

Year 1 Scheme of Work – Design Technology

| Unit | Time (Wks) | Activities | Outcomes | Differentiation | Assessment | NC Links | Other Subject Link |
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| Previous learning: Reception - Begin to use the language of designing and making (join, build, shape). - Learn about how to come up with an idea. - Talk about what they will make and how. - Select tools and techniques needed to shape, assemble and join materials. - Use tools carefully and safely with purpose. - Begin to talk about changes made during the making process. | | | | Next learning: Y3 - Lever and linkage systems; cut and shape materials with some precision to make their mechanisms work; join and combine materials and components in a variety of ways; mark out and measure accurately; create a design for a particular purpose; follow a design to create a storybook; evaluate their own and other people's finished products. | | | |
| 1.4 Moving Pictures | 6-8 | <ul style="list-style-type: none"> - Explore and evaluate an existing product. - Use a mechanism in my product. - Make a lever and use it in my product. - Make a wheel mechanism and use it in my product. - Design a working product thinking about who it is for and what it needs. Make decisions about my product design and use an annotated sketch to show them. - Use mechanisms to make a product. - Evaluate my product against design criteria. | <ul style="list-style-type: none"> - Evaluate how well a product works. - Draw a simple design and add annotations. - Make a picture which aims to have two moving mechanisms. - Use design criteria to help guide the making and evaluation process. | <ul style="list-style-type: none"> - Modelling - Practical activities - Step-by-step guide | Continuous throughout. Final product | <ul style="list-style-type: none"> Explore and evaluate a range of existing products. Explore and use mechanisms (for example sliders, levers, wheels and axles), in their products. Design purposeful, functional and appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups. Evaluate their ideas against design criteria. | Art – pictures Literacy – story books |
| Previous learning: Reception – basic food preparation tools, techniques and processes; basic hygiene awareness; develop fine motor skills whilst cutting/chopping; work as a team sharing equipment; develop social skills – food hygiene, food types and healthy eating. | | | | Next learning: Y4 – food diversity and growth; staple foods in America; cultural significance of chillies in Mexican food; following recipes; unhealthy food. | | | |
| 1.5 Perfect Pizzas | 6-8 | <ul style="list-style-type: none"> - Consider healthy eating and a balanced diet in relation to pizzas. - Examine, describe and categorise a variety of bread-based products, and pizza toppings. - Design a balanced healthy pizza. - Make and evaluate a pizza based on a design. | <ul style="list-style-type: none"> - Discuss favourite pizza. - Consider healthy eating and complete a balanced plate by sorting favourite pizza ingredients. - Explore and discuss what pizza bases are made from and where they would be placed on the balanced diet plate. - Explore a variety of bread-based products and decide which would make a good base for a pizza. - Explore and discuss a variety of pizza toppings. | <ul style="list-style-type: none"> - Modelling - Practical activities - Step-by-step guide | Continuous throughout. Final product | <ul style="list-style-type: none"> Explore and evaluate a range of existing products. To understand where foods come from. Use the basic principles of a healthy and varied diet to prepare dishes. To select from and use a range of tools and equipment to perform practical tasks (for example, cutting). Design purposeful, functional, appealing | PSHCE – healthy living |

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| | | | <ul style="list-style-type: none"> - Looking at food categories and balanced diets, sort pizza toppings into groups. - Design a healthy and balanced pizza, following criteria. - Make pizza following designs, being sure to work safely and hygienically. - Evaluate pizzas once they have been made. | | | <p>products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking and drawings.</p> <p>Evaluate their ideas and products against design criteria.</p> | |
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