



## Trannack School DT Rolling Programme

		Autumn	Spring	Summer
Praa Sands A	Coverage	<b>Food soup</b>	<b>Lunch boxes</b>	<b>Puppets</b>
	EYFS	<p>Communication and language -Learn new vocabulary. -Use new vocabulary throughout the day. -ELG: Speaking&gt; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Personal, social and emotional development -Know and talk about the different factors that support their overall health and wellbeing: healthy eating. -ELG: Managing self&gt; Manage their own basic hygiene and personal needs, including... understanding the importance of healthy food choices. Physical development -Develop small motor skills so that they can use a range of tools competently, safely and confidently. - ELG: Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Understanding the world -Explore the natural world around them. -ELG: The Natural World&gt;Explore the natural world around them, making observations and drawing pictures of animals and plants. Expressive Arts and Design -Explore, use and refine a variety of artistic effects to express ideas and feelings. -ELG: Creating with materials&gt; Safely use and</p>	<p>Understanding the world -Explore the natural world around them. -ELG: The Natural World&gt;Explore the natural world around them, making observations and drawing pictures of animals and plants. Expressive Arts and Design -Explore, use and refine a variety of artistic effects to express ideas and feelings. -ELG: Creating with materials&gt; Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -ELG: Creating with materials&gt; Share their creations, explaining the process they have used.</p>	<p>Explore, use and refine a variety of artistic effects to express ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -ELG: Creating with materials&gt; Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -ELG: Creating with materials&gt; Share their creations, explaining the process they have used.</p> <p>-Develop small motor skills so that they can use a range of tools competently, safely and confidently. - ELG: Fine Motor Skills&gt; Use a range of small tools, including scissors, paint brushes and cutlery.</p>



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	explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.		
<b>Design</b>		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	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
<b>Make</b>	Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
<b>Evaluate</b>	Explore and evaluate a range of existing products	Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria	Evaluate their ideas and products against design criteria



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	<b>Technical knowledge</b>		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.	
	<b>Cooking and nutrition</b>	Use basic principles of a healthy and varied diet to prepare dishes  Understand where food comes from		
<b>B</b>	<b>Coverage</b>	<b>Constructing windmills</b>	<b>Wheels and axels</b>	<b>Food fruit and vegetables</b>
	<b>EYFS</b>	Understanding the world -Explore the natural world around them. -ELG: The Natural World>Explore the natural world around them, making observations and drawing pictures of animals and plants. Expressive Arts and Design -Explore, use and refine a variety of artistic effects to express ideas and feelings. -ELG: Creating with materials> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -ELG: Creating with materials> Share their creations, explaining the process they have used.	ELG: Creating with materials> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Physical development -Develop small motor skills so that they can use a range of tools competently, safely and confidently. -ELG: Use a range of small tools, including scissors, paint brushes and cutlery.	Communication and language -Learn new vocabulary. -Use new vocabulary throughout the day. -ELG: Speaking> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Personal, social and emotional development -Know and talk about the different factors that support their overall health and wellbeing: healthy eating. -ELG: Managing self> Manage their own basic hygiene and personal needs, including... understanding the importance of healthy food choices.  Physical development -Develop small motor skills so that they can use a range of tools competently,



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				<p>safely and confidently. -ELG: Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Understanding the world -Explore the natural world around them. -ELG: The Natural World&gt;Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Expressive Arts and Design -Explore, use and refine a variety of artistic effects to express ideas and feelings. -ELG: Creating with materials&gt; Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>
	<b>Design</b>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	
	<b>Make</b>	<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and</p>



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				ingredients, according to their characteristics
	<b>Evaluate</b>	Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria	Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria	Explore and evaluate a range of existing products
	<b>Technical knowledge</b>	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.	Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	
	<b>Cooking and nutrition</b>			Use basic principles of a healthy and varied diet to prepare dishes  Understand where food comes from
Portreath A	<b>Coverage</b>	<b>Structures pavillions</b>	<b>Strutures baby bears chair</b>	<b>Food eating seasonally</b>
	<b>Design</b>	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams,	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	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups



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		prototypes, pattern pieces and computer aided design		
	<b>Make</b>	<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>
	<b>Evaluate</b>	<p>Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>Evaluate their ideas and products against design criteria</p>	
	<b>Technical knowledge</b>	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>Build structures, exploring how they can be made stronger, stiffer and more stable</p>	
	<b>Cooking and nutrition</b>			<p>Understand and apply principles of a healthy and varied diet</p> <p>Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>



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Portreath	B	Coverage	Mechanisms fairground wheel	Balanced diet	Structures- construct a castle
		<b>Design</b>	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		Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
		<b>Make</b>	Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics		Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
		<b>Evaluate</b>	Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria	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	Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work



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	<b>Technical knowledge</b>	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.		Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
	<b>Cooking and nutrition</b>		Use basic principles of a healthy and varied diet to prepare dishes Understand where food comes from	
C	<b>Coverage</b>	<b>Adapting a recipe</b>	<b>Making a slingshot car</b>	<b>Electrical systems torches</b>
	<b>Design</b>	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design
	<b>Make</b>	Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wide range of materials and components, including





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			Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	construction materials, textiles and ingredients, according to their characteristics
	<b>Evaluate</b>	Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world	Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world
	<b>Technical knowledge</b>		Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
	<b>Cooking and nutrition</b>	Understand and apply principles of a healthy and varied diet Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed		



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Godrevy A	<b>Coverage</b>	<b>Mechanical systems- pop up books</b>	<b>Textiles- waistcoats</b>	<b>Food- What could be healthier</b>
	<b>Design</b>	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design
	<b>Make</b>	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities



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	<b>Evaluate</b>	Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Understand how key events and individuals in design and technology have helped shape the world
	<b>Technical knowledge</b>	Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	
	<b>Cooking and nutrition</b>			Understand and apply principles of a healthy and varied diet Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
B	Coverage	<b>Food- Come dine with me</b>	<b>Structure- playgrounds</b>	<b>Navigating the world</b>
	<b>Design</b>	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-



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			discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
	<b>Make</b>	Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
	<b>Evaluate</b>	Understand how key events and individuals in design and technology have helped shape the world	Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
	<b>Technical knowledge</b>		Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Apply their understanding of computing to program, monitor and control their products
	<b>Cooking and nutrition</b>	Understand and apply principles of a healthy and varied diet Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques		



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		Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed		
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