

**Yearly Overview**

**Subject: DT**

**Year Group: 1**

DT Primary - Project on a page	Autumn 1	Spring 2	Summer 2
Unit of work	<b>Mechanisms - Sliders and Levers</b> <a href="https://drive.google.com/file/d/1Pe2-B32YOPPgniRuHlMKllUjt2mKM5Ah/view?usp=sharing">https://drive.google.com/file/d/1Pe2-B32YOPPgniRuHlMKllUjt2mKM5Ah/view?usp=sharing</a>	<b>Food - Preparing fruit and vegetables</b> <a href="https://drive.google.com/file/d/1CKpePJGwtbylmZ74RVi7bq7DOItoLuWe/view?usp=sharing">https://drive.google.com/file/d/1CKpePJGwtbylmZ74RVi7bq7DOItoLuWe/view?usp=sharing</a>	<b>Textile - Templates and joining Techniques</b> <a href="https://drive.google.com/file/d/1KztngGbP0tumpLT_THgfw1kA9rwfB-Pn/view?usp=sharing">https://drive.google.com/file/d/1KztngGbP0tumpLT_THgfw1kA9rwfB-Pn/view?usp=sharing</a>
NC Objectives (Linked to Programme of Study)	<p>The national curriculum for design and technology aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</li> <li>• build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users</li> <li>• critique, evaluate and test their ideas and products and the work of others</li> <li>• understand and apply the principles of nutrition and learn how to cook.</li> </ul>		
Project title	<b>Greeting Cards</b> Design, make and evaluate a story book with pop up characters (product) for the class (user) for the reading corner (purpose).	<b>Fruit salad</b> Design, make and evaluate a fruit salad (product) for the family (user) for breakfast (purpose)	<b>Finger Puppets</b> Design, make and evaluate finger puppets (product) for the class (user) to be used in a puppet show (purpose)
Prior Knowledge	<ul style="list-style-type: none"> <li>• Early experiences of working with paper and card to make simple flaps and hinges.</li> <li>• Experience in simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell.</li> <li>• Experience in cutting soft fruit and vegetables using appropriate utensils.</li> </ul>	<ul style="list-style-type: none"> <li>• Explored and used different fabrics.</li> <li>• Cut and joined fabrics with simple techniques.</li> <li>• Thought about the user and purpose of products.</li> </ul>
Composite knowledge (Inc. Key Questions)	<b>Technical knowledge and understanding</b> <ul style="list-style-type: none"> <li>• Explore and use sliders and levers.</li> <li>• Understand that different mechanisms produce different types of movement.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul> <p>- How will you make it move?            - What part of the product moved and how did it move?            - How do you think the mechanism works?</p>	<b>Technical knowledge and understanding</b> <ul style="list-style-type: none"> <li>• Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</li> <li>• Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eat well plate.</li> <li>• Know and use technical and sensory vocabulary relevant to the project.</li> </ul> <p>- Which fruit/vegetables might be the best for our product to match the occasion/purpose?            - Why do we cut, grate, peel and slice in this way?</p>	<b>Technical knowledge and understanding</b> <ul style="list-style-type: none"> <li>• Understand how simple 3-D textile products are made, using a template to create two identical shapes.</li> <li>• Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.</li> <li>• Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>

			<ul style="list-style-type: none"> <li>- What parts will the product need to have and what will it be made from?</li> <li>- What size will it be?</li> <li>- How will it be joined and finished?</li> </ul>
<p>Key Concepts (Component / intentional knowledge - what they need to understand)</p>	<p><b>Designing</b></p> <ul style="list-style-type: none"> <li>• Generate ideas based on simple design criteria and their own experiences, explaining what they could make.</li> <li>• Develop, model and communicate their ideas through drawings and mock-ups with card and paper.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Plan by suggesting what to do next.</li> <li>• Select and use tools, explaining their choices, to cut, shape and join paper and card.</li> <li>• Use simple finishing techniques suitable for the product they are creating.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• Explore a range of existing books and everyday products that use simple sliders and levers.</li> <li>• Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.</li> </ul>	<p><b>Designing</b></p> <ul style="list-style-type: none"> <li>• Design appealing products for a particular user based on simple design criteria.</li> <li>• Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.</li> <li>• Communicate these ideas through talk and drawings.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.</li> <li>• Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.</li> <li>• Evaluate ideas and finished products against design criteria, including intended user and purpose.</li> </ul>	<p><b>Designing</b></p> <ul style="list-style-type: none"> <li>• Design a functional and appealing product for a chosen user and purpose based on simple design criteria.</li> <li>• Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.</li> <li>• Select from and use textiles according to their characteristics.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• Explore and evaluate a range of existing textile products relevant to the project being undertaken.</li> <li>• Evaluate their ideas throughout and their final products against original design criteria.</li> </ul>
Vocabulary	slider, lever, pivot, slot, bridge/guide	fruit and vegetable names, names of equipment and utensils	template, pattern pieces, mark out, join, decorate, finish
Cross-curricular links	English	PSHE - Health English Science Maths	English - Drama