


Design & Technology – Year 1 - Autumn Term – Design & Create ‘Sockasarruss Puppet’

Sewing


Key Vocabulary:

Joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish, stitch, glue, needle, cotton, thread, secure, materials.

National Curriculum	Week	NC - Coverage	Skills Taught Disciplinary (Why) Procedural (How)	Knowledge Factual	Activity Outline
<p>Key stage 1 Pupils should be taught to:</p> <p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p>	1	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p>I know why it is important to suggest ideas and explain what I am doing prior to creating my product.</p> <p>I know how to identify a target group for what I intend to design and make.</p>	<p>I know that simple 3-D textile products are made using a template to create two identical shapes.</p> <p>I know that a puppet is a model of a person or animal, this can be controlled by a hand or string.</p>	<p>Look at various different dinosaur puppets-</p> <p>What shape are they? What key features do they have?</p> <p>Explain to children what a target group is and what a design criteria is. Begin to reflect on why these are important</p> <p>Discuss appropriate target groups and design criteria for the puppets they intend to create.</p> <p>Discuss different ideas for their product whilst exploring the existing puppets</p>

<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Technical knowledge Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p> <p>Cooking Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p>	<p>2</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Exploring how they can be made stronger, stiffer and more stable</p>	<p>I know how to measure, mark out, cut and shape a range of materials with adult support.</p> <p>I know how to use tools safely <i>eg scissors and a hole punch safely</i></p> <p>I know how to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p>	<p>I know that fabric can be joined using different techniques e.g. running stitch, glue, over stitch, stapling.</p> <p>I know that you can thread a needle by pulling the thread through the eye of the needle so that it is close to the end. You can then cut the length of thread that you want.</p> <p>I know that when sewing, my needle and thread will need to pass through both pieces of material and secured with a knot.</p>	<p>Model how to measure, mark out and cut a range of materials.</p> <p>Allow children to develop this skill with a range of additional materials, support children where needed.</p> <p>Introduce a needle and thread. Explain how the thread goes through the eye and that a knot must be put at the end to ensure that the thread does not keep coming out of the material</p> <p>Explain to children that the running stitch is similar to weaving in that they go in and out of the fabric. Allow children to practice this movement- this can be done through hole punched paper and threading needle in and out of.</p>  <p><i>Plastic needles can be used if required.</i></p> <p>Explain to children that glue can also be used to add additional material/components to their puppet e.g googly eye.</p>
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	<p>3-4</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Exploring how they can be made stronger, stiffer and more stable</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles</p>	<p>I know how to to measure, mark out, cut and shape a range of materials with adult support.</p> <p>I know how to use tools safely <i>eg scissors and a hole punch safely</i></p> <p>I know how to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p> <p>I know how to make simple drawings and label parts of a diagram.</p>	<p>I know that there are different types of dinosaurs – Tyrannosaurus Rex, Velociraptor, Diplodocus.</p> <p>I know that to sew my puppet I will need to use a needle, thread and material.</p>	<p>Discuss with children the importance of making a product appealing</p> <p>Allow children to discuss their designs with other peers in the class – how are they different? How are they similar? Why is it important to compare and discuss with others?</p> <p>Give children the opportunity to draw out their designs, allowing them to add and remove ideas as they talk to other individuals in the classroom. Encourage children to reflect back to existing products.</p> <p>Show children two materials that have been joined together using a piece of thread, but it is coming loose. Ask them how it could be made stronger and more stable. Encourage children to think about the tightness of the thread through the material</p> <p>Children to then measure, mark out and cut the materials needed to make their sock puppet (with help if needed)</p>
	<p>5-6</p>	<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>	<p>I know how to to measure, mark out, cut and shape a range of materials with adult support.</p>	<p>I know that a simple running stitch can be used to assemble my chosen material and create my puppet.</p>	<p>Give children the freedom to choose materials and tools to create their sock puppet.</p> <p>Remind children to reflect back to their design criteria,</p>

