

Design and Technology Long Term Overview- Year 1

| Year 1 | Autumn |
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| | <p data-bbox="1160 333 1301 363"><u>Autumn 2</u></p> <p data-bbox="1160 371 1301 402">DT Focus</p> <p data-bbox="1160 410 1301 440">Textiles</p> <p data-bbox="1160 448 1301 478">Puppets</p> <p data-bbox="331 496 584 526"><u>Unit Objectives:</u></p> <ul data-bbox="383 544 1167 711" style="list-style-type: none"> • To join fabrics together using different methods • To use a template to create my design • To join two fabrics together accurately • To embellish my design using joining methods <p data-bbox="331 767 439 798"><u>Design</u></p> <ul data-bbox="383 815 1061 892" style="list-style-type: none"> • I can design a puppet using a template. • I can use a template to cut out my puppet. <p data-bbox="331 948 813 978"><u>National Curriculum Objectives:</u></p> <ul data-bbox="383 995 2107 1118" style="list-style-type: none"> • 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. <p data-bbox="331 1174 416 1204"><u>Make</u></p> <ul data-bbox="383 1222 927 1386" style="list-style-type: none"> • I can join fabrics together. • I can align two pieces of fabric. • I can use a template. • I can fit my hand into my puppet. |

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National Curriculum Objectives:

- Select from and use a wider 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.

Testing and Evaluation

- I can use joining methods to decorate my puppet.
- I can still put my hand into the puppet after it is decorated.
- I can evaluate my own and others' work.

National Curriculum Objectives:

Evaluate their ideas and products against design criteria.

Spring

Spring 1

DT Focus

Mechanisms

Making a Moving Book

Unit Objectives:

- To explore making mechanisms
- To design a moving storybook
- To construct a moving picture
- To evaluate my finished product

Design

I can design three pages of my moving storybook by:

- Drawing background pictures.
- Drawing the moving parts.

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- Deciding whether I will use a side-to-side slider or an up-and-down slider on each page.
- Labelling the movement of each type of slider.

National Curriculum Objectives:

- 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

I can make my moving picture by:

- Drawing my background.
- Drawing and cutting my moving parts.
- Making sliders for my moving parts.
- Putting all my parts together to create my moving picture.
- Possibly making guides and bridges.

National Curriculum Objectives:

- Select 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.

Testing and Evaluation

- I can review the success of my product by testing it (reading it to reception children).
- I can evaluate my product against the design criteria.
- I can consider what I have learnt from making my moving storybook.

National Curriculum Objectives:

- Explore and evaluate a range of existing products.

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Summer

Summer 1

DT Focus

Cooking and Nutrition

Smoothies

- Unit Objectives:
- Describe fruits and vegetables and explain how to identify fruits.
- Name a range of places that fruits and vegetables grow.
- Describe basic characteristics of fruit and vegetables.
- Prepare fruits and vegetables to make a smoothie.

Design

- Designing smoothie carton packaging by-hand.
- Learning where and how fruits and vegetables grow

National Curriculum Objectives:

- 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

- Chopping fruit and vegetables safely to make a smoothie.
- Juicing fruits safely to make a smoothie.
- Identifying if a food is a fruit.

National Curriculum Objectives:

- Use basic principles of a healthy and varied diet to prepare dishes.
- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].

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- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Testing and Evaluation

- Tasting and evaluating different food combinations.
- Describing appearance, smell and taste.
- Suggesting information to be included on packaging.
- Comparing their own smoothie with someone else's.

National Curriculum Objectives:

- Evaluate their ideas and products against design criteria.