

Design and Technology			
Y1	Term 1 and 2	Term 3 and 4	Term 5 and 6
Enquiry question	How can stories of the past be shared?	How has life changed?	Are we all the same?
	Main Focus: Food Outcome: Design and make a healthy food for a celebration - fruit kebabs	Main Focus: Mechanisms Outcome: Design and construct a moving toy using levers	Main Focus: Textiles Outcome: Design and construct a simple bag from African inspired fabric
Knowledge	Pupils should be taught:		
	Design	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	
	Make	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	
	Evaluate	explore and evaluate a range of existing products	
		evaluate their ideas and products against design criteria	
	Technical Knowledge	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	
	Food and Nutrition	use the basic principles of a healthy and varied diet to prepare dishes	
		understand where food comes from	
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Skills	D1 - Draw a simple picture of an intended design with basic labelling D2 - With help, put ideas into practice E1 - Describe how an existing product works (eg. The toy moves when I turn the handle) E2 - Talk about their own and other's work, identifying strengths and/or weaknesses E3 - Order products or designs chronologically and begin to explain reasons why they are ordered in that way	D1 - Draw a simple picture of an intended design with basic labelling D2 - With help, put ideas into practice E1 - Describe how an existing product works (eg. The toy moves when I turn the handle) E2 - Talk about their own and other's work, identifying strengths and/or weaknesses E3 - Order products or designs chronologically and begin to explain reasons why they are ordered in that way	D1 - Draw a simple picture of an intended design with basic labelling D2 - With help, put ideas into practice E1 - Describe how an existing product works (eg. The toy moves when I turn the handle) E2 - Talk about their own and other's work, identifying strengths and/or weaknesses E3 - Order products or designs chronologically and begin to explain reasons why they are ordered in that way

	<p>M1 - Use suggested tools safely and effectively, with support</p> <p>M2 - Select and explain their choice of materials, sometimes with help</p> <p>M3 - Explain how to keep safe during a practical task</p> <p>F1 - Measure and weigh food items using non-standard measures (spoons, cups etc)</p> <p>F2 - Identify the main food groups, including fruit and vegetables</p> <p>F3 - Identify the source of common foods</p>	<p>M1 - Use suggested tools safely and effectively, with support</p> <p>M2 - Select and explain their choice of materials, sometimes with help</p> <p>M3 - Explain how to keep safe during a practical task</p> <p>T3 - Create and use levers and sliders</p>	<p>T1a - Cut paper accurately and safely with scissors</p> <p>T1b - Cut out simple shapes from a range of fabrics and papers</p> <p>T1c - Join fabrics together using glue</p> <p>T1d - Begin to sew fabrics together using a needle and thread</p>
Vocab	Stir, mix, hygiene, healthy, fruit, vegetable, energy, measure, cup, spoon, farm	Levers, sliders, push, pull, left, right, up, down, tool, scissors, glue, paper, split-pin, fasten, move, toy, plan, design, make, ideas, strengths, weaknesses, safely	felt, running stitch, needle, thread, fabric, loop, ribbon, front, back, pattern