

Design Technology Key Learning Grid – Year 1

	Autumn	Spring	Summer
	Year 1 NC objectives	Year 1 NC objectives	Year 1 NC objectives
DT – Year 1	NC Statement <u>Design</u> ♣ 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 <u>Make</u> ♣ 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 <u>Evaluate</u> ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria <u>Technical knowledge</u> ♣ 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.	NC Statement <u>Design</u> ♣ 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 <u>Make</u> ♣ 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 <u>Evaluate</u> ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria <u>Technical knowledge</u> ♣ 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.	NC Statement <u>Design</u> ♣ 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 <u>Make</u> ♣ 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 <u>Evaluate</u> ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria <u>Technical knowledge</u> ♣ 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 Learning'	Year 1 'Key Learning'	Year 1 'Key Learning'
	<u>Textiles</u> <u>Design- a bag</u> Using a template to create a design for a bag, showing where the stitch will go. <u>Make-a bag</u> • Cutting fabric neatly with scissors. • Using joining methods to decorate a bag • Sequencing steps for construction. <u>Evaluate- a bag</u> • Reflecting on a finished product, explaining likes and dislikes. <u>Knowledge</u> • To know that 'joining technique' means connecting two pieces of material together. • To know that there are various temporary methods of joining fabric by using staples. glue or pins. • To understand that different techniques for joining materials can be used for different purposes. • To understand that a template (or fabric pattern) is used to cut out the same shape multiple times. • To know that drawing a design idea is useful to see how an idea will look.	<u>Mechanisms</u> <u>Design- a moving vehicle</u> • Designing a vehicle that includes wheels, axles and axle holders, that when combined, will allow the wheels to move. • Creating clearly labelled drawings that illustrate movement. <u>Make – a moving vehicle</u> • Adapting mechanisms, when: - they do not work as they should. - to fit their vehicle design. - to improve how they work after testing their vehicle. <u>Evaluate- a moving reading</u> • Testing wheel and axle mechanisms, identifying what stops the wheels from turning, and recognising that a wheel needs an axle in order to move. <u>Knowledge</u> • To know that wheels need to be round to rotate and move. • To understand that for a wheel to move it must be attached to a rotating axle. • To know that an axle moves within an axle holder which is fixed to the vehicle or toy. • To know that the frame of a vehicle (chassis) needs to be balanced.	<u>Cooking and Nutrition</u> <u>Design- a fruit smoothie</u> Designing smoothie carton packaging by-hand. <u>Make- a fruit smoothie</u> • Chopping fruit and vegetables safely to make a smoothie. • Juicing fruits safely to make a smoothie <u>Evaluate- a fruit smoothie</u> • Tasting and evaluating different food combinations. • Describing appearance, smell and taste. • Suggesting information to be included on packaging. • Comparing their own smoothie with someone else's <u>Knowledge</u> • To know that a blender is a machine which mixes ingredients together into a smooth liquid. • To know that a fruit has seeds and a vegetable does not. • To know that fruits grow on trees or vines. • To know that vegetables can grow either above or below ground.



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			• To know that vegetables is any edible part of a plant.
Vocabulary	design, template, fabric, model, pin, stencil, knot, needle, running stitch, sew, thread, decorate	axle, axle holder, chassis diagram, dowel, equipment mechanism, wheel	blend, compare, evaluate, plant, fruit, juice, seed, stem, tree, blender, cut, flavour, recipe, vegetable, select, chopping board, ingredients, root, smoothie, vine