

Year 1			
Focus	Autumn	Spring	Summer
Topic	Construction To design and make a moving picture with a mechanism	Cooking and Nutrition To make a balanced sandwich with a range of fillings and carbohydrates	Textiles To make a purse using a running stitch or over stitch
Design Technology subject specific vocabulary Yellow – Transferrable vocabulary Green -Subject specific	Design, product, plan, make, create, attach, join, tool, instruction, shape, mould, build, construct, evaluate, change Leaver, slider, slot, product	Design, product, plan, make, create, tool, instruction, evaluate, change Bridge, claw, cross chop (cutting grips) healthy, unhealthy, protein	Design, product, plan, make, create, tool, needle, instruction, shape, evaluate, change Textile, eye, stitch, thread, over stitch, running stitch, back stitch, product
What should children know, be able to do and remember?	All children will create a moving picture using a leaver or a slider. They will plan, design and make their product with a particular purpose in mind (design criteria). They will choose from a selection of resources and will understand how these can be used (cutting, shaping, finishing) to make their product move. They will talk about the similarities and differences between sliders and leavers. They can say why they have used a leaver or slider due to the picture they have designed.	All children will create a healthy sandwich for the school cook to consider to add to the meal offer. Children will look at products and discuss which ones they like and why. They will then have the opportunity to design and make a healthy sandwich, choosing from a range of different breads and fillings and talk about the reasons for their choice, leading to an understanding about a balanced and healthy diet. They will understand where food comes from (within their chosen ingredients). Children will also learn about how to use tools and cutting styles to best cut their food and will be able to talk about this when discussing how they made their sandwich. For example, I used the bridge grip to help me cut the tomato.	All children will be able to create a purse (matched to the design criteria) using either a running stitch or an over stitch to be sold. Children will use ICT to review existing products on the market and add these to their mood board. Children will begin to design and make a product on the market e.g. a purse, they will be able to use the over stitch or the running stitch to hold their product together and evaluate their product at the end. They will select from different textiles for their design. They will be able to talk about their product and the techniques they have used.
Links to the key curriculum drivers	Basic skills – Children can look closely at moving pictures and pick out a mechanism to make their picture move, they will be able to discuss the effect of their mechanism on their picture. Diversity and spirituality – Children understand that there are different ways to make their picture move, and that there is no right or wrong view and other children are entitled to their own opinions based upon their observations.	Basic skills – Children will be able to use a knife effectively to chop vegetables, cut bread and spread the butter on their bread. They will be able to discuss their product at the end and evaluate it against the set criteria. Diversity and spirituality – Children will understand where food comes from, what a healthy meal/sandwich will look like and the impact on our bodies. Aspirations – Children may aspire to become chefs. (Andy Bond – Inspiration with the school community, Jamie Oliver)	Basic skills – Children look at existing products on the market, they will begin to design and make a product using a variety of stitches to hold their material together. Aspirations – Children may be inspired to become a designer of textiles. (Iris Apfel – Little people big Dreams) (Parent Inspiration of a theatrical designer/ dress maker) Growth and well-being - Children will be able to talk about how fabrics, materials and colours make them feel.

	<p>Aspirations – Children may aspire to become designers.</p> <p>Growth and well-being - Children will develop their confidence and self-worth to be able to communicate and express their thoughts and ideas.</p>	<p>Growth and well-being – Children will develop an understanding of a what a healthy meal looks like and how that impact on us and how to look after ourselves.</p>	
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Year 2			
Focus	Textiles Christmas gift	Construction Lunar Rovers Space – creating a robust model which can travel over a rough surface.	Cooking and Nutrition (A Healthy Pasta Salad) Creating an appealing product for sale
Subject specific vocabulary	<p>Design, product, plan, make, create, tool, needle, instruction, shape, evaluate, change</p> <p>Textile, eye, stitch, thread, over stitch, running stitch, back stitch, product, needle, cross stitch</p>	<p>Design, product, plan, make, create, attach, join, evaluate, Design Technology, adapt, designer, mechanism, technique, purpose, design criteria</p> <p>Axle, chassis, axle support, assemble, clamp, stable</p>	<p>Design, product, plan, make, create, evaluate, Design Technology, adapt, technique, purpose, design criteria</p> <p>weigh, fruit, vegetable, carbohydrates, protein, dairy, fats (linked also through the Science curriculum)</p>
What should children know, be able to do and remember?	<p>All children will be able to create a Christmas design (matched to the design criteria) using cross stitch. Children will review existing products on the market and add these to their mood board. Children will begin to design and make a product on the market, they will be able to use cross stitch to make their embroidery together and evaluate their product at the end. They will select from different threads for their design. They will be able to talk about their product and the techniques they have used.</p>	<p>All children to investigate existing products, design, create and evaluate a functioning Lunar Rover. They should be able to talk about the design criteria for a Lunar Rover, e.g. the need for wheels to be fitted to an axle. They should be able to communicate their ideas for example, why they have chosen specific materials and how they have assembled these together. Whilst building their mock design the children will be able to explore how their product can be made stronger, stiffer and more stable.</p> <p>Children will have a wider knowledge of tier three vocabulary such as assemble, axle and vehicle. The children will record their vehicles in motion using ICT and evaluate their product against the design criteria.</p>	<p>All children will be able to make an edible product which will be discussed and presented to a family member. They will explore different food products and discuss which ones they would prefer to use and why. They will design and make an edible product and weigh out ingredients and follow and adapt a recipe for their own purpose. They will make informed choices about the specific food groups that they have been introduced to. They will have a simple and age appropriate understanding of what food groups humans need to have to be healthy.</p>

<p>Links to the key curriculum drivers</p>	<p>Basic skills Children look at existing products on the market, they will begin to design and make a product using a variety of stitches to hold their material together.</p> <p>Aspirations – Children may be inspired to become a designer of textiles. (Iris Apfel – Little people big Dreams) (Parent Inspiration of a theatrical designer/ dress maker)</p> <p>Growth and well-being - Children will be able to talk about how fabrics, materials and colours make them feel.</p>	<p>Basic Skills – Children will have the opportunity to use tools to develop their measuring skills and to safely saw wood. They will use a vice (clamp) to keep their wood safely in place as they saw.</p> <p>Aspirations – Children will be inspired by this and have an understanding of future careers that encourage them to become designers themselves. (Henry Ford).</p> <p>Growth & wellbeing – The children will be able to create something based on their own idea, developing a sense of achievement.</p>	<p>Basic skills – Children will be able to use a weigh ingredients and follow a recipe. They will be able to discuss their product at the end and evaluate it against the set criteria.</p> <p>Aspirations Children may aspire to become chefs. (Andy Bond – Inspiration with the school community, Jamie Oliver)</p>