		<p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>I know how to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p> <p>I know why I need to use hand tools safely and appropriately.</p>	<p>I know that a running stitch requires a repeated back and forth motion</p> <p>I know that I can add a variety of materials to my sock puppet using glue – googly eyes, sequins and felt.</p>	<p>intended user and the design that they have drew.</p> <p>Encourage children to add additional pieces to their product to make it appealing to others e.g googly eyes.</p>
7		<p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p>	<p>I know how to talk about my ideas, saying what I like and dislike about my product to evaluate its effectiveness.</p>	<p>I know that once I have created my puppet, I can use this to perform a puppet show that tells a story.</p> <p>I know that to evaluate my product I will be judging or calculating the quality, importance, or value of my product, focusing on the positive aspects and areas for improvement.</p>	<p>Allow children to go around and look at their peers' products. Model reflective conversation – how did you add this? What would you improve next time?</p> <p>Model evaluating a product. This can be done through a star rating with question guidance given.</p> 

					<p>Give children the opportunity to identify what they would do better next time.</p> <p>Discuss the importance of an evaluation – how will it benefit them in the future?</p>

Design & Technology – Year 1 – Spring Term – Design & Creating a Picnic Snack


Cooking


Key Vocabulary:

Make, user, purpose, like, dislike, crunchy, hard, sweet, sour, smooth, chop, cut, peel, hygiene, clean, chopping board, skewers, slicing, core, squeezing, sharp, flesh, skin, ingredients, names of fruits and vegetables.

National Curriculum	Week	NC - Coverage	Skills Taught Disciplinary (Why) Procedural (How)	Knowledge Factual	Activity Outline
<p>Key stage 1 Pupils should be taught to:</p> <p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p>	1	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p>I know why it is important to draw on my own experiences to help generate ideas before creating my product.</p> <p>I know why it is important to suggest ideas and explain what I will be doing prior to creating my product.</p>	<p>I know that a picnic snack is a type of food such as sandwiches, sausage rolls or fruit, which are eaten outdoors.</p> <p>I know that there are a range of fruits and vegetables, why they are healthy and where they come from in the world.</p> <p>I know that savoury sandwiches contain a variety of fillings such as</p>	<p>Look at various different picnic snacks</p> <p>What do they all have in common? Which appeals to you the most?</p> <p>Explain to children what a target group is and what a design criteria is. Begin to reflect on why these are important</p> <p>Discuss the purpose of a picnic snack – encourage children to think about the practicality of the product. E.g Would ice-cream be</p>

<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>				<p>meat, fish, dairy products and salad.</p> <p>I know that foods can be sorted into groups by whether they are from an animal or plant source.</p>	<p>good in a picnic bag for a few hours?</p> <p>Discuss different ideas for their product whilst exploring the existing picnic snacks.</p>
<p>Evaluate</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Technical knowledge</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p> <p>Cooking</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from.</p>	<p>2-3</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from.</p>	<p>I know how to make my design using appropriate equipment and materials/ingredients.</p>	<p>I know that tally charts record frequency and can be used to collect data.</p> <p>I know that a labelled diagram is a drawing with clear captions highlighting the key aspects of my design.</p>	<p>Ask children 'Where does our food come from'? Show an image of a fish fingers, chicken nuggets and a piece of fruit. Explain to children that food is either reared, grown, or caught.</p> <p>Reared - looking after an animal until it is old enough to be used as food</p> <p>Grown- to become larger by natural development</p> <p>Caught - to get hold of (seafood)</p> <p>Show children the eat well plate. Ask children why this is important. What can it tell us? Discuss ways to stay healthy and have a healthy diet. How many</p>



