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| **Pendeen DESIGN AND TECHNOLOGY SCOPE, CONTENT and SEQUENCING Year A KEY STAGE 1** |
| Year Group: 1/2 | Half term: Autumn 1 | SCOPE: Basket weaving | CONTENT / INTENT: Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. |
| **Prior Learning**Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.Make use of props and materials when role playing characters in narratives and stories. | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**design purposeful, functional, appealing products for themselves and other users based on design criteria | **Knowledge:**generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology | **Knowledge:**select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] | **Knowledge:**select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics | **Knowledge:**build structures, exploring how they can be made stronger, stiffer and more stable  | **Knowledge:**explore and evaluate a range of existing products evaluate their ideas and products against design criteria | Children understand properties of materials in order to compare and make appropriate choices for future designs and productsChildren are able to reflect on the process to inform future choices of designing and makingChildren evaluate their learning, using photographs, sketches or the real items to refine their skills |
| **Success Criteria**Children can describe the skill of weavingChildren begin designing a basket | **Success Criteria** Children create a prototypeChildren talk through how they will make their basket | **Success Criteria**Children explore the weaving technique and develop weaving skillChildren use and select appropriate tools | **Success Criteria**Children choose tools and resources appropriatelyChildren create their basket using a template and straw | **Success Criteria**Children are able to evaluate and refine their productChildren understand and explain how to reinforce and make the basket stronger | **Success Criteria**Children self reflect on their product and create an evaluation of their workChildren offer and listen to feedback from others |
| **Vocabulary:** design, purposeful, functional, products, template, mock up, tools, cutting, shaping, joining, finishing, materials, structure, strong, stiff, evaluateMake, Evaluate, Investigating, User, Product, Purpose, Design, criteria, Function, Names for all tools and equipment used. |

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| **Pendeen DESIGN AND TECHNOLOGY SCOPE, CONTENT and SEQUENCING Year A KEY STAGE 1** |
| Year Group: 1/2 | Half term: Autumn 2 | SCOPE: Christmas baking | CONTENT / INTENT: Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making a Christmas themed food item. |
| **Prior Learning**Have an understanding of healthy food choices | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups | **Knowledge:**pupils are taught how to cook and apply the principles of nutrition and healthy eating | **Knowledge:**pupils are taught how to cook and apply the principles of nutrition and healthy eating | **Knowledge:**understand where food comes from | **Knowledge:**use the basic principles of a healthy and varied diet to prepare dishes | **Knowledge:**use the basic principles of a healthy and varied diet to prepare dishes | Children know the origins of the main ingredients of their foodChildren can talk about a balanced diet and make healthy food choices |
| **Success Criteria**Look at a range of recipes with photos and taste some examples of foods they will have the chance of cooking themselvesTalk about likes and dislikes | **Success Criteria** Children understand what makes a balanced diet | **Success Criteria**Children are able to make appropriate choices for their Christmas recipeChildren create a recipe  | **Success Criteria**Children are able to talk about the origins of the ingredients they have chosen for their recipe | **Success Criteria**Children can cook or bake a Christmas themed edible gift | **Success Criteria**Children taste and evaluate their recipeChildren talk about how they could make their food even healthier |
| **Vocabulary:** Design, Make, Evaluate, Investigating, User, Product, Purpose, Design criteria, Function, Names for all tools and equipment used.Grams/Kilograms, Millilitre/Litre, Temperature, Celsius, Hygiene, Utensils, Texture, Appearance, Preference, Edible, Reared, Grown, Processed, Seasonal, Varied diet |
| **Pendeen DESIGN AND TECHNOLOGY SCOPE, CONTENT and SEQUENCING Year A KEY STAGE 1** |
| Year Group: Year 1/2 | Half term: Spring 1 | SCOPE: design and make a mode of transportation | CONTENT / INTENT: Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making a mode of transportation. |
| **Prior Learning**Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.Make use of props and materials when role playing characters in narratives and stories. | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**design purposeful, functional, appealing products for themselves and other users based on design criteria | **Knowledge:**generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology | **Knowledge:**select from and use a range of tools and equipment to perform practical tasks explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products | **Knowledge:**select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics | **Knowledge:**build structures, exploring how they can be made stronger, stiffer and more stable  | **Knowledge:**explore and evaluate a range of existing products evaluate their ideas and products against design criteria | Children have a good understanding of using sturdy materials (eg wood, stiff cardboard) to make a toy vehicleChildren have a basic understanding of using wheels and understand how to make a construction object move Children experience using a range of tools and materials to support further designs  |
| **Success Criteria**Children use ICT to research how model transportation can be madeChildren design their own toy vehicle | **Success Criteria** Children design their vehicle using a drawing, labels and brief description | **Success Criteria**Children are able to select and use a range of tools appropriatelyChildren attach wheels to their vehicle | **Success Criteria**Children use appropriate materials to build a small toy vehicle | **Success Criteria**Children know how to make their vehicle strong and sturdy | **Success Criteria**Children test their product Children evaluate and self reflect |
| **Vocabulary:** Design, Make, Evaluate, Investigating, User, Product, Purpose, Design criteria, Function, Names for all tools and equipment used.Stiffer; stronger; build, stable, levers, sliders, wheels and axlesVehicle Wheel Axle Axle holder Chassis Body Cab Assemble Fixed Moving Mechanism Fixing2-D 3-D Cut Fold Join Fix Slider lever Pivot Slot Bridge / guide Materials |

