Year 1: Autumn

Our Learning Leaves Curriculum – DT

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive knowledge	**Food** How to hold and use cutlery correctly. (YR Aut) How to cut food safely and what makes a sandwich. (YR Sum) **Construction** Scissors are used to cut different materials and glue is used to join different materials together. (YR Spr)	**Food** **Kneading** makes the dough stretchy and elastic. You need to stretch the dough away from you with the heel of your hand. To **cut food safely** you need to wash your hands and keep your fingers away from the knife. **Construction** An **architect** is a person who designs buildings. To **evaluate** is to think about what went well and what you could improve. **People** **Hans Lippershey** invented the telescope by joining two lenses together. A **lense** is a piece of curved glass.	**Food** Where food is grown and why. (Y1 Spr) **Kneading** is mixing ingredients together using your hands. Kneading is used to make bread. (Y2 Aut) **Construction** A **plan** is a set of decisions about how to do something (Y1 Spr)
Disciplinary knowledge	**Food** Use a range of small tools, including scissors, paintbrushes and cutlery. (DM) I can cut food safely and put them in between two pieces of bread, to make a sandwich. (YR Sum) **Construction** Choose the right resources to carry out their own plan. (DM: 3-4) Explore different materials freely, in order to develop their ideas about how to use them and what to make. (DM: 3-4)	**Food** I can knead dough and shape it. I can cut a piece of food, using a knife safely. **Construction** I can design, make and evaluate. I can consider how to make my creation stronger.	**Food** I can knead dough to make a loaf of bread, like the ones made in the bakery on Pudding Lane. (Y2 Aut) I can peel, cut and grate forest fruits to make a fruit salad. (Y2 Spr) **Construction** I can use cutting, rolling and coiling to make a habitat in a shoebox. (Y1 Spr)

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Key Drivers

Culture and Diversity - *which helps pupils to develop enquiring minds about the wider world.*
Designers and architects from different countries, genders and periods of time are focused on within DT.
Designers/Architects/Inventors: Hans Lippershey, Germany/Netherlands (1570 – 1619)

Environment and Community - *which helps to instil in our pupils a respect for our environment and for our local and wider communities.*
Children are taught how to use different materials without creating waste and damage for the environment. Recycled materials are also reused within DT and children regularly use old boxes and junk modelling within construction.
Eco: free access to 'MAKEDO' kits and cardboard during choice and challenge; use of cardboard tubes and recycled materials to create telescopes.

Creative arts and physical development - *which helps our pupils to express themselves and excel as holistic learners.*
Children use construction to present their new knowledge in different ways, particularly in the outdoor area.
Physical development: understanding of food, where it comes from and how to prepare it supports physical activity; large scale construction supports gross motor skills.

Learning to learn - *which helps pupils to concentrate and focus and build resilience as learners.*
Children need time outside within the construction area in order to focus within the classroom. Constructing allows the children to work together, developing both their teamwork skills and resilience.
Across the curriculum: History – designers/architects/inventors are added to the classroom timeline and children explore what the time period was like and how things have changed.
Books: Beegu – to inspire telescope making.