



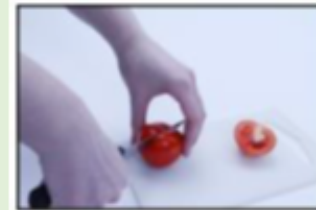
Year 1 fruit kebabs – Design Technology

Health and safety

Wash all utensils, food and hands before preparing and eating

### Key vocabulary and key knowledge

peeling	Peel away from yourself using a peeler. With long foods, they should hold the end and peel down, away from themselves
chop	Cut the fruit into small pieces
slice	Cut down along the width of the fruit in even pieces
knife	A piece of equipment with a sharp blade. The children should choose an appropriate method of holding the food to cut to protect their fingers
grating	When using a grater, remember that you do not have to grate every last bit. Leave a small chunk at the end to protect your fingers
skin	The outside of the fruit that sometimes needs to be removed before eating
seeds	Inside the fruit that sometimes need to be removed
kebab	A selection of fruit pushed onto a stick. The end of the stick is very sharp so they should be careful when putting the fruit on
fruit	The sweet and fleshy part of a plant that contains seeds and can be eaten



The Bridge



The Claw



The Fork Secure



# Year 1 spring DT structures

## Houses and homes

### What should I already know?

- Ideas are needed to create a design
- Card is a stronger material than paper

### What will I know by the end of this unit?

- Doors will open and close using a hinge
- Windows can be made transparent by cutting holes in card
- The roof can be made waterproof by selecting materials such as cling film

### Design and technology skills and enquiry

- Which material will be best to make my roof waterproof?
- How can I make the windows transparent?

### Design



- Mark out and measure the parts
- use a strong joining material to attach the parts of the house

### What will I be able to do by the end of this unit?

#### **Design**

Use what I have found out about houses and homes to design my own

Share ideas through talking and drawing

Explore materials to see how I can make my structure stronger

#### **Make**

Use the correct joining materials to make my product last longer

Build, join and attach materials using tape and glue

Mark out, cut and shape materials

#### **evaluate**

Say what I like about my house

Say how I could improve my house

### vocabulary

#### **Design**



Plan or drawing to show the look and workings of a product

#### **evaluate**



To make a judgement on how a task went

#### **hinges**



A moveable joint on which a door opens and closes

#### **Join/attach**



Used to link or fasten parts together

#### **material**



What an object is made from

#### **transparent**



Allowing light to pass through so that you can see through the material

#### **waterproof**



A material that keeps water out

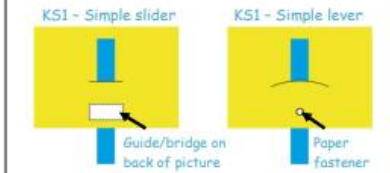
### Health and safety

Hold scissors safely: blades closed, hand around the blade, always walk when carrying scissors.



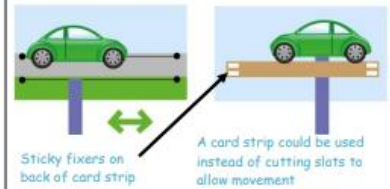
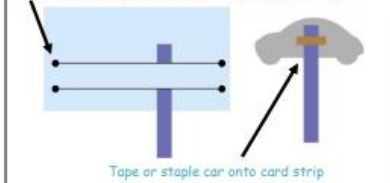
# Year 1 summer DT: sliders and levers

## Teaching aids to demonstrate sliders and levers

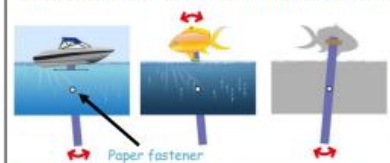


Sliders move from side to side and up and down

Use a single hole punch to make a hole then cut a slot

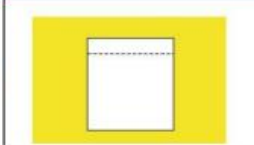


Levers can be used with or without a slot

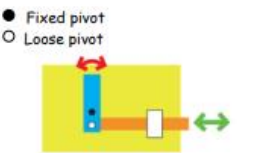


A card strip is used as a lever. The fish and boat are glued to the lever which is used as a handle.

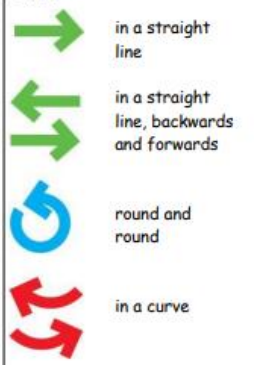
As an enhancement to this project children could add flaps to their moving pictures. Some children may find flaps, which can be used to make a picture appear and disappear, easier to make than levers or sliders.



Where children have a particularly good understanding of levers and sliders in Key Stage 1, they could be introduced to the simplest lever and linkage mechanism used in Key Stage 2. This will introduce them to the idea of loose and fixed pivots.



## Simple mechanisms move:



Iterative process and key learning

An iterative process is the relationship between a pupil's ideas and how they are communicated and clarified through activity. This is an example of how the iterative design and make process might be experienced by an individual pupil during this project:

## THOUGHT

Who is the storyboard for? How will we use it? What will make it successful? What will be in each scene? What could move? What captions will we use? Should we use a lever or a slider for each scene? How will I draw and finish the pictures? Am I working on my own or with others? What is the first thing I/we need to do? How well am I doing? Are the mechanisms working in the storyboard? Evaluating, reflecting, questioning More thoughts

## ACTION

Using talk to generate initial ideas, developing simple design criteria Developing and communicating ideas through talk Trying out and evaluating ideas for mechanisms and pictures using inexpensive card and paper Creating moving pictures for each scene of the fairy tale Modifying, adapting and improving More actions...

## Key vocabulary:

- **Mechanism** - a device used to create movement in a product.
- **Lever** - a rigid bar which moves around a pivot. Levers are used in many everyday products. In this project children will use card strips for levers and paper fasteners for pivots.
- **Slider** - a rigid bar which moves backwards and forwards along a straight line. Unlike a lever, a slider does not have a pivot point.
- **Slot** - the hole through which a lever or slider is placed to enable part of a picture to move.
- **Guide or bridge** - a short card strip used to keep sliders in place and control movement