



| Autumn term.               | Spring term.   | Summer term | Year 1      |  |
|----------------------------|--|-------------|-------------|--|
| <b>Design</b>              | <p><i>Design purposeful, functional, appealing products for themselves</i><br/> <i>Generate, model and communicate their ideas through talking, drawing, templates, mock-ups</i></p> <ul style="list-style-type: none"> <li>• Follow verbal instructions</li> <li>• Name the tools they are using</li> <li>• Draw on their own experience to help generate ideas</li> <li>• Describe what they need to do next</li> <li>• Select materials from a limited range that will meet the design criteria</li> <li>• Select pictures to help develop ideas</li> <li>• Use pictures and words to convey what they want to design and make</li> <li>• Use kits/reclaimed materials to develop an idea</li> <li>• Discuss their work as it progresses</li> </ul>   |             | <b>Make</b> | <p><i>Use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Use a wide range of materials and components, including construction materials and textiles according to their characteristics</i></p> <p><b>TEXTILES</b></p> <ul style="list-style-type: none"> <li>• Colour fabrics using a range of techniques e.g. fabric paints, painting</li> <li>• Join fabrics by using glue, staples, over sewing, tape</li> <li>• Decorate fabrics with buttons, beads, sequins, braids, ribbons</li> </ul> |
| <b>Technical Knowledge</b> | <p><i>Build structures, exploring how they can be made stronger, stiffer and more stable</i><br/> <i>Explore and use mechanisms [for example sliders], in their Products</i></p> <p><b>SHEET MATERIAL</b></p> <ul style="list-style-type: none"> <li>• Fold, tear and cut paper and card</li> <li>• Roll paper to create tubes</li> <li>• Curl paper</li> <li>• Use simple pop ups</li> <li>• Investigate strengthening sheet materials</li> <li>• use tools eg scissors safely</li> </ul> <p><b>CONSTRUCTION</b></p> <ul style="list-style-type: none"> <li>• Explore construction kits</li> <li>• Join appropriately for different materials and situations e.g. glue, tape</li> <li>• cut using a template</li> <li>• Cut strip wood/dowel using hacksaw and bench hook with support</li> </ul> |             | <b>Food</b> | <p><i>Use the basic principles of a healthy diet to prepare dishes</i><br/> <i>Understand where food comes from.</i></p> <ul style="list-style-type: none"> <li>• Develop a food vocabulary using taste ,smell, texture and feel</li> <li>• Group food products e.g. fruit and vegetables</li> <li>• Measure and weigh food items, non-standard measures e.g. spoons, cups</li> <li>• Work safely and hygienically</li> </ul>  |
| <b>Evaluate</b>            | <p><i>Evaluate a range of existing products</i><br/> <i>Evaluate their ideas and products against the design criteria</i></p> <ul style="list-style-type: none"> <li>• Say what they like and do not like about items they have made and attempt to say why</li> <li>• Talk about changes made during the making process</li> </ul> <p>Record final products and evaluations on seesaw in line with the policy.</p>  |             |             |  |