DARE to Learn Curriculum
DT
National Curriculum Coverage

Year Group		Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
EYFS	*Question to explore…*	*What makes me Magical?* ??	*Were there Elves in the Stable?*	*Whose are those claw marks and where do they go?* **LOCAL STUDY**	*Would you find a Polar bear in the Rainforest?*	*What can you find in the ocean?*	*Do all Superheroes fly?*
	DT Skills	Design Make/Technical language Evaluate/Technical language Food and nutrition					
	EYFS Coverage						
Year 1	*Question to explore…*	**Up, Up and Away** *Is there a man in the moon?*	**Stories around the World** *Do all stories start 'Once Upon a Time'? What's for Christmas dinner?*	**Into the Wild** *What's growing in Mr McGregor's garden? Which creature has the sharpest teeth?*	**What a Disaster** *Can baking bread change a city?*	**There's Only One Earth** *Is plastic fantastic?* **LOCAL STUDY**	
	DT Skills	Design Make/Technical language Evaluate/Technical language Food and nutrition					
	NC Coverage		• Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from	• Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from	• Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from	• 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 • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	

DILIGENCE   **A**SPIRATIONAL   **R**ESILIENCE   **E**NTHUSIASIM

						• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria • Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products
Year 2	*Question to explore…*	**Up, Up and Away** *How long does it take to fly around the world?* *Where do stories come from?*	**Stories around the World** *Did all Victorians Rock around the Christmas tree?* **Into the Wild**	**LOCAL STUDY** *What's growing in the forest?*	**What a Disaster** *What happens at Sea?*	**There's Only One Earth** **LOCAL STUDY** *What are we Eating?*
	DT Skills	Design Make/Technical language Evaluate/Technical language Food and nutrition				
	NC Coverage	• 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 • Select from and use a range of tools and	• Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from		• 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 • Select from and use a range of tools and	• Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from

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		equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]			equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	
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