



Churchfields Infants' School: Year One curriculum information

Design and Technology



Outlined below is a summary of the skills children will work on during each half term in Year One, along with some activities children will complete, key vocabulary that will be taught and ideas of how parents can help to develop this learning at home.

Half Term	Skills	Activities	Key Vocabulary	How can you help at home?
Autumn 1 Getting Together	N/A	N/A	N/A	-In preparation for next half term, you could explore freestanding structures in the local environment e.g. everyday products and buildings. Consider the following questions: *Who is the structure for? *What is its purpose? *How is it made?
Autumn 2 Music and Light	Structures -Explain what a product is for and how it will work (purpose) -Develop design criteria relevant to a brief -Explore and evaluate existing products -Use pictures/drawings and words to plan; communicate ideas -Select tools/equipment to	-Design, make and evaluate a freestanding bird feeder	structures freestanding design evaluate test strength stable strong weak	-Explore bird feeders within the local environment: *What do they look like? *What are they made from? *How are they used? *Are all bird feeders the same? -Can you use construction kits or materials to build walls, towers and frameworks?

	<p>cut, shape, join, finish and explain choices</p> <ul style="list-style-type: none"> -Select materials/components -Create structures and begin to test their strength -Suggest ways to improve product (making it stronger, stiffer and more stable) <p style="text-align: center;">Revision</p> <p><i>-Understanding the stages of designing, making and evaluating</i></p> <p><i>-Selecting, testing and strengthening suitable materials/components</i></p>	<p style="text-align: center;">Revision</p> <p><i>-Creating simple structures using construction materials</i></p>		
<p>Spring 1</p> <p>Inside Out (Emotions)</p>	<p style="text-align: center;">Textiles</p> <ul style="list-style-type: none"> -Explain what a product is for and how it will work (purpose) -Develop design criteria relevant to a brief -Explore and evaluate existing products -Use pictures/drawings and words to plan; communicate ideas 	<ul style="list-style-type: none"> -Skills sessions on tying knots, threading needles, the basic 'up and down' motion of sewing -Design, make and evaluate a new waterproof bag for the Tear Thief (CC English text/unit) 	<ul style="list-style-type: none"> textiles templates joining techniques characteristics/properties marking out cutting finishing needle thread sewing 	<ul style="list-style-type: none"> -Work with your child to help them to tie basic knots (https://www.animatedknots.com/basic-knots) -Explore different fabric items at home *What is the item? *What material is it made from? *How are the pieces of fabric joined? -Have a go at threading a needle and using simple stitching together

	<p>-Select tools/equipment to cut, shape, join, finish and explain choices</p> <p>-Thread a needle</p> <p>-Develop the basic 'up and down' motion of sewing</p> <p>-Evaluate product against design criteria</p> <p style="text-align: center;">Revision</p> <p><i>-Understanding the stages of designing, making and evaluating</i></p> <p><i>-Selecting suitable tools/equipment</i></p>	<p style="text-align: center;">Revision</p> <p><i>-Tying knots</i></p>		
<p>Spring 2</p> <p>Fire! Fire!</p>	<p style="text-align: center;">Food</p> <p>-Explain what a product is for and how it will work (purpose)</p> <p>-Develop design criteria relevant to a brief</p> <p>-Explore and evaluate existing products</p> <p>-Use pictures/drawings and words to plan; communicate ideas</p> <p style="text-align: center;">Revision</p> <p><i>-Understanding the stages of designing,</i></p>	<p>-Design, make and evaluate a loaf of bread (CC history unit)</p> <p style="text-align: center;">Revision</p> <p><i>-Significance of bread/bakery in The</i></p>	<p>recipe ingredients</p> <p>kneading</p> <p>shaping</p> <p>yeast</p> <p>dough</p> <p>proofing</p> <p>rising</p> <p>bread</p>	<p>-Explore key kitchen items and utensils safely together:</p> <p>*What are the items?</p> <p>*What are they used for?</p> <p>-Talk about different types of bread and how they can be presented (e.g. sliced, baguette, buns, plaits...)</p> <p>-Bake together (this does not need to be bread; you could bake a cake or another item of your choice). Allow your child to help with measuring and weighing out ingredients as this also supports them with their maths learning</p> <p>-Practise handling utensils and food in a safe and hygienic way</p>

	<p>making and evaluating</p> <p>-Selecting suitable tools/equipment</p> <p>-Practising safe hygiene and food handling</p>	<p>Great Fire of London (CC history unit)</p> <p>-Tastes, smells and textures of identified foods</p>		
<p>Summer 1</p> <p>All The World</p>	N/A	N/A	N/A	<p>-In preparation for next half term, you could look at (and taste) different fruits and vegetables together:</p> <p>*What do they look like?</p> <p>*What do they feel like?</p> <p>*What do they smell like?</p> <p>*What do they taste like?</p>
<p>Summer 2</p> <p>Into the Jungle...</p>	<p>Food</p> <p>-Explain what a product is for and how it will work (purpose)</p> <p>-Develop design criteria relevant to a brief</p> <p>-Explore and evaluate existing products</p> <p>-Use pictures/drawings and words to plan; communicate ideas</p> <p>-Cut, peel and grate safely (with adult support)</p> <p>Revision</p>	<p>-Design, make and evaluate a rainforest fruit salad</p> <p>Revision</p>	<p>healthy fruit vegetables ingredients recipe peel cut slice</p>	<p>-Can you help your child to chop different fruits and vegetables as a healthy snack, or when preparing a meal?</p> <p>-Can you research healthy fruit smoothies and create one of your own together? Can you write the recipe (including ingredients) for your own creation?</p>

-Understanding the stages of designing, making and evaluating
-Selecting suitable tools/equipment
-Practising safe hygiene and food handling

Mechanisms – Levers and Linkages

-Explain what a product is for and how it will work (purpose)
-Explore and use mechanisms
-Develop design criteria relevant to a brief
-Explore and evaluate existing products
-Use pictures/drawings and words to plan; communicate ideas
-Select tools/equipment to cut, shape, join, finish and explain choices
-Select materials/components

-Chopping fruit (building on “snack table” activities from EYFS)

-Design, make and evaluate a rainforest moving picture
-Design, make and evaluate a pivoting shadow puppet

assemble
design
evaluate
mechanism
model
slider
lever
template
pivot

	<p>-Evaluate product against design criteria</p> <p>Revision</p> <p><i>-Understanding the stages of designing, making and evaluating</i></p> <p><i>-Selecting suitable tools/equipment</i></p>	<p>Revision</p> <p><i>-Purpose/use of moving pictures (pop-up storybooks) and puppets – link back to experiences during EYFS</i></p>		
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