					<p>pieces of fruit and vegetables must each person have daily?</p>  <p>Explain the design criteria to the children e.g <i>Must include two pieces of bread, must be colourful.</i> For the third and final element of the criteria the children must be collect responses from one another dependent on the type of flavour individuals like the most. E.g sour, sweet or bitter flavoured bread spread. Collect responses and generate a tally on the board.</p> <p>Explain to the children the fillings (jams) that will be available to them for them to create their design.</p> <p>Encourage children to use this information to design their own picnic snack. Allow children to draw out their picnic snack.</p> <p>Model labelling the design, explaining the different</p>
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					elements and equipment needed.
4-5	<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from.</p>	<p>I know how to select and use appropriate fruit and vegetables, processes and tools.</p> <p>I know why it is important to follow basic food handling, hygienic practices and personal hygiene when creating my product.</p>	<p>I know that hygiene practices are important – washing hands and fruit/vegetables, cleaning areas prior and after.</p> <p>I know that a healthy, balanced diet consists of a variety of foods including 5 pieces of fruit of vegetables a day.</p> <p>I know that tools such as knives and graters need to be used safely as they are sharp and can cause injury.</p> <p>I know that there are many ways to prepare ingredients: peeling skins using a vegetable peeler; grating hard ingredients, such as cheese; chopping vegetables, such as onions</p>	<p>Explain the importance of washing your hands and equipment during the preparing and cooking.</p> <p>Demonstrate how to wash your hands correctly.</p> <p>Model how to create their picnic snack:</p> <p>Using the knife correctly to spread the filling from one end of the bread to another.</p> <p>Using the bridge technique to cut their sandwich in half or in a shape that they desire.</p>  <p>Encourage children to refer back to their design criteria, intended user and purpose.</p>	


				and peppers and slicing foods, such as bread.	
	6-7	<p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p>	<p>I know how to evaluate my product, identifying strengths and possible changes for future products.</p> <p>I know why it is important to talk about my ideas, saying what I like and dislike about my product.</p>	<p>I know that I can use my senses to evaluate my product and describe the texture, taste, smell and feel of a variety of foods.</p>	<p>Evaluation – What is fit for purpose?</p> <p>Could the food be successfully eaten and stored for a picnic?</p> <p>Taste Test Evaluation</p> <p>Allow children to go around and look at their peers' products. Model reflective conversation – how did you add this? What would you improve next time?</p> <p>Model evaluating a product against their criteria. Did it meet what it was expected to? This can be done through a star rating with question guidance given.</p>

E Daniels
Design & Technology – MTP – Year 1

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Design & Technology – Year 1 – Summer Term – Create Moving Picture (Based on Topic)					
<u>Mechanical</u>					
<u>Key Vocabulary:</u>					
Template, push, pull, design, product, user, levers, materials, slide, cut, fold, join, 3-D, mark out, decorate, stick, tape, pivot, rigid, slot.					
National Curriculum	Week	NC - Coverage	Skills Taught Disciplinary (Why) Procedural (How)	Knowledge Factual	Activity Outline
<p>-Key stage 1 Pupils should be taught to:</p> <p><u>Design</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><u>Make</u></p>	1	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p>I know why it's important to generate ideas, considering the purposes for which I am designing.</p> <p>I know why it is important to identify a target group for who I intend to design and make a product for.</p>	<p>I know that different mechanisms and levers produce different types of movement.</p> <p>I know that scissors, playground seesaws and drawers all require levers for movement.</p>	<p>Display a moving picture. Ask children how they think that it is moving?</p> <p>Explain to children what a level is and how it works. Show them two simple levers.</p>   <p>Discuss that the children have been asked to create moving pictures for a group of children (decide on</p>

<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Technical knowledge Build structures, exploring how they can be made stronger, stiffer and more stable</p>					<p>intended age user to suit children)</p> <p>Explain to children that when creating their product, they must follow a design criteria. Together as a class, can they create their design criteria (3 points that they must abide by)</p> <p>Show children various different moving pictures with different levers. Encourage children to discuss and ask questions about the products in front of them e.g what materials are they made from? How do they work?</p>
<p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p> <p>Cooking Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from.</p>	<p>2-3</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p>I know how to model my ideas on card or paper.</p>	<p>I know that a lever is a simple mechanism that can be used to move objects.</p> <p>I know that levers require a push or pull motion.</p>	<p>Explore Different Levers – Give Children Opportunity to Create different Levers.</p> <p>Give children the opportunity to explore different levers that could be used within their moving picture e.g levers that move left and right through a slit in the paper, levers that move side to side using a split pin</p>

