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| **Year 1**  |
| KS1 National Curriculum Objectives |
| When designing and making, pupils should be taught to: **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 and components, including construction materials, textiles 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*** build structures, exploring how they can be made stronger, stiffer and more stable
* explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
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| Year 1 Key Skills |
| Autumn Term | Spring Term | Summer Term |
| **Structures** | **Mechanisms** | **Food and Nutrition** |
| **Design*** Learning the importance of a clear design criteria
* Including individual preferences and requirements in a design
* Use pictures and words to convey what they want to design/make.
* Use kits/reclaimed materials to develop more than one idea.

**Make*** Making stable structures
* Following instructions to cut and assemble structures
* Explore how to make structures stronger.

**Evaluate** * Evaluating a structure according to the design criteria, testing whether the structure is strong and stable and altering it if it isn’t
* Suggest points for improvements

**Technical knowledge*** Learning that the shape of materials can be changed to improve the strength and stiffness of structure
* Developing awareness of different structures for different purposes
 | **Design*** Designing a moving story book for a given audience
* Creating clearly labelled drawings which illustrate movement

**Make*** Following a design to create moving models that use levers and sliders
* Adapting mechanisms

**Evaluate** * Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed
* Reviewing the success of a product by testing it with its intended audience

**Technical knowledge*** Learning that levers and sliders are mechanisms and can make things move
* Identifying whether a mechanism is a lever or slider and determining what movement the mechanism will make
* Using the vocabulary: up, down, left, right, vertical and horizontal to describe movement
 | **Design*** Designing healthy party food based on a food combination which work well together
* Develop a food vocabulary using taste, smell, texture and feel.
* Group familiar food products e.g. fruit and vegetables.
* Cut, peel, grate, chop a range of ingredients
* Work safely and hygienically.
* Understand the need for a variety of foods in a diet.

**Make*** Chopping fruit and vegetables safely to make a smoothie
* Identifying if a food is a fruit or a vegetable
* Learning where and how fruits and vegetables grow
* Explain what they are making.
* Explain which materials they are using and why.

**Evaluate** * Tasting and evaluating different food combinations
* Describing appearance, smell and taste
* Suggesting information to be included on packaging

**Technical knowledge*** Understanding the difference between fruits and vegetables
* Describing and grouping fruits by texture and taste
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| Year 1 Curriculum Enrichment Opportunities |
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| Year 1 Vocabulary |
| Structure, Materials, Model, Cut, Stick, Fold, Attach, Assemble | Materials, Lever, Slider, Fastening, Illustration | Healthy Eating, Taste, Smell, Texture, Feel, Ingredients, Cut, Peel, Grate, Chop |