

Design Technology Year 1 Overview



| | | Autumn | Spring | Summer | |
|---|--|---|---|--------|--|
| Design Technology Year 1 | Year 1 NC objectives | Year 1 NC objectives | | | |
| | <p>Design</p> <ul style="list-style-type: none"> 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 <p>Make</p> <ul style="list-style-type: none"> 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 <p>Evaluate</p> <ul style="list-style-type: none"> 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 <p>Technical knowledge</p> <ul style="list-style-type: none"> 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. <p>Cooking and Nutrition: To use basic principles of a healthy and varied diet to prepare dishes and to understand where food comes from.</p> | | | | |
| | Year 1 Key Learning | Year 1 Key Learning | Year 1 Key Learning | | |
| | <p>Cooking and Nutrition: Christmas Sandwiches</p> <ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. Understanding the difference between fruits and vegetables. Investigate and taste existing ingredients. Know the importance of washing hands before handling food. Generate ideas through drawing and labelling. Select from a range of ingredients and tools to create a plan. Evaluate to identify positives and suggest changes. | <p>Mechanisms: Leavers and Sliders-Moving Pictures</p> <ul style="list-style-type: none"> Know that a mechanism is used to create movement in a product and is made of parts that move together. Investigate and evaluate existing products with simple levers and sliders. Understand that different mechanisms produce different types of movement (side to side or turn on a pivot). Generate ideas and communicate ideas through drawing and mock-ups. Make simple drawings and label parts. Use appropriate tools and materials to create a design. Evaluate the product by testing how well it works in relation to the purpose and the user. | <p>Freestanding Structures: Chair for a Bear</p> <ul style="list-style-type: none"> Investigate and evaluate existing products. Understand what a freestanding structure is. Know that materials and components can be joined together using a variety of temporary methods. Understand what makes a structure stable (wide, flat bases or legs). Generate ideas based on design criteria with a purpose and intended user. Develop, model and communicate their ideas through drawing and labelling. Identify materials and tools needed for the structure. Follow a design plan and use simple finishing techniques for the product. Evaluate the product by testing how well it works in relation to the purpose and user. | | |
| Vocabulary | Healthy, names of some fruits and vegetables, Above or below the ground, Crunchy, soft, sour, sweet, hot, spicy, smooth, juicy, hard, Cut, peel, grate, safe, fork secure hold, Ingredients, design, label. | Levers, sliders, Pivot, push, pull, pierce, mock up, design, Cut, shape, finish, Evaluate. | Freestanding, structure, stable, base, design, user, product Join, shape, finish, strong, weak, thick, thin Evaluate. | | |