

## Design and Technology Scheme of Work

Year 1 – Autumn 1

Topic: Incredible Me and My Super Senses

Activities	Intended Outcomes	Key Vocabulary and Questions
<p style="text-align: center;"><b>Feely Book – create own feely book - Senses</b></p> <p>Children will create their own feely book using different textured materials.</p> <ul style="list-style-type: none"> <li>Children to spend time exploring feely books, thinking about what they like about them etc. They will need to think about what they will include in their own feely book.</li> <li>Children to complete an A4 – 4 page feely book relating to their sense and literacy writing.</li> <li>Children will choose a piece of material from the central pot and stick on the first page.</li> <li>They will then feel the material thinking about how it feels when they touch it.</li> <li>Underneath the piece of material children will write a sentence.</li> <li>Sentence structure: It feels soft/rough/bumpy/smooth etc. Extend MAs by using 'and'.</li> <li>Once they have completed their feely books children will share them with a partner. They could read each other their own books sharing the different materials.</li> </ul>	<p>Children will have made their own feely book through looking at and evaluating existing products.</p> <p>Children will be beginning to use techniques such as cutting and sticking.</p>	<p>Feely, touch, feel, describe, share, discuss, evaluate, soft, rough, bumpy, smooth</p> <p>What do you like about this product? What do you not like?</p> <p><b>Extension:</b> What did you like about your partners?</p>
		<p style="text-align: center;"><b>Assessment Opportunities</b></p> <p>Are they able to evaluate existing products stating what they like about them.</p> <p style="text-align: center;">Sentence structure Use of describing vocabulary</p>
		<p style="text-align: center;"><b>Resources</b></p> <p>Examples of feely books to look at A4 pre made booklets A variety of different textured materials Glue</p>

## Design and Technology Scheme of Work

Year 1 – Autumn 2

Topic: Incredible Me and My Super Senses

Activities	Intended Outcomes	Key Vocabulary and Questions
<p><b>Making a Sandwich – The Lighthouse Keeper’s Lunch</b></p> <ul style="list-style-type: none"> <li>Discuss with the children what sandwich fillings Mrs Grinling uses to make Mr Grinling his lunch. What fillings do the children like in their sandwiches?</li> <li>Ask the children to think design their own sandwich explaining they will be making this sandwich and eating it.</li> <li>The children will draw a design of a sandwich and label the ingredients they will put into it (may need to limit fillings).</li> <li>Once they have labelled their design the children will need to write a shopping list. They will need to be introduced to shopping lists and the correct format for a list. They will then use their design carefully to write their own shopping list.</li> <li>Children will follow their individual design to make and eat their sandwich.</li> <li>As a class look at the different designs and compare their sandwiches of choice. Children to verbally think about what they liked about their sandwich. Extend – would they change anything next time?</li> </ul>	<p>Children will be able to develop ideas by talking and drawing. They will be able to evaluate their sandwich verbally.</p> <p>Children will be able to prepare a sandwich safely and hygienically. They will learn how to use certain cutting techniques. Children will begin to think about</p>	<p>Sandwich, taste, texture, plan/design, make, hygiene, safety</p> <p>What is your favourite sandwich filling? What does it taste like?</p>
		<b>Assessment Opportunities</b>
		<p>Can the child make a plan?</p> <p>Can the child follow a plan and make a sandwich accordingly?</p> <p>Can they use the cutting techniques required to make a sandwich?</p> <p>Are they able to evaluate?</p>
		<p><b>Resources</b></p> <p>Sandwich ingredients</p> <p>Chopping boards</p> <p>Selection of knives/cutlery</p>

## Design and Technology Scheme of Work

**Year 1 – Spring 1**  
**Topic: I'll Huff and I'll Puff**

Activities	Intended Outcomes	Key Vocabulary and Questions
<p style="text-align: center;"><b>Making Cheese Straws – Three Little Pigs</b></p> <ul style="list-style-type: none"> <li>To introduce the children to a recipe, talk about the features of a recipe and what they need to look for etc.</li> <li>Go through the ingredients with the children getting them to check you have everything on the list. Discuss where certain ingredients come from e.g. cheese.</li> <li>Begin working way through the method allowing the children to have a go where possible. It is important to allow the children as much practical experience as possible and you feel safe to allow (to be made in an adult focused group).</li> <li>Adult to put the cheese straws in the oven.</li> <li>Once they are out and cooled down, children are to try them, thinking about how they taste etc.</li> </ul>	<p>Children will use different techniques such as cutting and grating.</p> <p>They will begin to understand where food comes from e.g. cheese - cow</p>	<p>Cheese, cheese straws, recipe, ingredients, method, taste</p> <p>Where does cheese come from? What do we use to grate cheese?</p>
		<p style="text-align: center;"><b>Assessment Opportunities</b></p> <p>Can the children tell you where some of the ingredients come from? Are they able to try different techniques e.g. grating.</p>
		<p style="text-align: center;"><b>Resources</b></p> <p>Mixing bowl Chopping board Wooden spoon Baking tray Knife</p>

