



Orton Wistow Primary School – Curriculum Plan



Subject : Design Technology

Year : 1

Term : Autumn

Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do																		
Define the word and include etymology if useful.	<table border="1"> <tr> <th data-bbox="573 586 732 618">Learning</th> <th data-bbox="732 586 892 618">Teaching</th> <th data-bbox="892 586 1052 618">Assessment</th> </tr> <tr> <td data-bbox="573 618 732 651">Remembering</td> <td data-bbox="732 618 892 651">Telling</td> <td data-bbox="892 618 1052 651">Testing</td> </tr> </table>	Learning	Teaching	Assessment	Remembering	Telling	Testing	<table border="1"> <tr> <th data-bbox="1052 586 1211 618">Learning</th> <th data-bbox="1211 586 1371 618">Teaching</th> <th data-bbox="1371 586 1530 618">Assessment</th> </tr> <tr> <td data-bbox="1052 618 1211 651">Practising</td> <td data-bbox="1211 618 1371 651">Coaching</td> <td data-bbox="1371 618 1530 651">Observing</td> </tr> </table>	Learning	Teaching	Assessment	Practising	Coaching	Observing	<table border="1"> <tr> <th data-bbox="1530 586 1690 618">Learning</th> <th data-bbox="1690 586 1850 618">Teaching</th> <th data-bbox="1850 586 2009 618">Assessment</th> </tr> <tr> <td data-bbox="1530 618 1690 651">Reflecting</td> <td data-bbox="1690 618 1850 651">Facilitating</td> <td data-bbox="1850 618 2009 651">Evaluating</td> </tr> </table>	Learning	Teaching	Assessment	Reflecting	Facilitating	Evaluating
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<p>Structure – something built or constructed (from latin 'structura', equivalent to struct and 'ura' = put together)</p> <p>Mechanism – an assembly of moving parts performing a complete functional motion (from Latin 'mechanismus' and Greek 'mechan' = machine)</p> <p>Design- to prepare the preliminary sketch or plans for a structure (Middle English 'designen' and Latin 'designare' = to mark out)</p> <p>Criteria- a standard for judgement or to test something (Greek 'kriterion' = to separate)</p> <p>Wheel- a circular frame or disk arranged to revolve on an axis (Dutch 'wiel' = cycle)</p> <p>Axis – a central structure where something turns (Latin – turn)</p> <p>Product- a thing produced by labour</p> <p>Material- the substances of which a thing is made (Latin 'materialis' meaning belonging to matter)</p> <p>Hinge- a jointed device or flexible piece which allows other parts to move (Dutch – 'henge' meaning to hang)</p>	<p>Know how to identify likes and dislikes of the designs</p> <p>Suggest improvements to existing designs</p> <p>Explore how products have been created by taking things apart</p> <p>Remember what a wheel does and how it works</p> <p>Use 2Design on Purple Mash</p> <p>Investigate wheels and axel, design (on Purple Mash) and create products using wheels and axils.</p> <p>Remember how to safely use a saw and cutting tools.</p> <p>Measure and mark out to the nearest centimetre.</p> <p>Testing a range of cutting and shaping techniques (such as tearing, cutting, folding and curling) to find the most suitable way.</p> <p>Testing a range of joining techniques (such as gluing, hinges or combining materials to strengthen) to find the most suitable way.</p> <p>Explain to someone else how a product works and how it can be improved.</p>	<p>What do I like and dislike about a product?</p> <p>What do I notice?</p> <p>How has it been made?</p> <p>What is a wheel?</p> <p>What is an axel and how does it move and support a wheel?</p> <p>What is it made from?</p> <p>How are tools used safely and efficiently?</p> <p>How can a ruler be used accurately?</p> <p>How can I join materials so my product is strong?</p> <p>How can I copy how it has been made to make my own product?</p>	<p>Be able to identify where a wheel and axel has been used.</p> <p>Cut materials safely using tools provided.</p> <p>Measure using a ruler and mark out to the nearest centimetre.</p> <p>Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</p> <p>Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen)</p> <p>Evaluate how my product matches the design criteria.</p> <p>Reflect on what modifications would be made next time, if the product was made again</p>																		



