





"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
Cycle B		DT focus	ART	DT <u>Important due to local obesity rate</u>	ART	DT Focus <u>Local bridges</u> <u>Visit to the Transporter bridge.</u>	ART
		 					
		Sliders and Levers Moving Pictures traditional tales (twinkl)	Art Focus	Sensational Salads (Twinkl) (Cooking and nutrition)	Art Focus	Structures Paper folding experiment.	Art Focus
	Design Brief	Design Brief: To make a moving picture with a moving part.		Design Brief: To make a healthy salad.		Design Brief: To make a bridge strong enough to stay standing whilst a toy car moves across it.	
	Design Criteria given for Year 1	Design Criteria: Your product must: -have either a slider, lever or wheel. - Be based on a traditional tale. -Be easy to use for a reception child.		Design Criteria: Your product must: -include food that contributes to a balanced diet. - include a dressing/zest.		Design Criteria: You must: Make sure your bridge is joined together. Make sure it is wide enough for a toy car to travel on. Make sure your bridge is stable.	
	Year 1	<ul style="list-style-type: none"> Explore existing books with mechanisms. Draw a simple design and add annotations . Make a picture which has at least one moving mechanism. Understand what design criteria is used for. Use given design criteria to help guide the making and evaluation process. Evaluate what they did well on their product. Evaluate how well their product works. 		<ul style="list-style-type: none"> Explain that the food they eat can be split into different groups and know they should eat a balance of foods, including fish, to have a healthy and varied diet. Use the basic principles of a healthy diet to prepare dishes and start to understand why it is healthy. Follow a simple recipe with some guidance. Work with adult supervision to use measuring spoons, zesters and juicers to prepare dishes. Understand that some food is grown and some food is caught. Use basic food handling, hygienic practices and personal hygiene. To use the following cutting techniques to keep safe. -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. 		<ul style="list-style-type: none"> Draw on their own experience to help generate ideas. Suggest ideas and explain what they are going to do. Model their ideas in card and paper. Develop their design ideas applying findings from their earlier research. Make their design using appropriate techniques: -folding, sticking, stacking, strengthening. Use tools eg scissors safely Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape Use simple finishing techniques to improve the appearance and strength of their product Evaluate their product by discussing how well it works in relation to the purpose. 	
	Year 2	<ul style="list-style-type: none"> Add detail and annotations to a design to show how different components move. Make a picture which uses a slider, wheel and lever mechanism to make it move. Incorporate the main features of design criteria into 		<ul style="list-style-type: none"> Give specific names, like protein, carbohydrate, vegetable, fruit and dairy to the different foods they eat and know how to maintain a healthy and varied diet. They will understand that they need more of some foods than others. 		<ul style="list-style-type: none"> Generate ideas by drawing on their own and other people's experiences. Develop their design ideas through discussion, observation, drawing and modelling . Make simple drawings and label parts. 	

***The topics highlighted are covered only once within the two year cycle therefore all children should be working from the lower year group objectives and any more able/ GAT children should be pushed to extend knowledge by the higher year group objectives where necessary.



"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."

		their product and evaluate their product in detail against design criteria.		<ul style="list-style-type: none"> Use the basic principles of a healthy diet to prepare dishes and give some detail about why it is healthy. Accurately follow a simple recipe. Work mainly independently to accurately use measuring spoons, zesters and juicers. Give specific names of vegetables that grow below the ground and fruits and vegetables that grow above the ground. They will also know the names of different types of fish and understand where they come from. Follow safe procedures for food safety and hygiene 		<ul style="list-style-type: none"> Model their ideas in card and paper. Begin to select tools and materials independently to best meet the needs of their design. Use hand tools independently, safely and appropriately Assemble, join and combine materials in order to make a product . Evaluate against their design criteria. Evaluate their products as they are developed, identifying strengths and possible changes they might make. Evaluate their product against original design criteria e.g. how well it meets its intended purpose 	
KS1 Key vocabulary	<ul style="list-style-type: none"> Slider Lever Push Pull mechanism, movement motion design Model Change Improve Design Make Evaluate Design brief Design criteria 		<ul style="list-style-type: none"> Cut Chop Slice Mix Pour Dressing Zest Food hygiene Protein Carbohydrate Vegetable fruit dairy Fork secure Bridge hold 		<ul style="list-style-type: none"> Build Join Combine Construct Assemble Structure Stable Rigid Strengthen Support Height Width Design Make Evaluate Design brief Design criteria 		

***The topics highlighted are covered only once within the two year cycle therefore all children should be working from the lower year group objectives and any more able/ GAT children should be pushed to extend knowledge by the higher year group objectives where necessary.