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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 | | | | | |
| **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 | | | | | |
| **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 |
| **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 | | | | | |
| **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 | | | | | |
| **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 |
| **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. | | | | | |
| **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 | | | | | |
| **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 |