

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"> to think of some ideas on my own/with help to use pictures/words to plan and design what I am making with support to design a product following criteria to describe my design 					
Make	<ul style="list-style-type: none"> to select from a range of tools, materials and equipment, explaining their choices Begin to assemble, join and combine materials using glue and sellotape 					
Evaluate	<ul style="list-style-type: none"> to talk about existing products and to say what is good/not so good about them to talk about their design ideas and what they are making 					
Technical Knowledge	<ul style="list-style-type: none"> to say how to make products stronger to talk about the movement of simple mechanisms such as levers and sliders. to say what i like about my dippers/dips to use correct technical vocabulary for the projects they are undertaking 					
Cooking and Nutrition	<ul style="list-style-type: none"> to cut food safely to describe the texture of food to wash hands/keep surfaces clean to decorate foods in interesting ways to discuss what healthy foods are to say where food comes from 					
DT Units	A1 Dippers and Dips		Spr 2 Moving Pictures		Sum 2 Freestanding Structures	
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. To say what I like / don't like about a product. 		<ul style="list-style-type: none"> Explore an existing product. Draw a simple design. Talk about what they did well on their product and how well it works. Draw a simple design and add simple labels. Talk about existing products and discuss what is good/not so good about them 		<ul style="list-style-type: none"> to think of ideas with help/independently to use pictures/words to plan my design to design a freestanding lighthouse following criteria to select from a range of tools, materials and equipment to talk about my own work 	
Learning Intentions	<ul style="list-style-type: none"> To evaluate different dips. To start to think about where different foods come from. To discuss what healthy foods are. 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 make a lever using a split pin and use it in my picture To talk about/evaluate my moving picture. to explore the ways in which pictures can move e.g sliders, levers, split pins and pop-ups to make a picture which has at least one moving mechanism 		<ul style="list-style-type: none"> to design and plan a lighthouse using key skills to make a lighthouse using a range of skills, equipment and materials to say what is good and not so good about my design 	
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. Equipment to help prepare the food e.g. chopping boards, bowls, graters, safe knives. 		<ul style="list-style-type: none"> Examples of books where the parts move Card strips split pins paper scissors glue 		<ul style="list-style-type: none"> carboard/rolls paper scissors PVA paint decorative materials plastic bottles 	

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.	Moving, picture, plan, split pin, lever, slider, pop-up	lighthouse, structure, freestanding, strength, join, attach
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