

Design Technology

<p align="center">YEAR 1</p>	<p align="center">AUTUMN FOCUS DT – Amazing mechanism Marvellous ME – Topic unit Art – Perfect Portraits</p> <p align="center">VISIT/TRIP/DISPLAY:</p> <p align="center">Final product - Moving Christmas Card</p> <p align="center">Opportunities for Exploring Diversity:</p> <p align="center">Toys Around the World - Joanna Brundle</p>	<p align="center">SPRING FOCUS DT - Lego project - Boom town build Knock Knock whos there? - Topic Unit Art - If buildings could speak - house and homes from around the world</p> <p align="center">VISIT/TRIP/DISPLAY: WALK around How Wood and St Albans - cross curricular with topic</p> <p align="center">Final piece - Lego celebration village</p> <p align="center">Opportunities for Exploring Diversity: Geography - houses and homes around the world and of different cultures</p>	<p align="center">SUMMER FOCUS</p> <p align="center">Unique United Kingdom - Topic Art - Natural Sculptures - Andy Goldworthy DT - Eat more fruit and vegetables - Local to UK & more distant Science - Plants & growing</p> <p align="center">VISIT/TRIP/DISPLAY:</p> <p align="center">Final Product - Make a healthy food item to be served in a local cafe</p> <p align="center">Opportunities for Exploring Diversity: Where is food from around the world? Where is your fruit from? Handa's Surprise - book for guided reading Anna Hibiscus - book for guided reading</p>
<p>Artist/Texts/websites</p>	<p>Machines – A book of moving pop-ups – Tim Reeves.</p> <p>Peep Inside The Zoo - Anna Milbourne</p> <p>How things work – Conrad Mason</p> <p>Lost in the Toy Museum: An Adventure - David Lucas</p> <p>Toys Around the World - Joanna Brundle</p> <p>The Toymaker -Martin Waddell & Terry Milne Toys and Games - Sally Hewitt</p> <p>All Kinds of Homes: a Lift-the-Flap Book - Thando Maclaren and Emma Damon (OED)</p>	<p>https://education.theiet.org/first-lego-league-programmes/discover/challenge-season/previous-season-teacher-resources/</p>	<p>https://www.teachprimary.com/hot_products/view/great-grub-club-being-healthy-is-fun where is food from around the world</p> <p>https://www.twinkl.co.uk/resource/t-tp-5389-where-is-your-fruit-from-powerpoint - where is your fruit from?</p> <p>Handa's Surprise - book for guided reading</p> <p>Anna Hibiscus - book for guided reading</p>
<p>Skills</p>	<p>NC POS DT: explore and use mechanisms (levers, sliders, wheels and axles) in their products.</p> <p>Design</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on a design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups. <p>Make</p>	<p>NC POS DT: Design and Technology Pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p> <p>Design</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on a design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups. 	<p>NC POS DT: As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating.</p> <p>Pupils should be taught to:</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

