

Excellence and Enjoyment, Everyone and Everything. "God created you to be amazing" Ephesians 2:10

| Year 1 DT | Autumn | Spring Puppets | Summer Smoothies |
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| Values | Friendship and Love | Respect and responsibility | Perseverance and Hope |
| National Curriculum | <p>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].</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> 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 <p>Make</p> <ul style="list-style-type: none"> 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 <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> 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 | | |
| Overview | Learning what a windmill is and constructing a model windmill by reference to design criteria created for the client, Mouse, who lives in the windmill in Old Amsterdam. | Choosing a character from Little Red Riding Hood to base their puppet on, children will design a puppet, explore sewing techniques, before constructing their final puppet and decorating it keeping with the design of their chosen character. | Children prepare and blend chosen fruits and vegetables to make smoothies for parents to enjoy and evaluate |

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| <p>What we need to know Red Hill Riches</p> | <ul style="list-style-type: none"> -A moving storybook has sliders, flaps and levers -A slider is a mechanism -A slider makes things move | <ul style="list-style-type: none"> -Puppets are formed with two pieces of fabric added together -Needles need to be threaded with cotton to begin sewing -Two pieces of fabric can be joined together with a stitch -A running stitch is one continuous stitch -A product needs to be designed before being made | <p>Fruits have seeds inside them</p> <p>Fruits and vegetables grow in different ways including underground, over ground and on bushes</p> <p>Fruits and vegetables need to be cut safely</p> <p>Fruits can be juiced to release the liquid within them</p> <p>Smoothies are a combination of fruits and vegetables as a drink</p> <p>A design criteria tells us what is needed within our design</p> |
| <p>Links to prior knowledge (footprints)</p> | <p>Physical development</p> <ul style="list-style-type: none"> • Develop small motor skills so that they can use a range of tools competently, safely and confidently. • <u>ELG: Fine Motor Skills</u>: Use a range of small tools, including scissors, paint brushes and cutlery. <p>Expressive arts and design</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • <u>ELG: Creating with Materials</u>: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Characteristics of effective learning</p> <ul style="list-style-type: none"> • Playing and exploring. • Active learning. • Creating and thinking critically. | <p>Physical development</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • <u>ELG: Fine Motor Skills</u>: Use a range of small tools, including scissors, paint brushes and cutlery. <p>Expressive arts and design</p> <ul style="list-style-type: none"> • <u>ELG: Creating with materials</u>: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Expressive arts and design</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • <u>ELG: Creating with materials</u>: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • <u>ELG: Creating with materials</u>: Share their creations, explaining the process they have used. <p>Characteristics of effective learning</p> <ul style="list-style-type: none"> • Playing and exploring • Active learning | <p>Physical development</p> <ul style="list-style-type: none"> • Develop small motor skills so that they can use a range of tools competently, safely and confidently. • <u>ELG: Fine Motor Skills</u>: Use a range of small tools, including scissors, paint brushes and cutlery. <p>Communication and language</p> <ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • <u>ELG: Speaking</u>: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • <p>Personal, social and emotional development</p> <ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: healthy eating. • <u>ELG: Managing self</u>: Manage their own basic hygiene and personal needs, including...understanding the importance of healthy food • <u>ELG: Creating with Materials</u>: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • <u>ELG: Creating with Materials</u>: Share their creations, explaining the process they have used. |

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| | | <ul style="list-style-type: none"> Creating and thinking critically | Characteristics of effective learning <ul style="list-style-type: none"> Playing and exploring Active learning |
| Vocabulary | up, down, left, right, vertical and horizontal describe a movement | running stitch, puppet, template, buttons, pockets, fabric, sew | Fruit, vegetable seed, leaf, root, stem, smoothie, healthy, design, flavour, peel, slice nutrition, healthy. |
| Excellence Enjoyment Everyone Everything | <p>Excellence: Understanding the significance of a design brief and exploring what makes a successful and high quality structures.</p> <p>Enjoyment: Each lesson will be engaging, creative and enjoyable.</p> <p>Everyone: Each lesson will be inclusive and accessible for all children, regardless of ability.</p> <p>Everything: Every piece of work will be celebrated, every lesson.</p> | <p>Excellence: Understanding the significance of a design brief and exploring how textiles can be used to create beautiful and useful items.</p> <p>Enjoyment: Each lesson will be engaging, creative and enjoyable.</p> <p>Everyone: Each lesson will be inclusive and accessible for all children, regardless of ability.</p> <p>Everything: Every piece of work will be celebrated, every lesson.</p> | <p>Excellence: Tasting, describing and exploring healthy ingredients.</p> <p>Enjoyment: Each lesson will be engaging, creative and enjoyable.</p> <p>Everyone: Each lesson will be inclusive and accessible for all children, regardless of ability.</p> <p>Everything: Every piece of work will be celebrated, every lesson.</p> |
| Disciplinary Knowledge | <p>Learning the importance of a clear design criteria.</p> <p>Including individual preferences and requirements in a design.</p> <p>Making stable structures from card, tape and glue.</p> <p>Learning how to turn 2D nets into 3D structures.</p> <p>Following instructions to cut and assemble the supporting structure of a windmill.</p> <p>Making functioning turbines and axles which are assembled into a main supporting structure.</p> | <p>Using a template to create a design for a puppet.</p> <p>Cutting fabric neatly with scissors.</p> <p>Using joining methods to decorate a puppet.</p> <p>Sequencing steps for construction.</p> <p>Reflecting on a finished product, explaining likes and dislikes.</p> | <p>Designing smoothie carton packaging by-hand or on ICT software.</p> <p>Chopping fruit and vegetables safely to make a smoothie.</p> <p>Identifying if a food is a fruit or a vegetable.</p> <p>Learning where and how fruits and vegetables grow.</p> <p>Tasting and evaluating different food combinations.</p> <p>Describing appearance, smell and taste.</p> <p>Suggesting information to be included on packaging.</p> |



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