

John E. Batty Primary		Year Group Top Level Plan		Subject:	Design and Technology (KS1)
Year Group	Autumn	Spring	Summer		
Year 1	<ul style="list-style-type: none"> Generate ideas for a design Design a functioning appealing product for themselves and others based on own design criteria. Label drawing and explain a simple plan. Describe how my design will work. Explain if product was successful. Ask other people what they think of my product. <ul style="list-style-type: none"> Build structures exploring how they can be made stronger and more stable Select tools for a purpose. Select a range of components and materials. <p>Structures – Playgrounds link to Geography – Our Local Area Link</p> <ul style="list-style-type: none"> Explore real playground equipment; investigate suitable materials exploring how they can make model stronger; design (with labels) and make a model piece of playground equipment selecting tools for purpose with a range of components and materials; evaluate product. 	<ul style="list-style-type: none"> Generate ideas for a design Design a functioning appealing product for themselves and others based on own design criteria. Label drawing and explain a simple plan. Describe how my design will work. Explain if product was successful. Ask other people what they think of my product. <ul style="list-style-type: none"> Make a product which moves e.g. sliders, wheels, pivots/levers Select tools for a purpose. Select a range of components and materials <p>Mechanisms – Levers and Sliders – Moving Pictures - Literacy link - Traditional Tales</p> <ul style="list-style-type: none"> Investigate and explore how pictures move in a range of children's books (sliders, wheels, pivots/levers) ; make mock ups of simple levers, wheels and sliders to understand how movement is created and explore ways of combining/joining materials choosing correct tools; design a moving image with labelled workings; make and evaluate product. 	<ul style="list-style-type: none"> Generate ideas for a design Design a functioning appealing product for themselves and others based on own design criteria. Label drawing and explain a simple plan. Describe how my design will work. Explain if product was successful. Ask other people what they think of my product. <ul style="list-style-type: none"> Cut food safely Tasting and describing <p>Food – Technology - Fruit Salad/Kebabs - follow on link from Literacy - Handa's Surprise</p> <ul style="list-style-type: none"> Research where fruit comes from (countries) ; taste and describe fruit's appearance, smell and texture; prepare and combine fruit safely, choosing correct tools; select ingredients based on properties for final product; evaluate end food item. 		
Year 2	<ul style="list-style-type: none"> Think of an idea and plan what to do Explain the need for product and what it needs to do. Explain why I have chosen certain materials. Make simple judgements – what went well, what didn't go well. Say whether the product fulfilled the design criteria. Suggests how products can be improved. <ul style="list-style-type: none"> Measuring ingredients Safe cutting Develop Awareness of Hygiene Describe the ingredients <p>Food – Technology – Healthy Snack / Wraps link to Science Link–Health & Growth</p> <ul style="list-style-type: none"> Discuss healthy diet – look at the 'balanced plate' model of food groups. Evaluate a range of bought sandwiches/wraps. Taste different breads / ingredients. Record opinions on taste, appearance, smell and texture. Demonstrate using a knife safely for slicing and cutting. Design a sandwich / wrap choosing from ingredients provided. Make and evaluate. 	<ul style="list-style-type: none"> Think of an idea and plan what to do Explain the need for product and what it needs to do. Explain why I have chosen certain materials. Make simple judgements – what went well, what didn't go well. Say whether the product fulfilled the design criteria. Suggests how products can be improved. <ul style="list-style-type: none"> Joining wheels and axles to allow movement. <p>Mechanisms – Wheels and Axles – Fire Engines History link - Great Fire of London</p> <ul style="list-style-type: none"> Examine a range of vehicles including fire engines. Look at pictures of fire engines from 1666. Identify different parts of vehicles; wheel, axle etc. Practise Use a range of finishing techniques. Design a fire engine. Collect equipment including tools and joining components. Make and evaluate against design criteria. 	<ul style="list-style-type: none"> Think of an idea and plan what to do Explain the need for product and what it needs to do. Explain why I have chosen certain materials. Make simple judgements – what went well, what didn't go well. Say whether the product fulfilled the design criteria. Suggests how products can be improved. <ul style="list-style-type: none"> Join materials in different ways. Measure materials. Mark, measure and make templates Explore and perfect ways of fixing materials <p>Materials / Textiles – Puppets Geography link – Australian animals</p> <ul style="list-style-type: none"> Explore a range of puppets, their features, what materials are used and what they are used for. Learn different sewing techniques to use when creating a puppet. Design their own glove puppet for a particular purpose. Follow designs to create a glove puppet using appropriate materials. Share and demonstrate their puppets then evaluate them. 		