		<p>Explore how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p>			 <p>Model creating different levers. Express the importance of measuring and marking off with a ruler before cutting. Model using scissors safely.</p> <p>Allow children to create 2 different types of levers that they are considering using within their picture. Whilst doing so encourage children to think about the most effective one for the image that they intend on creating.</p>
	<p>4-5</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p>I know how to make my design using appropriate techniques.</p> <p>I know how to measure, mark out, cut and shape a range of materials with adult support.</p>	<p>I know that when I assemble a mechanism, I need to use the appropriate fasteners for the job. This might be a split pin, tape, string or glue.</p> <p>I know that I can hide my mechanism on my moving picture by creating slots to house mechanisms behind the picture and flaps to hide mechanisms.</p>	<p>Plan Design</p> <p>Labelled Diagram</p> <p>Exploded Diagram with Different Elements</p> <p>Identify Joining Techniques</p> <p>Explain to children that they should use their existing lever mock up to support them in designing their picture. Which did they find would be the most appropriate for their image?</p>


		<p>Explore how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p>			<p>Ask children to consider what other things are important when designing their moving picture. What is meant by the term 'appealing'. Encourage children to think about ways that they can make their design appealing.</p> <p>Allow children to design their product, modelling labelling different elements e.g split pin, paper, card. Children to draw the lever separately as well to model how the lever works within their picture.</p> <p>Show children a moving picture with a lever that isn't very stable and keeps moving. How could we make the lever more stable? What could we add to ensure it doesn't keep moving when we do not want it to?</p>  <p>Masking tape</p> <p>Explain to children that they can reinforce the lever using a guide similar to the</p>
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					image above. Model creating a guide.
	6-7	<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>I know how to to measure, mark out, cut and shape a range of materials with adult support.</p> <p>I know how to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p>	<p>I know that I can strengthen my mechanism so that it is robust. I can do this by using stronger, stiffer materials and duplicating materials to strengthen them.</p> <p>I know that I need to measure and cut accurately, any moving parts.</p> <p>I know that I can use a variety of materials to create my moving picture – card, split pins, glue and scissors.</p>	<p>Remind children of the design criteria that they created and their intended user of the product.</p> <p>Give children the chance to mark out, measure and cut the materials for their lever out safely. Model using scissors safely.</p> <p>Discuss with children the importance of the product looking appealing to others and that this can be done through applying finishing techniques such as painting or colouring the product. What colours would attract the intended users attention?</p> <p>Children can then create their moving picture base, ensuring that they consider how it can look appealing to their intended user.</p>

	8	<p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p>	<p>I know how to evaluate my product against the original design criteria carrying out appropriate tests <i>e.g. how well it meets its intended purpose.</i></p> <p>I know why it is important to talk about my ideas, saying what I like and dislike about my product.</p>	<p>I know my questionnaire could contain questions in regards to my products ability to move.</p> <p>I know that a skill is the ability to do something well e.g. I can work well independently and in a group. I can solve problems efficiently. I can show creativity when creating my product.</p>	<p>Evaluation – Fit for Purpose?</p> <p>Skills Development?</p> <p>Questionnaire Evaluation for HA</p> <p>Discuss the importance of an evaluation. Ask children whether their product was fit for purpose? Does it move?</p> <p>Children to evaluate their product based on their design criteria and its ability to move using a lever.</p> <p>Children to identify how they could develop if they were to redo the project. What skills would they like to develop in so that they can develop their product?</p>

E Daniels
Design & Technology – MTP – Year 1

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