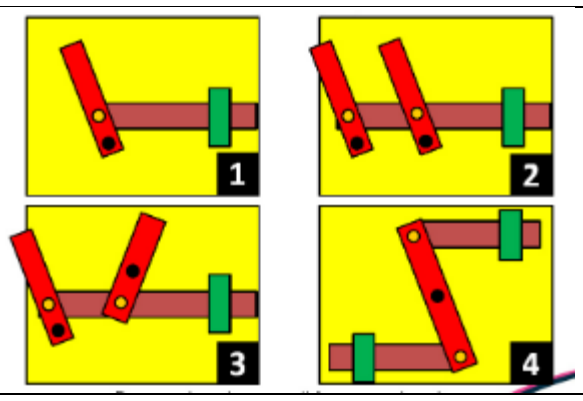
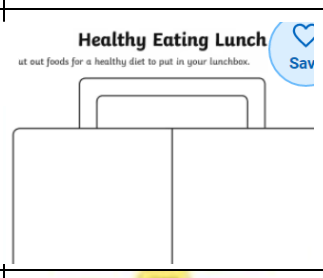
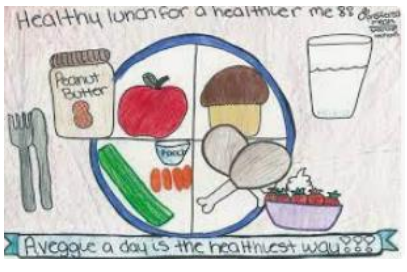
DT Unit of Work Year 1 Autumn - Mechanisms			
Unit	**Prior learning (Retrieval)**	**Future learning**	**Common Misconceptions**
Final piece: Mechanism Leavers & Linkages Christmas Card 	• Ask questions about a range of existing products. • Talk about what they intend to do • Say who and what their products are for • Draw their ideas before they make. • Discuss the reasons for choosing. • Understand procedures for safety and hygiene. • Talk about what they like about their product. • Early experiences of working with paper and card to make simple flaps and hinges. • Experience of simple cutting, shaping and joining skills using scissors, glue and masking tape.	<u>Design</u> Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through drawings and mock-ups with card and paper. <u>Make</u> • Plan by suggesting what to do next. • Select and use tools, explaining their choices, to cut, shape and join paper and card. • Use simple finishing techniques suitable for the product they are creating. <u>Evaluate</u> • Explore a range of existing books and everyday products that use simple sliders and levers. • Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.	
National Curriculum Subject Content:	<u>Key stage 1</u> Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to: <u>Design</u> - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <u>Make</u> - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <u>Evaluate</u> - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria <u>Technical knowledge</u> - build structures, exploring how they can be made stronger, stiffer and more stable - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.		
Design Knowledge:	• Explore and use sliders and levers. • Understand that different mechanisms produce different types of movement. • Know and use technical vocabulary relevant to the project.		

Knowledge Sequence:		**Key Vocabulary**
Intended Knowledge Substantive	**Lesson 1 – Evaluate** LC: I can evaluate different types of Christmas cards **Lesson 2 – Explore** LC: I can identify different sliders and leavers **Lesson 3 – Develop Skills** LC: I can create a model leaver with a partner - Children to problem solve **Lesson 4 – Design** LC: I can design a Christmas card **Lesson 5 – Create Final Piece** LC: I can create a final piece **Lesson 6 – Evaluate** I can evaluate my final piece.	<u>Mechanisms</u> slider, lever, pivot, slot, bridge/guide, join, pull, push, up, down, straight, curve, forwards, backwards, design, make, evaluate, user, purpose, ideas, design criteria, product, function
Assessment Outcomes	• Make a product which moves • Develop my own ideas and design a simple plan through drawings and discussion with others before making. • Select and use appropriate tools safely, explaining their choices.	
Significant people/places	•	
Resources	https://www.youtube.com/watch?v=SinLvPGySmQ - Levers and Linkages how to? https://www.youtube.com/watch?v=1kC4uX2BoDw – Levers and Linkages how to?	

Examples of work		
Examples Final Piece		

DT Unit of Work Year 1 Spring- Food			
Unit Food	**Prior learning (Retrieval)**	**Future learning**	**Common Misconceptions**
Final piece: Making a packed lunch 	• Ask questions about a range of existing products. • Talk about what they intend to do • Understand procedures for safety and hygiene. • Say who and what their products are for • Discuss the reasons for choosing. • Develop practical skills and techniques using a range of food. • Talk about what they like about their product. • Experience of common fruit and vegetables, undertaking sensory activities,(taste and smell). • Experience of cutting soft fruit and vegetables using appropriate utensils.	<u>Design</u> • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. <u>Make</u> • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. <u>Evaluate</u> • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose.	
National Curriculum Subject Content:	<u>Key stage 1</u> Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to: <u>Design</u> - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <u>Make</u> - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <u>Evaluate</u> - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria <u>Technical knowledge</u> - build structures, exploring how they can be made stronger, stiffer and more stable - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <u>Cooking and nutrition</u> As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to: <u>Key stage 1</u> - use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from.		
Design Knowledge:	• Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes. • Know and use technical and sensory vocabulary relevant to the project.		
Knowledge Sequence:			**Key Vocabulary**
Intended Knowledge Substantive	**Lesson 1 – Explore** LC: I can identify what makes up a balanced diet - Healthy Eating: An introduction for children aged 5-11 videos - Follow on videos discuss different food groups: - Foods we need to eat less often -Starchy Carbohydrates -Protein -Fruit & Vegetables		<u>Food</u> Names of fruit and vegetables, utensils and equipment, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, slicing, peeling, cutting,

