

Pipworth Community Primary School DT Curriculum

Textiles	Food	Mechanical	Electrical
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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Organisation of Knowledge	Design	Make	Evaluate	Structures	Food	
Nursery	<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Make healthy choices about food, drink, activity and tooth brushing. <p>Physical Development</p> <ul style="list-style-type: none"> Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. <p>Understanding the World</p> <ul style="list-style-type: none"> Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. <p>Explore colour and colour-mixing</p>					
EYFS 2	<p>Physical Development</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. <p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> Use a range of small tools, including scissors, paintbrushes and cutlery. <p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>					

EYFS2	<p>Communication and Language</p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Ask questions to find out more and to check they understand what has been said to them. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> Think about the perspective of others. <p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. <p>ELG: Self-Regulation</p> <ul style="list-style-type: none"> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 	<p>ELG: Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. 	<p>ELG: Speaking</p> <ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p>ELG: Creating with Materials</p> <ul style="list-style-type: none"> Share their creations, explaining the process they have used. 		<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian. <p>ELG: Managing Self</p> <ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	
EYFS	(DT after school club)	STEM: Making a Christmas card		STEM: Making a bug house		STEM: Making a sandwich
Year 1		<p>Product: Christmas decoration Purpose: for decorating a tree SKILL: JOINING</p> <p>SEE PLANNER 1 /2 Joining fabrics</p>		<p>Product: Moving picture Purpose: To create a page for a class book.</p> <p>SKILL: SLIDERS/LEVERS/FLAPS</p> <p>SEE PLANNER 1 /2 Sliders and levers</p>		<p>Product: Salad Purpose: To make a salad for a teacher.</p> <p>SKILL: CUTTING, PEELING</p> <p>SEE PLANNER 1 /2 Preparing fruit and vegetable</p>
Year 2		<p>Product: Finger Puppets Purpose: To make a finger puppet to retell a story.</p>		<p>Product: Make a tower Purpose: To create a freestanding tower for Rupunzel.</p>		<p>Product: Fruit Smoothie Purpose: To make a summer fruit smoothie</p>

		(Felt) SKILL: JOINING SEE PLANNER 1 /2 Joining fabrics		<u>SKILL: STRUCTURE (STRENGTHENING)</u> <u>SEE PLANNER: 1/2 FREESTANDING STRUCTURE</u>		SKILL: CUTTING/CHOPPING/SLICING SEE PLANNER 1 /2 Preparing fruit and vegetable
Year 3			Product: Torch Purpose: To make a torch that can be used in their science experiments SKILL: CIRCUIT (BULB) SEE PLANNER 3 /4 Simple circuits and switches	Product: Greeting card with <u>moving parts</u> Purpose: To give to family or friends SKILL: LEVERS/ LINKAGES SEE PLANNERS 3/ 4 Levers and linkages		Product: Healthy Pizza Purpose: To make a pizza for lunch SKILL: USE EQUIPMENT/UTENSILS TO PREPARE FOOD (Peeling, cutting, slicing etc.) SEE PLANNER 3 /4 Healthy and varied diet
Year 4		Product: Soup and bread SKILL: USE EQUIPMENT/UTENSILS TO PREPARE FOOD (Peeling, cutting, slicing, mixing etc.) SEE PLANNER 3 /4 Healthy and varied diet SEE PLANNERS 5 /6 Celebrating culture and seasonality	Product: Burglar alarm Purpose: To make a burglar alarm as a deterrent to a thief. SKILL: CIRCUIT (BUZZER) SEE PLANNER 5 /6 MORE COMPLEX CIRCUITS for ideas		Product: Make packaging for a gift Purpose: To protect/ disguise a gift SKILL: STRUCTURES SEE PLANNER 3/4 Shell structures	
Year 5		Product: Pencil case Purpose: To protect their own phones SKILL: JOINING (SEWING) SEE PLANNER Combining different fabric shapes	Product: Space toy Purpose: To make a moving toy for another child SKILL: STRUCTURES/CAMS PLANNER 5 /6 FRAME STRUCTURE will be useful for making the frame of the toy.		Product: Make a seasonal, healthy pasta dish Purpose: To design and make a healthy pasta bake for Yr 2 pupils. SKILL: HEAT SOURCE + USE EQUIPMENT TO PREPARE FOOD SEE PLANNERS 5 /6 Celebrating culture and seasonality	

Year 6	Product: Toy car Purpose: To make a controlled cable car to go up a toy mountain (link to Alps topic) SKILL: PROGRAMMING (CRUMBLES)					Product: Falafel Purpose: To design and make a falafel to enter in Pipworth's Greatest Falafel. SKILL: CUTTING/ COOKING SEE PLANNERS 5 /6 Celebrating culture and seasonality
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