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<p>Fruit – any edible product of plant growth useful to humans or animals</p> <p>Healthy – enjoying good health</p> <p>Ingredients – Latin (stem of ingrediens) something that enters as an element into a mixture</p> <p>Recipe – Latin (recipere) a set of instructions for making or preparing a food dish</p> <p>Peel/peeler – to strip of its skin/rind</p> <p>Slice – Old French (esclicer – to split up) a thin, flat piece cut from something</p> <p>Vegetable – Latin (vegetabilis – able to live and grow) any plant whose parts are used as food</p> <p>Knife – an instrument for cutting</p> <p>Grate – product of grating</p> <p>Grater - an instrument for grating</p> <p>Chop – product of chopping</p> <p>Hygiene – practice to preserve health</p>	<p>How to look at cookery books of different chefs and countries, finding ones they would like to eat.</p> <p>How to explain objects and designs to identify likes and dislikes of the designs.</p> <p>Suggest improvements to existing designs.</p> <p>Testing how food products have been created.</p> <p>How to cut, peel or grate ingredients safely and hygienically.</p> <p>To use scales or measuring cups, measure or weigh food items with a general accuracy.</p> <p>Assemble or cook healthy ingredients.</p>	<p>Understand where food comes from and be able to discuss the cycle of food production.</p> <p>Understand which foods are grown and which are produced.</p> <p>Observe how food items are made and be able to copy the techniques modelled.</p> <p>Understand that food must be prepared safely and hygienically and be able to explain the reasons why.</p> <p>Practise how to use a knife, grater and peeler safely, knowing the reasons why, observing how to listen to instructions.</p> <p>Understand the difference between healthy and unhealthy</p>	<p>Find a recipe in a cookbook or using an internet search.</p> <p>Identify ingredients that can be classed as healthy and unhealthy.</p> <p>Create a template example of a healthy/unhealthy dish.</p> <p>Group ingredients to show which ones are grown and which ones are produced.</p> <p>Use a knife, grater and peeler safely and reflect on why it is important.</p> <p>Measure ingredients using a scale and measuring cups/teaspoons/tablespoons.</p>



									
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Safety – the state of being safe to prevent injury	Begin to evaluate their ideas and products against design criteria.			ingredients and what makes them that way.			Evaluate a food dish or item, being able to explain why they like or dislike it.		

<https://campaignresources.phe.gov.uk/schools/resources/be-food-smart-ks1-toolkit>



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<p>Assemble – bring or gather in one place</p> <p>Design – prepare plans or a sketch</p> <p>Criteria/criterion – Greek (kriterion – a standard) rule for evaluating or testing something</p> <p>Evaluation – appraisal/appraising</p> <p>Fastening/fastener – something that fastens such as a lock or clasp</p> <p>Mock-up – a model, often full-size, for testing after design and draft stage</p> <p>Stitching – one complete movement of a threaded needle through a fabric or material. To sew, join or embellish with stitches.</p> <p>Template – a pattern serving as a guide</p>	<p>Different designers from around the world.</p> <p>How different materials react under different conditions, choosing the most suitable material for their products.</p> <p>Know how to use 2Simple to create a design.</p> <p>Remember how to tinker with different materials and design own product.</p> <p>Remember how to measure and mark out to the nearest centimetre.</p> <p>With tools provided, children know how to use them safely and sensibly.</p> <p>Evaluate product as going along with a final evaluation against the design brief.</p>			<p>How to compare different designers from around the world – likes and dislikes.</p> <p>Observe different materials and their features.</p> <p>How to follow instructions on working with needles, scissors and materials safely, being able to explain why.</p> <p>Observe the importance for the aesthetics of their own products, being able to explain why this is important.</p> <p>Practise different sewing techniques and why certain ones are most suitable for their product.</p> <p>Practise and demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling)</p> <p>Understand why their product was suited and why it wasn't.</p>			<p>Research and investigate different designers from around the world – explaining which ones they like and dislike.</p> <p>Use 2Simple to create design.</p> <p>Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</p> <p>Use a running-stitch to join fabric.</p> <p>Cut materials accurately and safely using tools provided.</p> <p>Select the most appropriate techniques to decorate textiles, such as dyeing, adding sequins or printing, being able to explain those choices.</p> <p>Explain why their product achieves the design brief and reflect how it can be improved next time.</p>		



