

Year 1 – Term 2

Do we all work in the same way?

DESIGN AND TECHNOLOGY



Progression in Skill:

Technical Knowledge – Levers & sliders

Know about the simple working characteristics of materials and components.

Know about the movements of simple mechanisms: levers, sliders, wheels.

Know the correct technical vocabulary for the projects they are undertaking.

Design

Work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment.

Say what they are making, who it is for and how it is suited to the user.

Describe what their products are for and how they will work.

Use a simple design criteria.

Generate ideas by drawing on their own experiences, using knowledge of existing products.

Develop and communicate ideas by talking and drawing and, where appropriate, ICT.

Model ideas by exploring materials, components and construction kits and by making templates and mock ups.

Make

Measure, mark out, cut and shape materials and components.

Assemble, join and combine materials and components.

Use finishing techniques, including those from art and design.

Select from a range of materials and components according to their characteristics.

Long-term Memory Knowledge:

Cardboard is stronger than paper.

Movement can be created using a slider: it needs two parts: the part that stays still and the part that moves.

The more accurate you cut, the better quality the finish.

Key Vocabulary

materials	what things are made of
paper	a thin material that people use for writing, printing, wrapping, and many other purposes
slider	something that moves forwards and backwards in a straight line
slot	a small hole through which something thin can fit
pull	move something towards you
push	move something away from you

Progression in Resources:

paper, cardboard, scissors, spilt pins

Relevance

Now	Create objects with moving parts and find ways to improve; they develop their understanding of materials and design to suit a given purpose.
Future	Understand how simple mechanisms are put together and can make basic repairs to products in the home.
Aspiration	Children choose careers in design, developing products; they work in restoration, repairing pre-loved products. They are able to make simple products for their own use.

National Curriculum Links:

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.

Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.

Explore and use mechanisms [for example, levers and sliders] in their products.

Essential Prior Learning:

Some books have moving parts, e.g. in a pop-up book.

Children should be able to use scissors safely; they be able to use glue to join two or more pieces of card and recognise this as one way of joining materials.