

Stukeley Federation Design and Technology KS1

Throughout the year the children will cover a variety of aspects of the design and technology curriculum to ensure all children:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

<p>Autumn 1 Down on the farm</p>	<p>Children to understand where foods come from – use the basic principles of a healthy diet to prepare dishes – making bread, butter and jam and labelling for the food stuff.</p> <p>Developing, planning and communicating ideas Identify a purpose for what they intend to design and make. Understand how to identify a target group for what they intend to design and make based on a design criterion. Develop their ideas through talk and drawings and label parts. Make templates and mock ups of their ideas in card and paper or using ICT</p> <p>Healthy and unhealthy foods Know that everyone should eat 5 portions of fruit and veg a day Demonstrate how to prepare simple dishes safely and hygienically Demonstrate how to cut and peel</p> <p>Evaluating processes and products Evaluate their work against their design criteria. Look at a range of existing products explain what they like and dislike about products and why. Start to evaluate their products as they are developed, identifying strengths and possible changes they might make. With confidence talk about their ideas, saying what they like and dislike about them.</p>
<p>Autumn 2 Down on the farm</p>	<p>Children to understand where foods come from – use the basic principles of a healthy diet to prepare dishes – making bread, butter and jam and labelling for the food stuff.</p> <p>Developing, planning and communicating ideas Identify a purpose for what they intend to design and make. Understand how to identify a target group for what they intend to design and make based on a design criterion. Develop their ideas through talk and drawings and label parts. Make templates and mock ups of their ideas in card and paper or using ICT</p> <p>Healthy and unhealthy foods</p>

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<p>Spring 2 People Who Help Us</p>	<p>Children to make a purposeful vehicles with moving wheels Developing, planning and communicating ideas Start to generate ideas by drawing on their own and other people's experiences. Begin to develop their design ideas through discussion, observation, drawing and modelling. Identify a purpose for what they intend to design and make. Develop their ideas through talk and drawings and label parts. Working with tools, equipment, materials and components to make quality products Begin to select tools and materials; use correct vocabulary to name and describe them. Build structures, exploring how they can be made stronger, stiffer and more stable. With help measure, cut and score with some accuracy. Learn to use hand tools safely and appropriately. Start to assemble, join and combine materials in order to make a product. Start to choose and use appropriate finishing techniques based on own ideas. Evaluating processes and products Evaluate their work against their design criteria. Start to evaluate their products as they are developed, identifying strengths and possible changes they might make. With confidence talk about their ideas, saying what they like and dislike about them.</p>
<p>Summer 1 Pirates and Explorers</p>	<p>Children to make simple circuits with a switch to create a simple light house or torch Developing, planning and communicating ideas Start to generate ideas by drawing on their own and other people's experiences. Begin to develop their design ideas through discussion, observation, drawing and modelling. Identify a purpose for what they intend to design and make. Develop their ideas through talk and drawings and label parts. Make templates and mock ups of their ideas in card and paper or using ICT. Working with tools, equipment, materials and components to make quality products Begin to select tools and materials; use correct vocabulary to name and describe them. Build structures, exploring how they can be made stronger, stiffer and more stable. With help measure, cut and score with some accuracy. Start to assemble, join and combine materials in order to make a product. Start to choose and use appropriate finishing techniques based on own ideas. Evaluating processes and products</p>

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<p>Summer 2 Pirates and Explorers</p>	<p>Children to make a boat that floats using junk modelling</p> <p>Developing, planning and communicating ideas Start to generate ideas by drawing on their own and other people's experiences. Begin to develop their design ideas through discussion, observation, drawing and modelling. Identify a purpose for what they intend to design and make. Develop their ideas through talk and drawings and label parts.</p> <p>Working with tools, equipment, materials and components to make quality products Begin to select tools and materials; use correct vocabulary to name and describe them. Build structures, exploring how they can be made stronger, stiffer and more stable. With help measure, cut and score with some accuracy. Start to assemble, join and combine materials in order to make a product.</p> <p>Evaluating processes and products Evaluate their work against their design criteria. Start to evaluate their products as they are developed, identifying strengths and possible changes they might make. With confidence talk about their ideas, saying what they like and dislike about them.</p>