	<ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks. 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"> Evaluate their ideas and products against design criteria. Explore and evaluate a range of existing products. 	<p>Make</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks. 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"> Evaluate their ideas and products against design criteria. Explore and evaluate a range of existing products. 	<p>Design</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on a design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups. <p>Make</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks. 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"> Evaluate their ideas and products against design criteria. Explore and evaluate a range of existing products.
<p>Key Vocabulary</p>	<p>Attach, join, create, Mechanism, Slider, Slot, Lever, Pivot, Guide/ Bridge, Design, Make, Evaluate</p>	<p>building, spin, roll, swing, turn, town, local community, bridge, problems, solution, construction site, tools, builder, crew, teamwork, improve, transport, redesign, engineer</p>	<p>design, make, chop, peel, scrap, grate, evaluate, chopping board, hygiene,</p>
<p>Opportunities for Learning / Cross Curricular</p>	<p>Art and History– create their own peg dolly using recycled materials – like children did in the olden days.</p> <p>Science – Materials – looking at different toys and what they are made of – what materials would be best for a level mechanism?</p> <p>English – Reading stories that have moving levers and pop ups in them.</p>	<p>Maths - Shape space and measure and problems solving</p> <p>Topic - Houses and homes in the local area & St Albans</p> <p>Science - materials - what are houses and homes made from. - Forces - pus, pull, propel</p> <p>Geography - houses and homes around the world and of different cultures</p>	<p>Science - growing and nature</p> <p>Topic - Unique United Kingdom - what grows natively</p> <p>Geography - places around the world - natural scenes which contrast UK</p> <p>Geography - where does fruit come from around the world?</p> <p>Maths - pictograms and data</p> <p>Computing - use computer to represent data</p>
<p>Learning Overview / WALTs</p>	<p>Week 1 Explore and Evaluate WALT - Explore and evaluate a range of existing products in the context of exploring existing moving books. • I can explore and evaluate an existing product.</p> <p>Week 2 - Sliders WALT - Explore and use mechanisms (for example sliders), in their products in the context of using a slider to make a picture move.</p> <p>Week 3 Levers WALT Explore and use mechanisms (for example levers) in their products in the context of using a lever to make a picture move.</p> <p>Week 4 Wheel Mechanisms WALT - explore and use mechanisms (for example levers), in their products in the context of using a lever to make a picture move.</p> <p>Week 5 Designing</p>	<p>Week 1 - What buildings do we have in the local area? What is an architect? WALT - use Lego to represent a building in our local area.</p> <p>Week 2 - How can we solve a problem like crossing a river WALT - problem solve, work as a team to make a bridge to cross a river. WALT - ensure boats can still travel under our bridge by adding a pivot.</p> <p>Week 3 - What buildings are important in a new town and who is going to help build it? WALT - think about important buildings in a new town WALT - design buildings to go in a new town WALT - work as a team to create a group of buildings for a new town from Lego.</p> <p>Week 4 - How can we improve on our buildings for our new town? WALT - evaluate our existing models and improve on our work</p>	<p>Week 1 - What are our favourite fruits and vegetables? Represent data in a pictogram. WALT - know what is a fruit and vegetable WALT - know where our fruit and vegetables come from - UK and around the world WALT - make a pictogram with our data.</p> <p>Week 2 - Try and taste fruit and veg from UK and further WALT - examine, taste and describe a variety of fruits and vegetables. WALT - Know which ones are natural to UK and which come from other countries Read Handa's Surprise this week for Guided Reading</p> <p>Week 3 - Handle and cut WALT - find out how to handle and prepare a variety of fruits and vegetables. WALT - Know which ones are native to UK and which come from other countries Read Anna Hibiscus book for guided reading this week</p>

	<p>WALT - Design purposeful, functional and appealing products for themselves and other users based on design criteria in the context of designing an appealing moving picture</p> <p>WALT - Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups in the context of drawing an annotated sketch to show their ideas about a moving picture.</p> <p>Week 6 - Making (over a day)</p> <p>WALT - Explore and use mechanisms (for example levers, sliders, wheels and axles) in their products in the context of making a moving picture.</p> <p>WALT - Evaluate their ideas against design criteria in the context of evaluating a moving picture.</p>	<p>Week 5 - How can we move around our town and get building supplies needed around the town?</p> <p>WALT - think about how we can transport people and good around the town.</p> <p>WALT - Think about how we could adapt our designs to make them better - i.e. carry more people</p> <p>WALA - forces we need to make a vehicle travel with on push.</p> <p>WALA - how slopes can help objects travel further</p> <p>Week 6 - Celebration event</p> <p>WALT - use all of the knowledge we have gained about the whole topic to design and engineer ST Albans with existing buildings and new buildings.</p> <p>WALT - problems solve - out town needs to include a new bridge</p> <p>WALT - include a travel station with a mode of transport which can travel people around</p>	<p>Week 4 - Design a recipe</p> <p>WALT - design a recipe to include fruit and/or vegetables to go sell in a Year 1 Cafe.</p> <p>WALT - say if our ingredients come from the UK or are from somewhere else around the world</p> <p>Weeks 5 & 6 - Make and evaluate</p> <p>WALT- make and evaluate a food product based on a design.</p> <p>WALT - say where in the world our ingredients come from</p>
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