



Ferndale Primary and Nursery School

DT: Year 1

Projects	Design: develop, plan and communicate ideas	Make: working with tools, equipment, materials and components to make quality products.	Evaluate: processes and products	Technical knowledge: materials and structures	Technical knowledge: mechanisms	Technical knowledge: textiles	Technical knowledge: electrical systems	Technical knowledge: food and nutrition
Free standing structures T2 Sliders and levers card T4 Food preparation T6	Have own ideas based on simple design criteria and their own experiences of familiar products. Describe and design using pictures, talk, words and models <i>Design purposeful, functional,</i>	Can say what they are making and select from a range of tools and equipment, saying what they are using. Can use tools and materials with help. <i>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping,</i>	Talk about their work, in relation to what they were asked to do. Say what they might change. Talk about existing produces, saying what is and	Begin to measure and join materials with some support. Use scissors with growing accuracy. With some support, join shapes together (using glue, buletac, masking tape, plasticine, sellotape, staples) Build freestanding structures. T2	Begin to use levers or slides. T3 <i>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</i>	Begin to select appropriate textiles for a product. Use techniques to join more than one piece of fabric including stapling, gluing, simple stitching		Begin to say where some food comes from. Discuss how fruit and vegetables are healthy. With support, choose ingredients and prepare dishes. Cut, peel and grate safely with support. T6 <i>Use the basic principles of a healthy and varied diet to prepare dishes.</i>



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<p><u>appealing products for themselves and other users based on design criteria.</u></p> <p><u>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</u></p>	<p><u>joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</u></p>	<p>isn't good and what they like / dislike.</p> <p><u>Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</u></p>	<p><u>Build structures, exploring how they can be made stronger, stiffer and more stable.</u></p>				<p><u>Understand where food comes from.</u></p>
<p>Language Enrichment</p>	<p>First Hand Experiences</p>	<p>Purpose / Life Skills</p>	<p>Previous Knowledge</p>				
<p>Opportunities to explain what they like or dislike about an object, including their end products.</p> <p>Opportunities to discuss and share their ideas about how and what to make, what equipment and materials to use and why.</p>	<p>Make bread.</p> <p>Build freestanding structure from different materials.</p> <p>Make a Mother's Day card with a sliding lever.</p> <p>Washing and cutting fruit up to make a fruit salad.</p>	<p>Team work</p> <p>Trying new foods.</p> <p>Learning to be hygienic and safe e.g. washing hands and cleaning surfaces, knife skills.</p> <p>Discussing what they like/dislike.</p>	<ul style="list-style-type: none"> Is developing his/her small motor skills so that he/she can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. (Fine Motor Skills) Is beginning to show accuracy and care when drawing (ELG). (Fine Motor Skills) Holds a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases (ELG). (Fine Motor Skills) 				



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Talk about the methods they have used.

Asking open ended questions.

- **Uses a range of small tools, including scissors, paint brushes and cutlery (ELG). (Fine Motor Skills)**
- **Manages his/her own basic hygiene and personal needs, including dressing and going to the toilet and understands the importance of healthy food choices (ELG). (Managing Self)**
 - Explores different materials freely, in order to develop his/her ideas about how to use them and what to make. (Creating with Materials)
 - Is developing his/her own ideas and is then able to decide which materials to use to express them. (Creating with Materials)
- Can join different materials and explore different textures. (Creating with Materials)
- Can create closed shapes with continuous lines, and is beginning to use these shapes to represent objects. (Creating with Materials)
 - Is drawing with increasing complexity and detail, such as representing a face with a circle and including details. (Creating with Materials)
 - Uses drawing to represent ideas like movement or loud noises. (Creating with Materials)
- Explores colour and colour-mixing. (Creating with Materials)
- Makes imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. (Being Imaginative and Expressive)



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