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| **Autumn** – Homes (Structures)**Learning Outcomes** – * To explore different types of houses and identify shapes and features
* To be able to design a house
* To investigate ways of creating the interior features of a house.
* To be able to follow a design to create a house
* To be able to evaluate a finished product
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| **Throughout the year*** State what products they are designing & making and say whether their products are for themselves or other users.
* Use finishing techniques, including those from art and design
* Talk about their design ideas and what they are making and why
* Make simple judgements about their products and ideas against design criteria
* Suggest how their products could be improved
* Evaluate: How products work, how products are used, what materials products are made from and what they like and dislike about products
* Begin to talk about what could make product better
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| **Skills:** | **Design*** Explain what my product is for, and how it will work
* Use pictures and words to plan, begin to use models
* Research similar existing products
* Model ideas by exploring materials, components and construction kits and by making templates and mock-ups
 | **Make*** Select tools/equipment to cut, shape, join, finish and explain choices
* Measure, mark out, cut and shape, with support
* Choose suitable materials and explain choices
* Assemble, join and combine materials and components
 | **Evaluate*** Talk about existing products considering: use, materials, how they work, audience, where they might be used
* Talk about existing products, and say what is and isn’t good
* Suggest how their products could be improved
 | **Technical Knowledge – Materials/ Structures*** Begin to measure and join materials, with some support
* Describe differences in materials
* Suggest ways to make material/product stronger
 | **Vocabulary*** Build
* Strong
* Roof
* Strengthen
* Secure
* Safe
* Shapes
* Fieldwork
* Features
* Inhabit
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| **Spring** – Eat More Fruit & Vegetables (Food & Nutrition)**Learning Outcomes** – * To find out the favourite fruits and vegetables in the class and present the data in a pictogram
* To examine, taste and describe a variety of fruits and vegetables
* To find out how to handle and prepare a variety of fruits and vegetables
* To be able to design a recipe to include fruit and/or vegetables
* To be able to make and evaluate a food product based on a design
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| **Throughout the year*** State what products they are designing & making and say whether their products are for themselves or other users.
* Use finishing techniques, including those from art and design
* Talk about their design ideas and what they are making and why
* Make simple judgements about their products and ideas against design criteria
* Suggest how their products could be improved
* Evaluate: How products work, how products are used, what materials products are made from and what they like and dislike about products
* Begin to talk about what could make product better
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| **Skills:** | **Design*** Have own ideas
* Explain what I want to do
* Use pictures and words to plan, begin to use models
* Design a product for myself following design criteria
* Research similar existing products
* Use information and communication technology, where appropriate, to develop and communicate their ideas
 | **Make*** Work in a safe and hygienic manner
* Follow procedures for safety and hygiene
 | **Evaluate*** Suggest how their products could be improved
 | **Technical Knowledge – Food & Nutrition*** Describe textures
* Wash hands & clean surfaces
* Think of interesting ways to decorate food
* Say where some foods come from, (i.e. plant or animal)
* Describe differences between some food groups (i.e. sweet, vegetable etc.)
* Discuss how fruit and vegetables are healthy - Cut, peel and grate safely, with support
 | **Vocabulary*** Cut
* Chop
* Prepare
* Grate
* Peel
* Smoothie
* Slice
* Healthy
* Hygiene
* Salad
* fruit
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| **Summer** – Moving Pictures (Mechanisms: Levers & Sliders)**Learning Outcomes** – * To be able to create a sliding mechanism.
* To be able to use levers to create a moving mechanism.
* To investigate and create wheel mechanisms.
* To be able to design a picture with a moving mechanism.
* To be able to make a moving picture based on a design.
* To be able to evaluate a moving picture.
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| **Throughout the year*** State what products they are designing & making and say whether their products are for themselves or other users.
* Use finishing techniques, including those from art and design
* Talk about their design ideas and what they are making and why
* Make simple judgements about their products and ideas against design criteria
* Suggest how their products could be improved
* Evaluate: How products work, how products are used, what materials products are made from and what they like and dislike about products
* Begin to talk about what could make product better
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| **Skills:** | **Design*** Describe what their products are for
* Say how their products will work
* Use pictures and words to plan, begin to use models
* Research similar existing products
 | **Make*** Explain what I’m making and why
* Consider what I need to do next
* mark out and cut with support
 | **Evaluate*** Talk about my work, linking it to what I was asked to do
* Talk about existing products considering how they work,
* Talk about existing products, and say what is and isn’t good
* Talk about things that other people have made
* Begin to talk about what could make product better
 | **Technical Knowledge – Mechanisms*** Begin to use levers or slides
 | **Vocabulary*** Lever
* Scene
* Object
* Movement
* Cut
* Design
* Rotate
* Slide
* Split-pin
* Pivot
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