	-Dairy **Lesson 2 – Evaluate** LC: I can evaluate a variety of packed lunches - Sort pictures of food to create a healthy packed lunch, discuss choices **Lesson 3 – Develop Skills** LC: I can explore healthy choices through my senses - Children taste a variety of healthy choices and discuss what they would like in their packed lunch - Discuss including a range of foods including treats and the importance of a balanced diet **Lesson 4 – Design** LC: I can designed a healthy packed lunched **Lesson 5 – Create Final Piece** LC: I can make a healthy packed lunch - Children create a healthy sandwich or wrap - Children choose what else they would like to include (theoretically) - E.g. 'I have made a ham and cucumber wrap I would also include carrot sticks and a yoghurt' **Lesson 6 – Evaluate** LC: I can evaluate my packed lunch	squeezing, healthy diet, design, evaluate
Assessment Outcomes	• Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely • Taste and evaluate a range of fruit and vegetables and determine the intended user's preferences • Use my own ideas and explain to others how I want to make my product	
Significant people/places	• Jamie Oliver- British chef • Nigella Lawson – Chef	
Resources	Healthy Eating: An introduction for children aged 5-11 https://www.youtube.com/watch?v=mMHVEFWNLMc	
Examples of work	 	
Examples Final Piece	 	

DT Unit of Work Year 1 Summer - Structures & Textiles (Market Place)			
Unit Food	**Prior learning (Retrieval)**	**Future learning**	**Common Misconceptions**
Final piece: Structures Rockets 	• Ask questions about a range of existing products. • Say who and what their products are for • Draw their ideas before they make. • Discuss the reasons for choosing. • Understand procedures for safety and hygiene. • Talk about what they like about their product. • Experience of using construction kits to build walls, towers and frameworks. • Experience of using of basic tools • Experience of different methods of joining card and paper.	<u>Design</u> • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through drawings and mock-ups with card and paper. <u>Make</u> • Plan by suggesting what to do next. • Select and use tools, explaining their choices, to cut, shape and join paper and card. • Use simple finishing techniques suitable for the product they are creating. <u>Evaluate</u> • Explore a range of existing books and everyday products that use simple sliders and levers. • Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.	
Final Piece: Market Place Textiles 	• Ask questions about a range of existing products. • Talk about what they intend to do • Draw their ideas before they make. • Discuss the reasons for choosing. • Understand procedures for safety and hygiene. • Talk about what they like about their product. • Explored and used different fabrics. • Cut and joined fabrics with simple techniques. • Thought about the user and purpose of products.	<u>Design</u> • Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and ICT • Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. • Select from and use textiles according to their characteristics. <u>Make</u> • Select from and use a range of tools and equipment to perform practical tasks • Select from and use textiles according to their characteristics. <u>Evaluate</u> • Explore and evaluate a range of existing textile products relevant to the project being undertaken. • Evaluate their ideas throughout and their final products against original design criteria. • Design a functional and appealing product for a chosen user and purpose based on simple design criteria.	
National Curriculum Subject Content:	<u>Key stage 1</u> Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to: <u>Design</u> - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <u>Make</u> - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]		

	- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <u>Evaluate</u> - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria <u>Technical knowledge</u> - build structures, exploring how they can be made stronger, stiffer and more stable - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	
Design Knowledge: Structures	• Know how to make freestanding structures stronger, stiffer and more stable. • Know and use technical vocabulary relevant to the project.	
Design Knowledge: Textiles	• Understand how simple 3-D textile products are made, using a template to create two identical shapes. • Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. • Explore different finishing techniques e.g. using painting, stitching, sequins, buttons and ribbons. • Use technical vocabulary relevant to the project.	
Knowledge Sequence Structures:		**Key Vocabulary**
Intended Knowledge Substantive	**Lesson 1 – Explore** LC: I can identify a describe a free standing structure **Lesson 2 – Evaluate** LC: I can evaluate a variety of structures **Lesson 3 – Develop Skills** LC: I can join using a variety of materials - Know how to make freestanding structures stronger, stiffer and more stable. **Lesson 4 – Design** LC: I can design a free standing rocket **Lesson 5 – Create Final Piece** LC: I can make a free standing rocket **Lesson 6 – Evaluate** LC: I can evaluate my product	<u>Free Standing Structures</u> cut, fold, join, fix, structure, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic, purpose, function, names of shapes.
Assessment Outcomes Structures	• Know how to make freestanding structures stronger, stiffer and more stable. • Evaluate their ideas and products against design criteria • Develop my own ideas through a simple plan through drawings and discussions with others. • Select and use tools, skills and techniques, explaining their choices.	
Assessment Outcomes Textiles	• Evaluate their ideas throughout and their final products against original design criteria • Plan and design a functional and appealing product for a chosen user and purpose. • Use my own ideas and explain to others how I want to make my product • Select and use tools and media to perform practical tasks such as marking out, cutting, joining and finishing.	
Significant people/places	• Norman Hartnell Designer- Queen's wedding dress & Coronation dress. Wernher von Braun - German- American rocket engineer. • John Nash- (architect who designed the house into a palace – Buckingham Palace)	
Resources		
Examples of work		
Examples Final Piece		