

3. Progression and Coverage of Core Knowledge + Skills – DESIGN TECHNOLOGY

Subject Leader: Sam Holt

Year Group: Year 1

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	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 5 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Topic		In the garden		Time travellers	Around the World	Around the World
Coverage Overview		Technical Knowledge - Mechanisms Slider and lever mechanism (Design, make, evaluate)		Technical Knowledge – Materials/Structures Building structure and explore how it can be made stiffer and/or stronger. (Design, make, evaluate)	Technical Knowledge - Cooking and Nutrition Understand where our food comes from and sort items according to origin.	Technical Knowledge - Cooking and Nutrition Understand the need for a healthy diet. Prepare healthy dish, performing simple food preparation skills. (Design, make, evaluate)
Core Knowledge		Technical Knowledge - Mechanisms I know how simple mechanism works such as sliders and levers. Design I understand that I can have my own ideas to design something. Make I know why it is important to follow instructions and/or teacher modelling carefully to make given product. Evaluate I know what has occurred to make a mechanism move in a certain way.		Technical Knowledge – Materials/Structures I know how to use materials to create a structure. Design I understand the purpose of a design. Make I understand how joining materials in different ways can create a structure. Evaluate I understand the purpose of evaluating.	Technical Knowledge - Cooking and Nutrition I know where some fruit and vegetables come from and why they are healthy. I know the differences between some food groups (e.g. sweet, vegetable, meat etc.) I understand the importance of healthy eating.	Technical Knowledge - Cooking and Nutrition Design I understand how a design will help create a product. Make I know how to use correct hygiene when handling food. I understand the importance of correct hygiene when handling food. I know how to perform simple food preparation skills. Evaluate I understand how evaluating our finished product can help us improve future products.
Skills Development		Technical Knowledge - Mechanisms I can explain how simple mechanisms work such as sliders and levers. Design I can use pictures and words to make a simple plan (design) through teacher modelling.		Design I can design a product following simple design criteria. Make I can join materials in different ways.	I can explain how fruit and vegetables contribute to a healthy and varied diet. I can sort and group (classify) some foods (e.g. sweet, vegetable, meat etc.)	Design I can describe the textures of fruit and vegetables using senses (feeling, smelling and tasting). I can design a healthy dish based upon their evaluation of fruits.

		<p>I can research existing products with support.</p> <p>I can describe and explain what my product is for, and how it works.</p> <p>Make</p> <p>I can create a slider mechanism to make a product with a moving part.</p> <p>I can use a split pin to make a pivot point on a lever mechanism to make it move correctly.</p> <p>I can follow instructions carefully.</p> <p>I can try and use finishing techniques modelled by the teacher to make product look good.</p> <p>Evaluate</p> <p>I can suggest a way to improve the product.</p>		<p>I can select and use tools/equipment safely to cut, shape, join and finish.</p> <p>I can use joining, rolling, folding to make something stronger</p> <p>I can work in a safe manner and explain why this is important.</p> <p>Evaluate</p> <p>I can talk about existing products considering: use, materials, how they work, audience, where they might be used</p> <p>I can talk about their product, and say what worked well and not so well.</p> <p>I can make suggestions of how to make product stronger and more stable.</p>		<p>Make</p> <p>I can chop fruit and vegetables safely, using the claw and bridge grip.</p> <p>I can demonstrate basic food handling hygiene practice and personal hygiene</p> <p>Evaluate</p> <p>I can taste and evaluate product, using given criteria.</p>
Critical Vocab		slider, lever, mechanism, push, pull, design, make, evaluate, improve, movement, up, down, left, right, product, split pin, pivot, rotate, research		design, make, create, evaluate, effectiveness, criteria, plan, ideas, structure, rigid, strong, sturdy, stiff, joining, rolling, folding, cut, finish, tools, equipment, techniques, scissors, Sellotape, stapler, hole punch, string, card, glue, materials, explain	Healthy, varied, balanced diet, food groups, classify, origin, nutrition, hygiene, safety, explain	<p>Fruits: mango, pineapple, dragon fruit, papaya, star fruit, guava, passion fruit</p> <p>Claw grip, bridge grip, chopping, hygiene, safety, healthy eating, growth, food preparation, senses, evaluate, vegetables,</p> <p>Design, make, evaluate, product, criteria.</p>
Enrichment Opps		Sliders/levers in continuous provision – Christmas craft/Fairytales.		<p>Use foot pump to launch paper rockets? (History link – moon landing?)</p> <p>Write simple instructions.</p>	Food sorting	End of year party – party fruit kebab
Assessing Impact		Children to explain how they made their slider/lever – video record.		<p>Complete missing words in stem sentences to show understanding of product evaluation.</p>	<p>Matching pictures of food to correct label.</p> <p>Complete quiz to show understanding of healthy, varied diet.</p>	Practical assessment of children's food preparation skills (claw and bridge grip).