



United Curriculum: D&T and Food



| | N3-4 | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------|--|--|---|--|--|---|--|---|
| Autumn | <p>Children will be introduced to simple tools such as scissors and glue spreaders.</p> <p>Food tasting - diwali</p> <p>Edible sparklers</p> | <p>Children will be introduced to the cut and stick area that will be available in provision all year. They will have daily access to scissors, joining materials, paper and card. As well as resource such as lollipop sticks and straws.</p> | <p>Food</p> <p>Eat a Rainbow</p> <p>[Aut2]</p> <p>Preparing a colourful fruit salad and crudites.</p> | <p>Food</p> <p>Salads</p> <p>[Aut2]</p> <p>Preparing healthy, balanced salads that include proteins.</p> | <p>Picture Frames</p> <p>[Aut1]</p> <p>Picture frames that would be made and sold in a commercial context.</p> | <p>Food</p> <p>Soups</p> <p>[Aut2]</p> <p>Cooking vegetables and grains and combining into healthy soups.</p> | <p>Interactive Display</p> <p>[Aut2]</p> <p>Interactive information display for a context decided by pupils.</p> | <p>Head Coverings</p> <p>[Aut1]</p> <p>Made to measure hats and head coverings for a context decided by pupils.</p> |
| Spring | <p>Junk modelling including joining materials using glue and Sellotape</p> <p>Food tasting – pancakes</p> <p>Chocolate Easter nests</p> <p>Making and tasting different breads</p> | <p>Junk model traps</p> <p>Food tasting – Chinese foods</p> <p>Chocolate Easter nests</p> <p>Hole punchers and treasury tags introduced into provision</p> | <p>Moving Pictures</p> <p>Using simple linkages (levers) to make a moving picture for someone at home.</p> | <p>Wheels & Axles</p> <p>[Spr2]</p> <p>An engineering project to design a buggy that rolls straight and smoothly.</p> | <p>Keeping it Contained</p> <p>A solution for users who struggle to keep possessions safe in their bag.</p> | <p>Pulleys</p> <p>Using pulleys and levers to create a video that shares a message.</p> | <p>Food</p> <p>Sauces</p> <p>[Spr2]</p> <p>Building foundational cooking skills with a range of staple sauces.</p> | <p>Sustainable Systems</p> <p>[Spr1]</p> <p>Identifying a need and designing a sustainable solution at a system level.</p> |
| Summer | <p>Baking Gingerbread Men</p> <p>Gingerbread puppets joining materials</p> <p>Food tasting – porridge</p> | <p>Making fruit smoothies</p> <p>Baking bread</p> <p>Junk modelling rockets</p> <p>Staplers introduced into provision</p> | <p>Outdoor Space</p> <p>Designing an outdoor space and creating a 3D model to share the design.</p> | <p>Glove Puppets</p> <p>Creating props to tell a story to children in EYFS.</p> | <p>Food</p> <p>Sandwiches and Packed Lunches</p> <p>[Sum1]</p> <p>Making sandwiches with a balance of proteins fats & carbohydrates.</p> | <p>Mood Lighting</p> <p>[Sum2]</p> <p>Using nets and circuits to programme lighting.</p> | <p>Flat Pack</p> <p>Designing a flat pack toy or model that can be sold for construction by users.</p> | <p>Food</p> <p>Savoury Snacks</p> <p>[Sum1]</p> <p>Cooking and baking filled pastries and other balanced picnic snacks.</p> |