

LONG TERM FORECAST		Key Stage 1 Design and Technology		2017-2019	
		Autumn	Spring	Summer	
<p>Aims The national curriculum for design and technology aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users critique, evaluate and test their ideas and products and the work of others understand and apply the principles of nutrition and learn how to cook. 		<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. <p>Cookery and Nutrition</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. 			
Year 1- Topic	Structures To create a sailing vessel that floats on water (T2)	Mechanical systems (wheels and axles) To create a moving billboard showing a 'lost' sign. (T2)	Food To create a healthy salad. (T1)		
Y1 Assessment milestone	<ul style="list-style-type: none"> They can explain what they are making. They can choose the correct materials. Understand what a product is. They can plan what they are going to make. Talk about their own work. Understand what a designer is and does. 	<ul style="list-style-type: none"> They have explored how moving objects work and how they turn. They can use turning mechanism. They can select tools and equipment to cut, shape, join and finish. Understand what a product is. They can plan what they are going to make. Talk about their own work. Understand what a designer is and does. 	<ul style="list-style-type: none"> They can use a knife and a variety of utensils safely. They are aware of hygiene for cooking. They can describe the properties of food, ingredients; taste, smell, textures and consistency. Understand what a product is. They can plan what they are going to make. Talk about their own work. 		

			<ul style="list-style-type: none"> • Understand what a designer is and does.
Year 2 Topic	<p>Mechanical systems (sliders) Create a souvenir for people to buy from the moon. (T2)</p>	<p>Textiles To create a superhero outfit (T1)</p>	<p>Food To make fruit kebabs (T1)</p>
Y2 Assessment milestone	<ul style="list-style-type: none"> • They have looked at wheels, axels, mechanisms, hinges and simple levers • They can use mechanisms e.g. levers, sliders, axels and wheels. • They can select materials and explain why they are being used depending upon their characteristics. • Identify features of familiar products. • Explain how their product will work. • Talk about their own and other's work. • Make comments about other designers' products. 	<ul style="list-style-type: none"> • Look at the work of related designers to see how their products are used within our world. • They can measure and join material accurately as part of a moving product e.g. sewing, rolling, folding, joining or by shape. • They know that their product needs to be made of materials that are suitable for the job. • Identify features of familiar products. • Explain how their product will work. • Talk about their own and other's work. • Make comments about other designers' products. 	<ul style="list-style-type: none"> • They can describe the properties of the ingredients they are using and why it is important to have a varied diet. • They can explain what it means to be hygienic and keep a hygienic kitchen area. • They can say where food comes from e.g. animals, underground, over ground etc. • Identify features of familiar products. • Explain how their product will work. • Talk about their own and other's work. • Make comments about other designers' products.