



**DESIGN TECHNOLOGY PROGRESSION IN SKILLS AND KNOWLEDGE
YEAR 1 STATUTORY REQUIREMENTS**



AUTUMN	SPRING	SUMMER
<p>AUTUMN 2: DESIGN AND MAKE A MOVING CHRISTMAS CARD</p> <p><i>DESIGN: purposeful, functional, appealing products for themselves and other users based on design criteria</i> <i>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i></p> <ul style="list-style-type: none">-Use own ideas to design something and describe how their own idea works-Design a product which moves <p><i>MAKE: Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</i> <i>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i></p> <ul style="list-style-type: none">-Use own ideas to make something-Make a product which moves-Choose appropriate resources and tools <p><i>EVALUATE: Explore and evaluate a range of existing products</i> <i>Evaluate their ideas and products against design criteria</i></p> <ul style="list-style-type: none">-Describe how something works-Explain what works well and not so well in the model they have made.	<p>SRPING 2: MAKING A SANDWICH</p> <p><u>FOOD TECHNOLOGY</u></p> <p><i>Use the basic principles of a healthy and varied diet to prepare dishes</i> <i>understand where food comes from</i></p> <p><i>Making sandwiches</i></p> <ul style="list-style-type: none">-Cut food safely using appropriate utensils- Divide food into equal portions- Spreading food evenly	<p>SPRING 2: DESIGN AND MAKE A SHELTER FOR A BEAR</p> <p><i>DESIGN: purposeful, functional, appealing products for themselves and other users based on design criteria</i> <i>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i></p> <ul style="list-style-type: none">-Use own ideas to design something and describe how their own idea works-Explain to someone else how they want to make their product and make a simple plan before making <p><i>MAKE: Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</i> <i>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i></p> <ul style="list-style-type: none">-Use own ideas to make something-Choose appropriate resources and tools <p><i>EVALUATE: Explore and evaluate a range of existing products</i> <i>Evaluate their ideas and products against design criteria</i></p> <ul style="list-style-type: none">-Explain what works well and not so well in the model they have made. <p><i>TECHNICAL KNOWLEDGE: build structures, exploring how they can be made stronger, stiffer and more stable</i> <i>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</i></p> <ul style="list-style-type: none">-Make their own model stronger.



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KNOWLEDGE TO BE LEARNED BY THE END OF EACH UNIT (WHAT DO WE WANT THE CHILDREN TO KNOW AND REMEMBER?)

AUTUMN TERM	SPRING TERM	SUMMER TERM
<ul style="list-style-type: none">• Name different mechanisms for a moving picture: slider, lever, wheel.• Name a selection of simple tools and say what they are for: scissors, paper fastener, hole punch.• Know the terms <i>design</i>, <i>material</i> and <i>construct</i>• Orally describe how their moving card works.	<ul style="list-style-type: none">• Know the names of tools: knife, chopping board and know their purpose.• Know the term spread.• Know how to cut a sandwich into equal parts.• Know the word ingredients and recipe.	<ul style="list-style-type: none">• Know the term structure.• Know how to draw and label a diagram.• Know the term improvement and name one improvement to their structure.

Children working at below Age Related Expectations in DESIGN TECHNOLOGY at the end of Year 1: