

Year group: 1		Subject Area: Design Technology		Unit 1 – Exploring Mechanisms		Subject Leader: H Cassidy	
Prior linked knowledge		National curriculum objectives				Future linked knowledge	
Handle equipment and tools effectively, including pencils for writing. Safely use and explore a variety of materials, tools and techniques (EYFS)		<ul style="list-style-type: none"> • Explore and use mechanisms - for example, levers, sliders, wheels and axles, in their products. • Explore and evaluate a range of existing products. • Evaluate their ideas and products against set criteria. • 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 and materials. 				Use joining, folding or rolling to make a product stronger and more stable. Incorporate some types of movement into models. Join materials and components in different ways (Y2)	
Notes		Cross-curricular links				Possible hooks/enrichment activities	
		History: old and new toys English: writing instructions				Explore old and new toys	
Lesson Sequence							
To explore mechanisms.		To design a product that moves.		To choose appropriate resources and tools for a specific task use them appropriately and safely.		To make a product that moves. To choose appropriate resources and tools for a specific task and use them appropriately and safely.	
Lesson 1: Explore the term mechanisms. Look and discuss different toys and how they move.		Lesson 2: Chosen model for whole class to be looked at in detail. Discuss how the model moves and what materials have been used.		Lesson 3: Discuss the materials that will be used when creating the chosen model. Explore joining the materials together to see what works best.		Lesson 4 and Lesson 5: Create a model using appropriate resources and tools effectively and safely. Add an image of the final product to art and DT books.	
Lesson 6: Discuss the model; creating an evaluation.							
Key Vocabulary							
Movement Push Pull Join Wheels		Movement Materials		Movement Materials Join Tools		Movement Tools Materials	
Evaluation Movement							
Key skill throughout unit							
<ul style="list-style-type: none"> • To design and make a purposeful product selecting appropriate tools. • To generate ideas through discussion. • To evaluate own product. 							

Year group: 1	Subject Area: Design Technology	Unit 2 – Food Technology	Subject Leader: H Cassidy
Prior linked knowledge	National curriculum objectives		Future linked knowledge
Know the importance for a healthy diet, and talk about ways to keep healthy and safe (EYFS)	Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.		Weigh and describe ingredients in a recipe and explain what it means to be hygienic (Y2)
Notes	Cross-curricular links		Possible hooks/enrichment activities
Linked to The Giant Jam Sandwich text	English – write instructions to a recipe		Trip to Asda to buy ingredients
Lesson Sequence			
To know how to wash hands and make sure surfaces are clean. To understand and discuss where food comes from.		To know how to wash hands and make sure surfaces are clean. To cut food safely. To describe the texture of foods	
Lesson 1: Look at and discuss the words safety and hygiene. Children to recap how to wash their hands carefully. Discuss and understand the basic principles of what is meant by a healthy and varied diet.	Lesson 2: Explore where food comes from, e.g. farms, fruit growing on tree, growing wheat for bread.	Lesson 3: Discuss the equipment and ingredients needed for the recipe. (The ingredients could be bought from Asda in this lesson).	Lesson 4 and Lesson 5: Recap hand washing and making sure surfaces are clean before following the instructions for the recipe. Add an image of the food to art and DT books. Discuss what went well during the making of the recipe. Talk about and describe the appearance and texture of the food.
Key Vocabulary			
Safety Hygiene Wash Soap Water Healthy Varied diet Eat well plate	Farmers Fields Animals	Recipe Ingredients Cutlery Knife Chopping board	Recipe Instructions Ingredients Hygiene Cutlery Knife Chopping board Texture Appearance
Key skill throughout unit			
<ul style="list-style-type: none"> • To understand where food comes from. • To have knowledge of a healthy and balanced diet. • To have knowledge of hygiene and safety. • To know how to cut food. 			

Year group: 1		Subject Area: Design Technology		Unit 3 – Moving Mechanisms		Subject Leader: H Cassidy	
Prior linked knowledge		National curriculum objectives				Future linked knowledge	
Handle equipment and tools effectively, including pencils for writing. Safely use and explore a variety of materials, tools and techniques (EYFS)		<ul style="list-style-type: none"> • Explore and use mechanisms - for example, levers, sliders, wheels and axles, in their products. • Explore and evaluate a range of existing products. • Evaluate their ideas and products against set criteria. • 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 and materials. • Design purposeful, functional, appealing products for themselves and others users based on design criteria. • Generate, develop, model and communicate their ideas. 				Use joining, folding or rolling to make a product stronger and more stable. Incorporate some types of movement into models. Join materials and components in different ways (Y2)	
Notes		Cross-curricular links				Possible hooks/enrichment activities	
Children to create moving models of lighthouses.		Geography: Local lighthouses History: Grace Darling Science: Light				Class trip to Souter Lighthouse and Roker Beach.	
Lesson Sequence							
To use own ideas to design something and describe how their own idea works. To design a product that moves.		To use own ideas to make something. To make a product that moves. To choose appropriate resources and tools for a specific task and use them appropriately and safely.			To describe how something works. To explain what went well with their work.		To experiment with how to make own model stronger.
Lesson 1: Recap how different models move. Children to create their own ideas for a model/structure and write a plan.		Lesson 2: Discuss the materials that will be used when creating the individual models. Explore using appropriate materials to ensure the models can move.		Lesson 3 and Lesson 4: Create individual model. Ensure the product can move effectively. Add an image of the final product to art and DT books .		Lesson 5: Discuss the model; creating an evaluation. Think about how to make the product stronger if they were to make it again.	Lesson 6: Experiment with different materials and carry out tests to see which materials make own model stronger. E.g. using card or wooden sticks.
Key Vocabulary							
Movement Push Pull Join Wheels		Movement Materials		Movement Materials Join Tools		Evaluation Movement	Testing Stronger Sturdy Materials
Key skill throughout unit							
<ul style="list-style-type: none"> • To design and make a purposeful product selecting appropriate tools. • To generate ideas through discussion. • To evaluate own product. 							