## Design and Technology Scheme of Work

Year 1 – Spring 2

Topic: Make Create and Wonder

Activities	Intended Outcomes	Key Vocabulary and Questions
<p style="text-align: center;"><b>Shoebox Room – Henry Adams</b></p> <ul style="list-style-type: none"> <li>Children will be introduced to the project (usually launched to Henry Adams in an assembly)</li> <li>Discuss the different rooms in a house and what rooms they can design.</li> <li>Children to choose which room they would like to create and to design their room. They will draw and label a plan clearly.</li> <li>The children will need to think about everything they will need in order to create their room, they will need to make a list.</li> <li>Children will need to begin to collect the items they will need to create their room (junk modelling/recycling).</li> <li>Stay and make morning (during creative week).</li> <li>Children will need to remind themselves of their design and begin to create their room. They will need to think carefully about what they are going to use, how they are going to join and shape materials.</li> <li>Once they have created their shoebox room they will need to evaluate their work. Children will need to think about what went well and what they would change next time. They will then share their evaluation with a partner and discuss their shoebox room.</li> </ul>	<p>Children will become designers, creators and evaluators. They will go through the process of plan, make and evaluate.</p> <p>Children will put into practise practical skills of cutting, shaping materials, joining, using a range of materials, components, tools and equipment. Each child will have a completed Shoebox room made from recycled materials (junk modelling).</p>	<p>Shoebox, design, room, plan, make, join, cut, stick, strengthen, create, junk model</p> <p>What material are you going to use to make that?</p> <p>How are you going to join A and B?</p> <p>How will you make it strong enough to stand up/stay together?</p>
		<p style="text-align: center;"><b>Assessment Opportunities</b></p> <p>Can they follow a plan?</p> <p>Can they use junk modelling to create something new?</p> <p>Can they be creative?</p> <p>Are they able to join different materials (junk modelling)?</p> <p>Are they able to use skills such as cutting, shaping etc?</p>
		<p style="text-align: center;"><b>Resources</b></p> <p>Junk modelling</p> <p>Glue</p> <p>Scissors</p> <p>Paper/card</p>

## Design and Technology Scheme of Work

Year 1 – Summer 1

Topic: Here, There and Back Again

Activities	Intended Outcomes	Key Vocabulary and Questions
<b>Moving Pictures – Transport / could be adapted for Super Worm</b> <ul style="list-style-type: none"> <li>Children will have been learning about different types of transport, discuss what they already know.</li> <li>They are to then explore lots of different pop up/ moving picture books. Looking at how the movement helps to bring the picture to life.</li> <li>Discuss the different types of sliding mechanisms, demonstrate how to make a simple/basic slider, using card. Children to then have a go at making a ‘practise’ slider.</li> <li>Children will then design their own moving picture themed on transport e.g. slide the bus from one bus stop to the next bus stop. The idea is to just allow the children to become exposed to movement ready for year 2.</li> <li>Once they have created their design, children will need to have a go at making their sliding transport picture.</li> <li>As a final lesson the children could share their moving pictures with their peers, discuss what they found tricky and if they came across any problems.</li> </ul>	<p>To try out levers and sliders.</p> <p>Children will have thought about and explored simple mechanisms such as levers and sliders.</p> <p>They will have created a mock up slider before their final picture.</p>	<p>Movement, slider, picture, pull, slide, lever</p> <p>What are you going to make move across your picture?</p> <p>How are you going to make this happen?</p>
		<b>Assessment Opportunities</b>
		Can the child create a basic slider?
		<b>Resources</b> <p>Card</p> <p>Scissors</p> <p>Sellotape</p> <p>Glue</p>

## Design and Technology Scheme of Work

Year 1 – Summer 2

Topic: Nature Detectives

Activities	Intended Outcomes	Key Vocabulary and Questions
<p style="text-align: center;"><b>Fruit Kebabs - Healthy Eating – 5 a Day</b></p> <ul style="list-style-type: none"> <li>Children to learn about fruit and how it grows and where comes from plants/trees etc. (linked to science plants topic).</li> <li>They will then design their own fruit kebab and label which fruits they have used (may want to limit choices).</li> <li>Children will then make their fruit kebab following their design and using preparation skills (teacher will help demonstrate, cutting/ slicing, peeling etc.)</li> <li>Finally children will have the opportunity to try their fruit kebab and think about what they liked and maybe what they didn't like.</li> </ul>	<p>Children will know that fruit comes from plants/trees and will understand that everyone should eat their 5 a day.</p> <p>Children will be able to understand how to prepare a simple dish safely and hygienically.</p> <p>They will have begun to use different preparation techniques e.g. cutting/slicing and peeling.</p>	<p>Fruit, healthy, fresh, 5 a day, slice, peel, cut</p> <p>Where does fruit come from?</p> <p>Have you ever grown any fruit in your garden at home? What have you grown?</p> <p>What is your favourite fruit?</p>
		<p style="text-align: center;"><b>Assessment Opportunities</b></p> <p>Are they able to cut/slice safely?</p> <p>Are they able to peel their fruit if required?</p> <p>Can they prepare their fruit kebab safely and hygienically?</p>
		<p style="text-align: center;"><b>Resources</b></p> <p>Fresh fruit</p> <p>Knives</p> <p>Chopping board</p> <p>Kebab skewers</p>