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|  **Disciplinary Knowledge –**  Disciplinary knowledge will be explored and developed throughout the D&T curriculum as pupils move through the school. They can be used across all aspects of a subject to grow an awareness of how designers construct their knowledge. |
| **Responsibility:** (working safely, how design can solve problems, choosing the right materials, responsibilities to customers to ensure quality / reliable products, healthy eating, quality ingredients) | **WTS** | **EXS** | **GDS** |
| **Similarity and difference:** (making comparisons, noting differences and drawing conclusions) |  | Rest of class |  |
| **Cause and consequence:** (identifying how things work, how an action can cause change/movement |  | Rest of class |  |
| **Significance**: (significant designers and designs, real world examples of effective and successful products) |  | Rest of class |  |
| **Written and oral expression:** (Using terminology, evaluating, creating accurate designs, labelling and annotating, explaining processes, presenting) |  | Rest of class |  |



**DT Assessment and Tracking**

**Year 1/2 Overview 24/25**

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| **Textiles – Pouches**  |
| Sew a running stitch with regular-sized stitches and understand that both ends must be knotted. | **WTS** | **EXS** | **GDS** |
| Prepare and cut fabric to make a pouch from a template. |  | Rest of class |  |
| Use a running stitch to join the two pieces of fabric together. |  | Rest of class |  |
| Decorate their pouch using the materials provided. |  | Rest of class |  |

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| **Cooking and Nutrition – A Balanced diet – Create a tasty Wrap**  |
| Name the main food groups and identify foods that belong to each group. | **WTS** | **EXS** | **GDS** |
| Describe the taste, feel and smell of a given food. |  | Rest of class |  |
| Think of three different wrap ideas, considering flavour combinations. |  | Rest of class |  |
| Construct a wrap that meets the design brief and their plan. |  | Rest of class |  |

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| **Mechanical systems and structures**  |
| Identify man-made and natural structures. | **WTS** | **EXS** | **GDS** |
| Identify stable and unstable structural shapes. |  | Rest of class |  |
| Contribute to discussions. |  | Rest of class |  |
| Identify features that make a chair stable. |  | Rest of class |  |
| Work independently to make a stable structure, following a demonstration. |  |  |  |
| Explain how their ideas would be suitable for Baby Bear. |  |  |  |
| Produce a model that supports a teddy, using the appropriate materials and construction techniques. |  |  |  |
| Explain how they made their model strong, stiff and stable. |  |  |  |

**Next Steps -Learning Points for next enquiry (noting revisit points for Pupils at WTS )**

**1)**

**2)**

**3)**