

Cheadle Primary – the school at the heart of the village, free to flourish, ready to learn and succeed. **Progression of Skills: Design Technology Year 1**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Senses	Julia Donaldson Christmas	Pets	Houses and Homes	How Does Your Garden Grow?	The Seaside
National Curriculum Learning Intentions	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 including construction materials 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 Pupils should be taught to: build structures, exploring how they can be made stronger, stiffer and more stable; explore and use mechanisms [for example, levers, sliders, in their products) Cooking and Nutrition Pupils should be taught to: use the basic principles of a healthy and varied diet to prepare dishes; understand where food comes from.					
Design	<ul style="list-style-type: none"> work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment state what products they are designing and making say whether their products are for themselves or other users describe what their products are for use knowledge of existing products to help come up with ideas 			<ul style="list-style-type: none"> develop and communicate ideas by talking and drawing model ideas by exploring materials, components and construction kits and by making templates and mockups use information and communication technology, where appropriate, to develop and communicate their ideas say how their products will work say how they will make their products suitable for their intended users use simple design criteria to help develop their ideas generate ideas by drawing on their own experiences 		
Make	<ul style="list-style-type: none"> plan by suggesting what to do next select from a range of tools and equipment, explaining their choices select from a range of materials and components according to their characteristics use a range of materials and components, including construction materials and kits, food ingredients and mechanical components 			<ul style="list-style-type: none"> measure, mark out, cut and shape materials and components assemble, join and combine materials and components follow procedures for safety and hygiene use finishing techniques, including those from art and design 		
Evaluate	<ul style="list-style-type: none"> talk about their design ideas and what they are making suggest how their products could be improved what products are who products are for what products are for how products work 			<ul style="list-style-type: none"> how products are used where products might be used what materials products are made from what they like and dislike about products make simple judgements about their products and ideas against design criteria 		
Technical Knowledge	<ul style="list-style-type: none"> about the simple working characteristics of materials. about the movement of simple mechanisms such as levers and sliders. 			<ul style="list-style-type: none"> that food ingredients should be combined according to their sensory characteristics the correct technical vocabulary for the projects they are undertaking 		
Cooking and Nutrition	<ul style="list-style-type: none"> that all food comes from plants or animals that food has to be farmed, grown elsewhere (e.g. home) or caught that everyone should eat at least five portions of fruit and vegetables every day 			<ul style="list-style-type: none"> how to prepare simple dishes safely and hygienically, without using a heat source how to use techniques such as cutting, peeling and grating 		
DT Units	A1 Dippers and Dips		S1 Animal Masks		Sum 1 Moving Pictures Traditional Tales Levers	
Key Skills	<ul style="list-style-type: none"> To begin to explain ideas about how to eat a healthy and varied diet. Give a simple evaluation of a product by explaining their likes and dislikes. Use kitchen equipment safely and prepare dishes with support. To begin to know they have to eat a balance of foods to have a healthy and varied diet. Design a new product that is appealing to themselves and others with support. To say what I like / don't like about a product. 		<ul style="list-style-type: none"> Create a simple design. Join paper and card Talk about what they like and what they could improve. 		<ul style="list-style-type: none"> Explore an existing product. Draw a simple design. Make a picture which has at least one moving mechanism. Talk about what they did well on their product and how well it works. Draw a simple design and add simple labels. 	
Learning Intentions	<ul style="list-style-type: none"> To evaluate different dips. To start to think about where different foods come from. To explain why I need to eat a balance and variety of food groups to stay healthy. To make dips and dippers. To plan my own appealing dip and dipper and clearly show my ideas. To follow my plan to make my own dip and dipper. To evaluate my dip and dipper. 		<ul style="list-style-type: none"> To talk about how to create animal features. To think of ideas, discuss them and then create a design. To follow my design carefully and use different tools to make my animal mask To talk about different materials for different animals. 		<ul style="list-style-type: none"> To make a lever using a split pin and use it in my picture To talk about my moving picture. 	
Resources	<ul style="list-style-type: none"> Hummus, Guacamole, Salsa, Raita, Thousand Island. Breadsticks and yoghurt. A selection of different dippers such as crackers, breadsticks, carrots, cucumber, pepper, nachos and pitta bread. The ingredients to make a Raita dip. Equipment to help prepare the food e.g. chopping boards, bowls, graters, safe knives. 		<ul style="list-style-type: none"> Glue scissors, small sellotape Selection of animals cut out of magazines Pipe cleaners, wool, paper plates, tissue paper, card 		<ul style="list-style-type: none"> Examples of books where the parts move Card strips, split pins 	
Key Vocabulary	Ingredients, dips, senses, taste, texture, smell, appearance. dipper, explore, sensory, evaluating, crunchy, dry, hard, sweet, juicy. vegetables diet, hygiene, grate, crush, mix, peel, chop, slice, ingredients, equipment, evaluate, plan.		Join, attach.		Moving, picture, evaluate, plan, split pin	