving Books	<ul style="list-style-type: none"> <li>• explore and use mechanisms such as flaps, sliders and levers</li> <li>• experience of basic cutting, joining and finishing techniques with paper and card</li> <li>• about the movement of simple mechanisms such as levers, sliders</li> <li>• measure, mark out, cut and shape materials and components</li> <li>• assemble, join and combine materials and components</li> </ul>
<b>Year 3</b>	<b>Mechanical Systems</b> Levers and Linkages Moving Books/cards	<ul style="list-style-type: none"> <li>• explore simple mechanisms, such as sliders and levers</li> <li>• to learn how materials can be joined to allow movement</li> <li>• joining and combining materials using simple tools and techniques</li> <li>• that mechanical systems have an input, process and output</li> <li>• measure, mark out, cut and shape materials and components with <b>some accuracy</b></li> <li>• assemble, join and combine materials and components with <b>some accuracy</b></li> </ul>
<b>Year 5</b>	<b>Mechanical Systems</b> Pulleys or Gears Moving Toys	<ul style="list-style-type: none"> <li>• how mechanical systems such as pulley and gear systems create movement</li> <li>• <b>accurately</b> measure, mark out, cut and shape materials and components</li> <li>• <b>accurately</b> assemble, join and combine materials and components</li> <li>• <b>accurately</b> apply a range of finishing techniques, including those from art and design</li> </ul>

## Unit – Electrical

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<b>Year 4</b>	<b>Electrical Systems</b> Simple circuits and switches Night Lights	<ul style="list-style-type: none"><li>• use a wider range of materials and components than in KS1, including electrical components</li><li>• to know electrical systems have an input, process and output</li></ul>
<b>Year 6</b>	<b>Electrical Systems</b> Monitoring and Control Alarms	<ul style="list-style-type: none"><li>• how more complex electrical circuits and components can be used to create functional products</li></ul>