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| **Pendeen DESIGN AND TECHNOLOGY SCOPE, CONTENT and SEQUENCING Year A KEY STAGE 1** |
| Year Group: Year 1/2 | Half term: Spring 2 | SCOPE: healthy eating savoury makes | CONTENT / INTENT: Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making a healthy alternative to Easter treats |
| **Prior Learning**Have an understanding of healthy food choices | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups | **Knowledge:**pupils are taught how to cook and apply the principles of nutrition and healthy eating | **Knowledge:**pupils are taught how to cook and apply the principles of nutrition and healthy eating | **Knowledge:**understand where food comes from | **Knowledge:**use the basic principles of a healthy and varied diet to prepare dishes | **Knowledge:**use the basic principles of a healthy and varied diet to prepare dishes | Children understand the different food categoriesChildren are able to make healthy food choices which make a positive difference to their eating habits Children learn baking skills to develop in future makes |
| **Success Criteria**Look at a range of recipes with photos and taste some examples of foods they will have the chance of cooking themselvesTalk about likes and dislikes | **Success Criteria** Children display what makes a balanced diet, explaining carbohydrates, protein etc | **Success Criteria**Children make healthy food choicesChildren create a recipe for an Easter treat | **Success Criteria**Children are able to talk about the origins of the ingredients they have chosen for their recipe | **Success Criteria**Children can bake a healthy alternative to an Easter treat | **Success Criteria**Children taste and evaluate their recipeChildren talk about how they could make their food even healthier |
| **Vocabulary:** Diet Fruit Vegetables Cutting Chopping Grating Squeezing Arranging Tasting Sensory Method Ingredients MeasureAmount Baking Sheet Basin Chopping Board Grater Knead Masher Measuring jug Measuring spoons Peeler Recipe Saucepans Scales Sieve WeighDesign Make Evaluate Investigating User Product Purpose Design criteria Function |

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| **Pendeen DESIGN AND TECHNOLOGY SCOPE, CONTENT and SEQUENCING Year A KEY STAGE 1** |
| Year Group: Year 1/2 | Half term: Summer 1 | SCOPE: design and make a decorative piece for a local festival | CONTENT / INTENT: Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making a decorative piece for the school. |
| **Prior Learning**Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.Make use of props and materials when role playing characters in narratives and stories. | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**design purposeful, functional, appealing products for themselves and other users based on design criteria | **Knowledge:**generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology | **Knowledge:**select from and use a range of tools and equipment to perform practical tasks  | **Knowledge:**select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics | **Knowledge:**build structures, exploring how they can be made stronger, stiffer and more stable  | **Knowledge:**explore and evaluate a range of existing products evaluate their ideas and products against design criteria | Children understand properties of materials in order to compare and make appropriate choices for future designs and productsChildren are able to reflect on the process to inform future choices of designing and making |
| **Success Criteria**Children research local festivals for inspiration Children design a 3D decorative piece to display at the festival | **Success Criteria** Children make a small prototype of what will be a large scale model | **Success Criteria**Children select and use appropriate resources and tools to make their 3D product | **Success Criteria**Children are able to construct with confidence choosing appropriate materials | **Success Criteria**Children are able to make a strong and more stable 3D decoration | **Success Criteria**Children evaluate their produce against their initial design |
| **Vocabulary:** Design Make Evaluate Investigating User Product Purpose Design criteria Function2-D 3-D Cut Fold Join Fix Slider lever Pivot Slot Bridge / guide MaterialsShell structure Scoring Tabs Adhesive Assemble Graphics Prototype Computer-aided design Vice Wire Strippers Accurate Junior Hacksaw Pliers Dowel File |

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| **Pendeen DESIGN AND TECHNOLOGY SCOPE, CONTENT and SEQUENCING Year A KEY STAGE 1** |
| Year Group: Year 1/2 | Half term: Summer 2 | SCOPE: design and cook for guests | CONTENT / INTENT: Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making both savoury and sweet food for their family |
| **Prior Learning**Have an understanding of healthy food choices | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups | **Knowledge:**pupils are taught how to cook and apply the principles of nutrition and healthy eating | **Knowledge:**pupils are taught how to cook and apply the principles of nutrition and healthy eating | **Knowledge:**understand where food comes from | **Knowledge:**use the basic principles of a healthy and varied diet to prepare dishes | **Knowledge:**use the basic principles of a healthy and varied diet to prepare dishes | Children understand the different food categoriesChildren are able to make healthy food choices which make a positive difference to their eating habits Children learn various cooking and baking skills to develop in future makesChildren have experience of cooking for other people |
| **Success Criteria**Children research traditional Cornish food produceChildren create a menu for their families to eat at a community school event | **Success Criteria** Children communicate ideas through moodboards of photos of food with labelsChildren ensure their menu is healthy and varied | **Success Criteria**Children experiment and explore the techniques they will be using to bake and cook | **Success Criteria**Children are able to communicate to their families and local community about the origins of the food made | **Success Criteria**Children cook and bake a selection of food for their families and the local community  | **Success Criteria**Children are able to reflect on their ingredient choices and the cooking process to inform future designs |
| Vocabulary: Innovative Inventor Process Accurate Intention Health and safetyDesign Make Evaluate Investigating User Product Purpose Design criteria Function Names for all tools and equipment used.Amount Baking Sheet Basin Chopping Board Grater Knead Masher Measuring jug Measuring spoons Peeler Recipe Saucepans Scales Sieve WeighGrams/Kilograms Millilitre/Litre Temperature Celsius Hygiene Utensils Texture Appearance Preference Edible Reared Grown Processed Seasonal Varied diet |