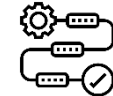


Year 1 Autumn	NC Objective: 	Key Skills (Disciplinary Knowledge): 	Key Substantive Knowledge:  The 6 DT principles USER PURPOSE FUNCTIONALITY DESIGN DECISIONS INNOVATION AUTHENTICITY	Key Vocabulary: 	Sequence of Learning: 
Autumn 1 Topic: Location, Location, Location			Key Facts:	Subject knowledge vocabulary:	Pre-requisite learning: New Learning: Vehicles for learning
Autumn 2 Topic: Once Upon a Time Enquiry: How can I make a moving story book	Key stage 1 Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].	Developing, planning and communicating ideas. • Draw on their own experience to help generate ideas • Suggest ideas and explain what they are going to do • Identify a target group for what they intend to design and make • Model their ideas in card and paper Develop their design ideas applying findings from their earlier research	Key Facts: Mechanisms Sliders and levers Design a movable Humpty Dumpty to fall off the wall. • Explore books with moving parts • understand that sliders are mechanisms • know that sliders can make things move • create moving models that use sliders	Subject knowledge vocabulary: Design Model Tools Equipment Measure Join evaluate Topic vocabulary: Up Down Left Right Vertical Horizontal	Pre-requisite learning: In early years children have read books with movable parts Used construction toys to build models with moving parts New Learning: Sliders and levers Vehicles for learning Have access to books with moving parts

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	When designing and making, pupils should be taught to: 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	● Working with tools, equipment, materials and components to make quality products Make their design using appropriate techniques ● With help measure, mark out, cut and shape a range of materials ● Use tools <i>eg scissors and a hole punch</i> safely ● Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape ● Use simple finishing techniques to improve the appearance of their product Evaluating processes and products ● Evaluate their product by discussing how well it works in relation to the purpose ● Evaluate their products as they are developed, identifying strengths and possible changes they might make ● Evaluate their product by asking questions about what they have made and how they have gone about it		Slider mechanism	
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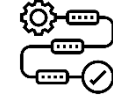
	Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.				
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Year 1 Spring	NC Objective: 	Key Skills (Disciplinary Knowledge): 	Key Substantive Knowledge: 	Key Vocabulary: 	Sequence of Learning: 
Spring 1 Topic: Welcome to the Toy Shop			Key Facts:	Subject knowledge vocabulary: Topic vocabulary:	Pre-requisite learning: New Learning: Vehicles for learning
Spring 2 Topic: Food Glorious Food! Enquiry: How can I make a healthy dessert?	As above and- Cooking and nutrition As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to: Key stage 1 use the basic principles of a healthy and varied diet to prepare dishes	Developing, planning and communicating ideas. Draw on their own experience to help generate ideas - Suggest ideas and explain what they are going to do - Identify a target group for what they intend to design and make Develop their design ideas applying findings from their earlier research Working with tools, equipment, materials and components to make quality products Make their design using appropriate techniques.	Key Facts: Fruit Salad Recognise and name a variety of fruits. know the importance of eating fruits. Explain why fruit is healthy Use tools safely to chop and prepare fruit for a fruit salad. Understand where the fruit is grown in different parts of the world. Express their likes and dislikes. Describe the fruit using their senses.	Subject knowledge vocabulary Chop Peel Knife Safety Hygiene Core healthy Topic vocabulary: taste, smell, sour, bitter, sweet, peel, extract, scoop, soft, smooth, touch, feel, seed, juicy, senses. Names of fruit and countries where they are grown.	Pre-requisite learning: In early years children have followed recipes with the guidance of the teacher. Healthy eating New Learning: Variety of fruits, names and origins. Prepare fruit safely and hygienically Vehicles for learning

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	understand where food comes from.	Evaluating processes and products • Evaluate their product by discussing how well it works in relation to the purpose • Evaluate their products as they are developed, identifying strengths and possible changes they might make • Evaluate their product by asking questions about what they have made and how they have gone about it • Select and use appropriate fruit and vegetables, processes and tools • Use basic food handling, hygienic practices and personal hygiene			
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Year 1 Summer	NC Objective: 	Key Skills (Disciplinary Knowledge): 	Key Substantive Knowledge: 	Key Vocabulary: 	Sequence of Learning: 
Summer 1 Topic: Tails, Talons and Teeth Enquiry: Can you make a structure for your teddy to sit on?	As above	Developing, planning and communicating ideas. • Draw on their own experience to help generate ideas • Suggest ideas and explain what they are going to do • Identify a target group for what they intend to design and make • Model their ideas in card and paper Develop their design ideas applying findings from their earlier research • Working with tools, equipment, materials and components to make quality products Make their design using appropriate techniques • With help measure, mark out, cut and shape a range of materials • Use tools <i>eg scissors and a hole punch</i> safely • Assemble, join and combine materials and components together using a variety of	Key Facts: Structures- free standing Design and make a free standing chair for a teddy. To identify free standing structures and explain how they know they are freestanding. To identify similarities and differences in free standing structures. To experiment with different assembly techniques for strength and stability. To learn to make 3D shapes from card. To create a free-standing structure, a chair, to meet a brief. . To evaluate how effective their free-standing structure is and explain why it is good and or how it can be better	Subject knowledge vocabulary: Stable Strength Fold Join Fix Weak Strong Base Top Underneath Side Edge Surface Circle Triangle Square Rectangle Cuboid Cube Cylinder Design Make Evaluate function Topic vocabulary:	Pre-requisite learning: In early years children will use construction materials and junk to build free-standing models 3D shapes New Learning: Stability and strength in building techniques. Vehicles for learning Construction materials

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		temporary methods e.g. glues or masking tape • Use simple finishing techniques to improve the appearance of their product Evaluating processes and products • Evaluate their product by discussing how well it works in relation to the purpose • Evaluate their products as they are developed, identifying strengths and possible changes they might make • Evaluate their product by asking questions about what they have made and how they have gone about it			
Summer 2 Topic: Changes – All About Me!			Key Facts:	Subject knowledge vocabulary: Topic vocabulary:	Pre-requisite learning: New Learning: Vehicles for learning

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