

## National Curriculum Requirements of DT at Key Stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home and school, gardens and playgrounds, the local community, industry and the wider environment.

When designing and making, pupils should be taught to:

### **Design**

design purposeful, functional, appealing products for themselves and other users based on design criteria  
generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

### **Make**

select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing  
select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

### **Evaluate**

explore and evaluate a range of existing products  
evaluate their ideas and products against design criteria

### **Technical knowledge**

build structures, exploring how they can be made stronger, stiffer and more stable  
explore and use mechanisms, such as levers, sliders, wheels and axles in their products

### **National Curriculum Requirements of Cooking and Nutrition at Key Stage 1**

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

use the basic principles of a healthy and varied diet to prepare dishes

understand where food comes from.

# Knowledge, Skills & Understanding breakdown for Design & Technology

## Year 1

<b>Developing, planning and communicating ideas</b>	<b>Working with tools, equipment materials &amp; components to make quality products</b>	<b>Evaluating processes &amp; products</b>
Can they think of some ideas of their own? Can they explain what they want to do? Can they use pictures & words to plan?	Can they explain what they are making? Which tools are they using?	Can they describe how something works? Can they talk about their own work and things that other people have done?

## Breadth of study

Cooking & nutrition	Textiles	Mechanisms	Use of materials	Construction
Can they cut food safely? Can they describe the texture of foods? Do they wash their hands and make sure that surfaces are clean? Can they think of ways of decorating food they have made, eg, cakes?	Can they describe how different textiles feel? Can they make a product from textile by gluing?	Can they make a product which moves? Can they cut materials using scissors? Can they describe the materials using different words? Can they say why they have chosen moving parts?	Can they make a structure/model using different materials? Is their work tidy? Can they make their model stronger if it needs to be?	Can they talk with others about how they want to construct their product? Can they select appropriate resources and tools for their building projects? Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?

