The Sequence of Learning:
DT

At St. Crispin's Infant School, we believe we are laying the foundations for learning and life by providing a curriculum that is purposeful and relevant. It is designed around our belief that each child is unique and can achieve their full potential as lifelong learners. The progressive structure of lessons allows children to explore, embed and develop expertise.

DT at St Crispin's is inspiring, rigorous and practical. Design and Technology encourages children to learn to think creatively to solve problems both as individuals and as part of a team. We encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. The children are encouraged to become innovators and risk-takers. Children will be able to be reflective and able to evaluate their DT work to help them to think about how they can make changes and keep improving.

	Designing	**Making / Technical Knowledge**	**Evaluating**	**Cooking & Nutrition**
EYFS	• Use contexts set by adults • Select appropriate resources • Use gestures, talking and arrangements of materials to show design • Use language of designing and making (join, build, shape, longer, shorter, heavier etc.) • Use positional language to demonstrate design (on top, under, next to, above, between etc) • Talk about what they want to make • Planning and adapting initial ideas to make them better (e.g. change from using glue to masking	• Construct with a self selected purpose, using a variety of chosen resources • Use simple tools and techniques: Children will be able to use PVA glue, glue sticks, sellotape (on dispensers) and scissors to cut a straight and curved line. • Build / construct with a wide range of objects • Discuss how to make an activity safe and hygienic • Record experiences by drawing or voice recording • Understand different media can be combined for a purpose • Children will be exposed to, and provided opportunities to try using a hole punch and treasury tags, flange joins, threading, split pins	• Record experiences by drawing or voice recording • Be excited about what they have made • • Exploration – build and join for a purpose and testing their models (building a boat and testing it floats in the water tray) • • Use of evaluative and comparative language, "longer", "shorter", "heavier", "stronger" – Vocabulary links to Maths	*Practise stirring, mixing, pouring, blending *Discuss how to make an activity safe and hygienic *Discuss use of senses *Understand need for variety in food *Begin to understand that eating well contributes to good health * Begin to understand some of the tools, techniques and processes involved in food preparation. E.g. taking turns stirring the mixture for a cake then watching it rise.

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	tape when making a model) • Discuss and notice materials around them • Joining materials using Sellotape, glue and split pins with support.	• Real tools will be provided for children to self select including nails, hammers, screws, screwdrivers, nuts and bolts		• Discussing healthy foods and the importance of drinking water – links to PSED managing self Discuss likes and dislikes
	Designing	**Making / Technical Knowledge**	**Evaluating**	**Cooking & Nutrition**
YEAR 1	• Design a product following design criteria • State who is the intended user • Generate ideas by drawing on their own experiences • Explain how their products will look and work through talking	• Refine skills using a variety of joining techniques: hole punch and treasury tags, threading, gluing (PVA and glue sticks, glue guns will be used by an adult) • Know how to use a flange join, basic running stitch and split pins effectively. • Use a range of decorating techniques to improve appeal of product. • With support, follow a simple recipe. • Follow hygiene procedures. • Begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives	• Recognise the characteristics of familiar products • Know how some moving objects work ○ Identify materials and mechanisms in familiar products & existing products Explore ○ What products are ○ Who products are for ○ What products are for ○ How products work and can be used • What they like and dislike about products • Explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations.	**Where food comes from:** • Know that all food comes from plants or animals • That food has to be farmed, grown elsewhere or caught • Know the benefits of fruit and vegetables **Food preparation, cooking and nutrition** Know about basic hygiene and safety • how to name and sort foods into the five groups in The Eatwell guide • That everyone should eat at least five portions of fruit and vegetables every day

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			• Explain positives and things to improve for existing products. • Explore what materials products are made from. • Talk about product, making links to the design brief. • Talk about features of what other people have made • Begin to talk about what could make product better	• How to prepare simple dishes safely and hygienically, without using a heat source • How to use techniques such as cutting, peeling and grating
	Designing	**Making / Technical Knowledge**	**Evaluating**	**Cooking & Nutrition**
YEAR 2	• Generate ideas by drawing on their own experiences and knowledge of existing products. • Explain how their products will look and work through talking and simple annotated drawings; • State who the intended user is, why and how the	• **Revisit and refine all previously explored techniques.** • Use a hacksaw to cut balsa wood safely. • Use a glue gun with adult supervision. • Cut, shape and score materials with some accuracy • Talk about and adapt structures to make them sturdier and more stable.	• Start to identify strengths and possible changes they might make to refine their existing design. • Evaluate their products and ideas against their simple design criteria; • **Talk about how moving objects work** • • Describe how a commercial product works • • Use like and dislike when evaluating or describing • Explain why some products are	• **Revisit and refine all previously taught knowledge and skills.** • Name and sort foods into the five groups in the Eatwell Guide; • explain where in the world different foods originate from

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	user will find it purposeful • Consider how their product will work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment. • Explain how particular parts of their product will work	• Independently follow a simple recipe • Follow and understand the need for hygiene procedures. • Select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives and use safely with minimal supervision	useful • Use digital photography to present design or finished work • Recognise what they have done well and talk about what could be improved • Seek out the views and judgements of others • Predict how changes will improve the finished product **Existing products Explore** ▪ What products are ▪ Who products are for ▪ What products are for • How products work and can be used • What materials products are made from • What they like and dislike about products	• cut, peel and grate safely, with increasing confidence* • explain hygiene and keep a hygienic food preparation space.

DT KEY VOCABULARY	
YEAR 1	**YEAR 2**
Food: 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 Structures: 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	Food: 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, grating, healthy diet, choosing, ingredients Structures: 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

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Textiles: joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish Mechanisms / mechanical systems: slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards	Textiles: joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish Mechanisms / mechanical systems: vehicle, wheel, axle, axle holder, chassis, body, cab assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism names of tools, equipment and materials used