Design Technology – KS1 Year A

To be taught throughout the year:

Design	Make	Evaluate
▪ - Use pictures and words to convey what they want to design/make. ▪ - Propose more than one idea for their product.-Use kits/reclaimed materials to develop more than one idea. ▪ - Model ideas / make mock-ups with kits, reclaimed materials. ▪ - Select appropriate technique explaining: First… Next… Last…. ▪ - Explore ideas by rearranging materials/ingredients. ▪ -Select pictures to help develop ideas. ▪ - Use drawings to record ideas as they are developed. ▪ - Add notes to drawings to help explanations. ▪ - Use ICT to communicate their ideas. ▪ - Describe their models and drawings of ideas and intentions.	Discuss their work as it progresses. - Select materials/ingredients from a limited range that will meet the design criteria. - Select and name the tools needed to work the materials/ingredients. - Explain what they are making. - Explain which materials/ingredients they are using and why. - Name the tools they are using. - Describe what they need to do next.	Explore existing products and investigate how they have been made. - Decide how existing products do/do not achieve their purpose. -Talk about their design as they develop and identify good and bad points. -Note changes made during the making process as annotation to plans/drawings. - Say what they like and do not like about items they have made and attempt to say why. -Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.

Autumn - Structures	**Vocabulary**
▪ Refer to materials tools and techniques using appropriate vocabulary. ▪ Explore how to make structures stronger. ▪ Investigate different techniques for stiffening a variety of materials. ▪ Test different methods of enabling structures to remain stable. ▪ Join appropriately for different materials and situations e.g. glue, tape. ▪ Mark out materials to be cut using a template. ▪ Use a glue gun with close supervision.	Strong/weak Stiffer Stable Structure Names of materials Names of tools used Shape vocabulary (maths) Base, top, Edge, side, surface, face, Corner, point, Straight, curved

Spring – Mechanisms	**Vocabulary**
▪ Join appropriately for different materials and situations e.g. glue, tape. ▪ Mark out materials to be cut using a template. ▪ Fold, tear and cut paper and card. ▪ Cut along lines, straight and curved. ▪ Use a hole punch. ▪ Insert paper fasteners for card. ▪ Experiment with levers and sliders to find different ways of making things move in a 2D plane.	Names of tools used Names of materials Direction Lever / slider / pivot Slot / guide Straight/curved Forwards/backwards Push/Pull Up/down

Summer – Food	**Vocabulary**
▪ Develop a food vocabulary using taste, smell, texture and feel. ▪ Group familiar food products e.g. fruit and vegetables. ▪ Explain where food comes from. ▪ Cut, peel, grate, chop a range of ingredients ▪ Work safely and hygienically. ▪ Understand the need for a variety of foods in a diet. ▪ Measure and weigh food items, non-statutory measures e.g. spoons, cups.	Vocab related to food using taste, smell, texture and feel Names of equipment and utensils Names of fruit and vegetables Names of parts of fruit and veg e.g. peel Verbs relating to preparation methods used e.g. peel