

Pudsey Bolton Royd Primary School Design & Technology Long-Term Plan

Year 1

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>
Enquiry Questions		
	Can I create a moving celebration card?	Can I use a non-serrated knife?
Outcomes		
	Evaluate current celebration cards and how the mechanism works. Design their own mechanism (slider) celebration card. Make the card using their design and tools. Evaluate their product against their design.	Design a healthy sandwich Make a healthy sandwich Evaluate my healthy sandwich
Linked Texts		
Linked Experiences		
Overview		
	The children will learn about mechanisms (Sliders/Levers) and how they work in/on a celebration card. They will look at current celebration cards to investigate the mechanism and guide their own design. The children could trace some of the current designs to add their own product. They will draw a design for a celebration card with the mechanism. In making, the children will use tools to cut and measure material needed to make their celebration card. They will look at their design to guide them in their making stage. The children will be able to compare their design to their plan in order to evaluate their product.	Children will discuss what would make a healthy sandwich. They will get the opportunity to use a non-serrated knife to spread ingredients on slices of bread. At the end of the session children will evaluate their sandwich and discuss what they would do to improve it (Can it be made any healthier?)
Knowledge and/or Skills Covered		
	Make comments about what they are going to design. Come up with ideas for a product, and express why they like it. Trace around simple shapes to reproduce symbols Precision level: simple shapes freehand; colouring-in is mostly within the lines. With support, discuss design criteria during the construction process. Tools: Children's scissors, Ruler / metre rule. Measure: To nearest 10cm.	Use knives with an 11-12cm non-serrated blade (<i>supervised</i>)

Pudsey Bolton Royd Primary School Design & Technology Long-Term Plan

Year 1

	Simple evaluation.	
National Curriculum Attainment Targets		
	<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>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>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria.</p>	<p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from.</p>
Important Vocabulary		
	Product , Design, First/second (etc), Then, When, Last, Next, Before, After, Drawing, Painting, Trace, Share, Effect, Improve, Material, Up, Down, Position, Direction, Above, Below.	Ingredients, Sweet, Savoury, Sandwiches, Position, Direction, Knife, Non-serrated.

Pudsey Bolton Royd Primary School Design & Technology Long-Term Plan

Year 1

<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Enquiry Questions		
Can I make a sewn pouch?		
Outcomes		
Evaluate sewn pouches Design a sewn pouch Make a sewn pouch Evaluate their sewn pouch against their design		
Linked Texts		
Linked Experiences		
Overview		
Children will look at modern day sewn pouches, both as bags and perhaps compare the difference with sewn pouches on clothing. Discuss what materials are used, share ideas about why this material works for the product. Use this evaluation to design their own sewn pouch from given materials, labelling areas with the steps they will complete their product in. Children spend time practising using scissors to cut different materials and threading needles. They then have the opportunity to make their product. Children will have a chance to discuss each other's products and talk about what they would do differently next time.		
Knowledge and/or Skills Covered		
Make comments about what they are going to design Come up with ideas for a product, and express why they like it Trace around simple shapes to reproduce symbols Precision level: simple shapes freehand (<i>e.g. square but possibly with curved-out corners</i>); colouring-in is mostly within the lines With support, discuss design criteria during the construction process Children's scissors Ruler / metre rule To nearest 10cm (<i>e.g. with stick painted in 5cm blocks</i>) Simple evaluation (<i>e.g. spot similarities and differences between products</i>) Follow simple advice from adults to improve their work		

Pudsey Bolton Royd Primary School Design & Technology Long-Term Plan

Year 1

National Curriculum Attainment Targets

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].
 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
 Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
 Explore and evaluate a range of existing products.
 Evaluate their ideas and products against design criteria.

Important Vocabulary

Product, Design, First/second (etc), Then, When, Last, Next, Before, After, Drawing, Printing, Trace, Share, Improve, Material