

Year 1 DT Autumn

<p>Fruit and vegetables</p> <p>Constructing a windmill</p>	<p><b>Design</b> Design smoothie carton packaging by-hand / ICT software.</p> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Chopping fruit and vegetables safely to make a smoothie.</li> <li>• Identifying if a food is a fruit or a vegetable.</li> <li>• Learning where and how fruits and vegetables grow.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Tasting and evaluating different food combinations.</li> <li>• Describing appearance, smell and taste.</li> <li>• Suggesting information to be included on packaging</li> </ul>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Learning the importance of a clear design criteria.</li> <li>• Including individual preferences and requirements in a design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Making stable structures from card, tape and glue.</li> <li>• Learning how to turn 2D nets into 3D structures.</li> <li>• Following instructions cut/assemble supporting structure of windmill.</li> <li>• Making functioning turbines and axles which are assembled into a main supporting structure.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Evaluating a windmill according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't</li> <li>• Suggest points for improvements</li> </ul>
--	---	--

Spring

<p>Moving storybooks</p> <p>Wheels and axels</p>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Explaining how to adapt mechanisms, using bridges or guides to control the movement.</li> <li>• Designing a moving story book for a given audience</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Follow design to create moving models to use levers/sliders</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed.</li> <li>• Reviewing the success of a product by testing it with its intended audience</li> </ul>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Designing a vehicle that includes wheels, axles and axle holders, that when combined, will allow the wheels to move.</li> <li>• Creating clearly labelled drawings that illustrate movement.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Adapting mechanisms, when they do not work as they should, to fit their vehicle design, to improve how they work after testing vehicle.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Testing wheel and axle mechanisms, identifying what stops the wheels from turning, recognising that a wheel needs an axle in order to move.</li> </ul>
--	---	---

Summer

<p>Puppets</p>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Using a template to create a design for a puppet.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Cutting fabric neatly with scissors.</li> <li>• Using joining methods to decorate a puppet.</li> <li>• Sequencing steps for construction.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Reflecting on a finished product, explaining likes and dislikes.</li> </ul>	
----------------	---	--