

# Design Technology Learning Journeys

## Year 1



Harvest	Christmas	Amazing Animals
<b>Project Overview</b>	<b>Project Overview</b>	<b>Project Overview</b>
<p>Problem: How can we create a healthy meal from our seasonal harvest vegetables?</p> <p>In this unit the children will investigate the flavours and textures of a variety of seasonal vegetables both familiar and unfamiliar. The children will investigate different flavour combinations and will learn the importance of ensuring they eat a variety of colours in their diet for a good balance. They will plan their soup recipe according to their investigations and will gauge the evaluations of others through a shared harvest feast experience. They will learn about preparing food hygienically and how to cut food safely with a sharp knife.</p>	<p>Problem: How can we create a Christmas decoration? What will we use to hang the Christmas decoration?</p> <p>In this unit, the children will investigate a variety of Christmas decorations. They will look at how they are made, including the fabric used, joining techniques, fastening, hangings and decoration. They will investigate the properties of different fabrics for the purpose of making a decoration and practise making templates. They will try out different joining techniques before going on to design their own decoration which they then make and evaluation.</p>	<p>Problem: How can we create an interactive element to our book to bring a story to life?</p> <p>In this unit of work, the children study the story of The Hare and the Tortoise and create their own innovated storybook version. The children will explore and evaluate a range of books and everyday products that have moving parts, including levers and sliders. They will go onto in their focused practical tasks to investigate different sliders and levers and how they create different movements. They will use this knowledge to design and make their own pictures with moving parts for their storybook design.</p>
<b>Aspect and Focus</b>	<b>Aspect and Focus</b>	<b>Aspect and Focus</b>
<p>Aspect: Food and nutrition Focus: A healthy, varied, seasonal diet</p>	<p>Aspect: Textiles Focus: Templates and joining techniques</p>	<p>Aspect: Mechanism Focus: Sliders and simple levers</p>
<b>Outcome of DT Project</b>	<b>Outcome of DT Project</b>	<b>Outcome of DT Project</b>
<p><b>Outcome:</b> Design a healthy seasonal harvest soup for which the children have safely prepared the vegetables.</p>	<p><b>Outcome:</b> Design and make a hanging Christmas decoration</p>	<p><b>Outcome:</b> Design and make a moving picture for a book</p>

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Main Focus for Skills Development	Main Focus for Skills Development	Main Focus for Skills Development
<p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>• Explore a range of autumn vegetables. Which ones have we tried before? Which ones are new?</li> <li>• Sample different roasted vegetables and evaluate in terms of texture and taste – which ones will we include in our soup? Try some of the vegetables together – does it improve the taste to mix them?</li> <li>• Learn that a variety of vegetables brings a good balance of vitamins into our diet for healthy skin, teeth, nails and eyes. Some vegetables are good for energy, e.g. potatoes. A good way of getting a balance in our diet is to have a ‘colourful’ range of vegetables.</li> </ul> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>• Decide which vegetables will be going into our soups – have we got a good balance of colours? Maybe use a smaller amount of the vegetables you are less keen on BUT still include them for a good balance.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Children learn to handle sharp knives in a safe way.</li> <li>• Create a list of safety rules and follow these when cutting up the vegetables.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• Evaluate cutting skills – did the children follow our safety rules?</li> <li>• Evaluate their soup in terms of texture and flavour.</li> </ul> <p><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Understand how to hold a knife safely for cutting.</li> <li>• Understand that using a sharp knife to cut is safer than using a blunt knife.</li> <li>• Understand how to ensure the food preparation area is hygienically clean.</li> <li>• Understand that vegetables need to be peeled and/or washed before cutting.</li> </ul>	<p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>• Explored and used different fabrics.</li> <li>• Cut and joined fabrics with simple techniques.</li> <li>• Thought about the user and purpose of products.</li> </ul> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>• Design a functional and appealing product for a chosen user and purpose based on simple design criteria.</li> <li>• Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.</li> <li>• Select from and use textiles according to their characteristics.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• Explore and evaluate a range of existing textile products relevant to the project being undertaken.</li> <li>• Evaluate their ideas throughout and their final products against original design criteria.</li> </ul> <p><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Understand how simple 3-D textile products are made, using a template to create two identical shapes.</li> <li>• Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.</li> <li>• Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>	<p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>• Early experiences of working with paper and card to make simple flaps and hinges.</li> <li>• Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape.</li> </ul> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>• Generate ideas based on simple design criteria and their own experiences, explaining what they could make.</li> <li>• Develop, model and communicate their ideas through drawings and mock-ups with card and paper.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Plan by suggesting what to do next.</li> <li>• Select and use tools, explaining their choices, to cut, shape and join paper and card.</li> <li>• Use simple finishing techniques suitable for the product they are creating.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• Explore a range of existing books and everyday products that use simple sliders and levers.</li> </ul>

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