







To enable children to make sense of the 'made world' in which they live through applying their substantive and disciplinary knowledge to design solutions to solve problems, preparing them for work in design industries.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Art Focus	Cooking and nutrition PIZZA WORKSHOP at Pizza Express RSE: the principles of planning and preparing a range of healthy meals	Art Focus	<b>Mechanisms</b> Design a moving vehicle (wheels and axels)	Art Focus	
		 				
Design Brief		Design Brief: To make a pizza for a friend.		Design Brief: To make a vehicle which can move the Lego man from one place to another.		Design Brief: To make a puppet for a young child
Design Specification given for Year 1		Design Specification: -Suitable for children to eat. -Pizza dough shaped to match individual child's design. -Tomato base -To include all five of your five a day.		<b>Design Specification:</b> Your product must -be able to move forwards in a straight line. -Have 4 wheels. -Have axels that allow it to move.		<b>Design specification:</b> Your puppet must be -Brightly coloured -Have eyes, a mouth and a nose. -Have alien features of child's choice. -Have straight stitching round the outside.
Year 1		<ul style="list-style-type: none"> <li>To design purposeful, and functional products for themselves and other users based on a given design criteria.</li> <li>Generate, develop, model and communicate their ideas through talking and drawing,</li> <li>Make simple drawings and label features.</li> <li>To select from and use a range of ingredients, according to their characteristics.</li> <li>To use the following cutting techniques to keep safe.</li> </ul> <p>-The fork secure: using a fork to hold cucumber steady and using a vegetable knife to slice. -The bridge hold: making a bridge over the vegetable or fruit with the hand, fingers should be on one side and thumb should be on the other.</p> <ul style="list-style-type: none"> <li>Use the basic principles of a healthy diet (five a day) to prepare dishes.</li> <li>Understand where fruit and vegetables grow.</li> <li>Evaluate their ideas against given design criteria.</li> </ul>		<ul style="list-style-type: none"> <li>To design purposeful, functional, appealing products for themselves and other users based on a given design criteria.</li> <li>Generate, develop, model and communicate their ideas through talking and drawing,</li> <li>To be able to select the correct equipment from a given group to perform practical tasks like cutting, shaping, joining and finishing.</li> <li>Explore and use simple wheels and axels in their products.</li> <li><b>Wheels to go in one direction.</b></li> <li>To select appropriate materials and components from a given range according to their characteristics.</li> <li>Explore and evaluate a range of existing products as a group.</li> <li>Evaluate their ideas against given design criteria.</li> </ul>		<ul style="list-style-type: none"> <li>Draw on their own experience to help generate ideas for their design.</li> <li>Suggest ideas and explain what they are going to do.</li> <li>Develop their design ideas applying findings from their earlier research.</li> <li>Make simple drawings and label parts.</li> <li>With help measure, mark out, cut and shape a range of materials.</li> <li>Use tools (scissors and a needle and thread) safely</li> <li>-Use basic running stitch to sew in a straight line.</li> <li>Select and use appropriate processes and tools. (Scissors, material pens, needle and thread)</li> <li>Use simple finishing techniques to improve the appearance of their product. (Material pens to add detail and use a cross stitch for eyes)</li> <li>Evaluate their product by discussing how well it works in relation to the purpose, identifying strengths and possible changes they might make.</li> </ul>

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	Year 2		<ul style="list-style-type: none"> <li>To design purposeful, functional, appealing products for themselves and other users based on their own design criteria.</li> <li>Evaluate their ideas and products against their own design criteria.</li> <li>To select and use a wide range of ingredients, according to their characteristics.</li> <li>Use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>Understand where a range of food comes from.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>To design purposeful, functional, appealing products for themselves and other users based on their own design criteria.</li> <li>Evaluate their ideas and products against their own design criteria.</li> <li>Generate, develop, model and communicate their ideas through talking and drawing.</li> <li>To select from and use a range of tools and equipment to perform practical tasks independently like cutting, shaping, joining and finishing.</li> <li>To use a hand saw with some support to cut wooden dowel.</li> <li>To select and use a wide range of appropriate materials and components, including construction materials according to their characteristics.</li> <li>Explore and evaluate a range of existing wheels and axels independently.</li> </ul> <p>Look at wheels and axels that move in a range of ways.</p>		<ul style="list-style-type: none"> <li>Identify simple design criteria.</li> <li>Make simple drawings and label parts.</li> <li>Begin to select tools and materials independently (Scissors, Needle and thread, name of materials, fabric pens)</li> <li>Independently use hand tools safely and appropriately. (Scissors, needle and thread)</li> <li>Assemble, join and combine materials in order to make a product.</li> <li>Sew on buttons for eyes</li> <li>Use running stitch in various directions.</li> <li>Use overcast stitch around the edge of the puppet.</li> <li>Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make.</li> </ul> <p>Talk about their ideas, saying what they like and dislike about them</p>
	Key Vocabulary		<ul style="list-style-type: none"> <li>Purpose</li> <li>Function</li> <li>Design</li> <li>Design specification</li> <li>Design criteria</li> <li>Pizza</li> <li>Dough</li> <li>Roll</li> <li>Press</li> <li>Squeeze</li> <li>Cut</li> <li>Slice</li> <li>Tear</li> <li>Place</li> <li>Healthy</li> <li>Balanced diet</li> <li>5 a day</li> <li>Fruit, vegetables, dairy, meat, sugars/fats.</li> <li>Bridge hold</li> <li>Fork secure</li> <li>Final design</li> </ul>		<ul style="list-style-type: none"> <li>axle</li> <li>cab</li> <li>chassis</li> <li>dowel</li> <li>mechanism</li> <li>wheel</li> <li>movement</li> <li>force</li> <li>Purpose</li> <li>Function</li> <li>stable</li> <li>Design</li> <li>Design specification</li> </ul>		<ul style="list-style-type: none"> <li>design.</li> <li>design ideas</li> <li>research</li> <li>measure</li> <li>mark out</li> <li>cut</li> <li>shape</li> <li>colour</li> <li>features</li> <li>scissors</li> <li>needle</li> <li>thread</li> <li>running stitch</li> <li>material pens</li> <li>finishing techniques</li> <li>cross stitch</li> <li>Evaluate Focus</li> </ul>

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