

Year 1&2 D&T Cycle B Overview 2025-26

Term	Half-term	Focus Area	Project / Outcome	Relevant KS1 NC Objectives
Spring	Spring 1	DT - Cooking and Nutrition	Design, make and evaluate a fruit kebab or salad.	<ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from • Design purposeful products for themselves and others • Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, assembling) • Evaluate their ideas and products against design criteria
Summer	Summer 2	DT - Structures and Materials	Design, make and evaluate a recycled bird feeder.	<ul style="list-style-type: none"> • Design purposeful, functional products for themselves and others based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups • Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining, finishing) • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • Evaluate their ideas and products against design criteria



Spring 1 – African Fruit Feast

Text: The Lion Inside by Rachel Bright

Theme: Food and Culture – Africa

DT Focus: Cooking and Nutrition

Big Question: How can we make a healthy, colourful fruit dish using fruits from around the world?

Knowledge

- Fruits grow in different parts of the world – some need hot climates like those in Africa (e.g. mango, pineapple).
- Fruit is part of a healthy diet – it gives us vitamins and fibre.
- We can prepare fruit safely using tools like knives and peelers.

Skills

- Name and describe a range of fruits using taste, texture and appearance (e.g. sweet, juicy, smooth, crunchy).
- Use tools safely and correctly, including child-safe knives, spoons and skewers, with support or independently as appropriate.
- Arrange and combine ingredients to make a simple product, thinking about pattern, balance or appearance (e.g. making a rainbow kebab or fruit salad with contrasting colours).
- Talk about and evaluate their finished food product, describing how it looks, tastes and how easy it is to eat.

Learning Sequence

- Introduce fruits grown in warm climates (Africa & beyond) using globe or map. Taste test tropical fruits (mango, melon, banana, pineapple) and identify flavour words: juicy, tangy, sweet, soft, crunchy
- Design a fruit kebab or salad. Children draw and label their own fruit combinations. Think about colour, taste and arrangement (alternating colours, patterns)
- Prepare and make the dish. Assemble kebabs on skewers or arrange fruit in a bowl (for salad)
- Evaluate and reflect. What do you like best? Did your design work? Reflect on where the fruit came from and how it helps us stay healthy

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Equipment & Ingredients

- Mango, pineapple, banana, melon, grapes, kiwi (check for allergies)
- Child-safe knives
- Peelers
- Cutting boards
- Bowls
- Kebab skewers or cups

Vocabulary: tropical, healthy, rainbow, flavour, juicy, sweet, tangy, chop, slice, skewer, design, assemble, colourful, pattern, Africa, climate, vitamins, fruit salad, evaluate



Summer 2 – Protect Our World

Theme: Sustainability & Wildlife

DT Focus: Structures / Materials (Recycled and Natural)

Final Outcome: Recycled bird feeder

Knowledge

- Reusing materials helps reduce waste and protect nature.
- Some materials (like plastic, cardboard, wood) can be reused or recycled.
- Bird feeders can support local wildlife by providing food and habitats.
- Designs should meet the needs of a user (a bird) and have a purpose.

Skills

- Create simple designs, with labels or annotations to show function and decoration.
- Cut and shape materials safely, using tools like scissors, hole punchers and string (with support or independence, as appropriate).
- Join materials securely using glue, tape, or tying techniques, choosing what works best for the structure.
- Build and test their product to check strength, stability or usability (e.g. will it hold up outdoors?).
- Evaluate their final product, saying what worked well and what could be improved, using their original idea or plan to guide their thinking.

Learning Sequence

- Discuss why protecting the environment is important and look at examples of bird feeders and planters (real or images)
- Investigate recycled and natural materials (e.g. bottles, boxes, yoghurt pots, twigs), sort by properties (strong, waterproof, light, natural) and begin to sketch ideas – what might make a good bird feeder or planter?
- Children draw and label their final product idea, include purpose, materials, decorations, and who it's for
- Cut, shape, join and decorate using selected materials. Focus on strength, balance, and opening size (e.g. for birds)
- Children present their product and discuss: Does it do what I wanted it to do? Is it strong? Does it look nice?

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