Cycle A Design Technology Year 1/2

	Topic	Curriculum Links	Aims/Activity	National Curriculum Skills	Pupil Knowledge	Vocab
Autumn	Fire Fire!	History Science English	Children will explore a range of levers, sliders and simple pop up mechanisms. Children will then produce a picture with moving parts to illustrate: a) Fire-fighting equipment used in the Great Fire of London OR b) A burning building during the Great Fire of London.	▪ Find different ways of making things move in a 2D plane. ▪ Use pictures and words to convey what they want to design/make. ▪ Propose more than one idea for their product. ▪ Use kits/reclaimed materials to develop more than one idea. ▪ Select appropriate technique explaining First… Next… Last…. ▪ Explore ideas by rearranging materials. ▪ Select pictures to help develop ideas. ▪ Use drawings to record ideas as they are developed. ▪ Add notes to drawings to help explanations. ▪ Describe their models and drawings of ideas and intentions. ▪ Discuss their work as it progresses. ▪ Select materials from a limited range that will meet the design criteria.	▪ I can use existing products to make my own. ▪ A lever turns on a point/ pivot. ▪ A slider moves something side to side. ▪ I can talk about and make some linkages. ▪ A pop-up book has moving parts.	▪ Lever ▪ Pivot ▪ Slider ▪ Join ▪ Stick ▪ Glue ▪ Link ▪ Fold ▪ Bend ▪ Cut ▪ Tape ▪ Tear

				▪ Select and name the tools needed to work the materials. ▪ Explain what they are making. ▪ Explain which materials they are using and why. ▪ Name the tools they are using. ▪ Describe what they need to do next. ▪ Talk about their design as they develop and identify good and bad points. ▪ Note changes made during the making process as annotation to plans/drawings. ▪ Say what they like and do not like about items they have made and attempt to say why. ▪ Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.		
Summer	Growth and Green Fingers	Science Art and Design	Children will explore a range of fruits and design and make a fruit kebab that could be eaten at a barbecue or a picnic.	▪ Explore existing products and investigate how they have been made. ▪ Decide how existing products do/do not achieve their purpose. ▪ Develop a food vocabulary using taste, smell, texture and feel. ▪ Group familiar food products e.g. fruit and vegetables. ▪ Explain where food comes from.	▪ I can combine foods for flavour. ▪ I can talk about taste using correct vocabulary. ▪ I can talk about texture using correct vocabulary. ▪ I can peel different fruits ▪ I can write a simple list of ingredients. ▪ I can order a set of steps.	▪ Names of fruits ▪ Taste ▪ Test ▪ Sweet ▪ Sour ▪ Cut ▪ Slice ▪ Chop ▪ Peel ▪ Grate ▪ Knife

				▪ Cut, peel, grate, chop a range of ingredients. ▪ Work safely and hygienically. ▪ Understand the need for a variety of foods in a diet. ▪ Measure and weigh food items, non-standard measures e.g. spoons, cups. ▪ Use pictures and words to convey what they want to design/make. ▪ Propose more than one idea for their product. ▪ Select appropriate technique explaining First… Next… Last…. ▪ Select pictures to help develop ideas. ▪ Explore ideas by rearranging pictures of ingredients. ▪ Use drawings to record ideas as they are developed. ▪ Add notes to drawings to help explanations. ▪ Talk about their design as they develop and identify good and bad points. ▪ Describe their drawings of ideas and intentions. ▪ Discuss their work as it progresses. ▪ Note changes made during the making process as annotation to plans/drawings. ▪ Select ingredients from a limited range that will meet the design criteria.	▪ I know that fruit is part of a balanced diet.	▪ Skewer ▪ Flavour ▪ Texture ▪ Soft ▪ Juicy ▪ Crunchy

				▪ Select and name the tools needed to prepare the ingredients. ▪ Explain what they are making. ▪ Explain which ingredients they are using and why. ▪ Name the tools they are using. ▪ Describe what they need to do next.		
Summer	The Great Outdoors	Science Maths Geography	Children will design and make a miniature piece of playground equipment suitable to use with small world characters. The play equipment could be a prototype for the local play area.	▪ Explore existing products and investigate how they have been made. ▪ Talk about their design as they develop and identify good and bad points. ▪ Decide how existing products do/do not achieve their purpose. ▪ Explore how to make structures stronger. ▪ Investigate different techniques for stiffening a variety of materials. ▪ Test different methods of enabling structures to remain stable. ▪ Join appropriately for different materials and situations e.g. glue, tape. ▪ Mark out materials to be cut using a template. ▪ Use a glue gun with close supervision. ▪ Use pictures and words to convey what they want to design/make.	▪ I can investigate a range of products. ▪ I can make a basic structure. ▪ I know how to and can strengthen a frame. ▪ I can use a template. ▪ I can recognise and use a diagonal strut. ▪ I can select the correct tools. ▪ I can use tools safely and effectively. ▪ I understand that a structure with a wide base is more stable. ▪ I can test what I make. ▪ I can talk about my work.	▪ Investigate ▪ Product ▪ Template ▪ Strengthen ▪ Diagonal strut ▪ Stable ▪ Measure ▪ Cut ▪ Glue ▪ Tape ▪ Stiff ▪ Strong ▪ Bendy

				▪ Model ideas with kits, reclaimed materials. ▪ Select appropriate technique explaining First… Next… Last… ▪ Explore ideas by rearranging materials. ▪ Select pictures to help develop ideas. ▪ Describe their models of ideas and intentions. ▪ Discuss their work as it progresses. ▪ Select materials from a limited range that will meet the design criteria. ▪ Select and name the tools needed to work the materials. ▪ Explain what they are making. ▪ Explain which materials they are using and why. ▪ Name the tools they are using. ▪ Describe what they need to do next. ▪ Say what they like and do not like about items they have made and attempt to say why. ▪ Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.		