

Mersey Park Primary School Design and Technology Long Term Overview – Year 1



	Target Tracker Assessment Focus	Weaving Knowledge, Skills and Understanding
Cooking and Nutrition: Fruit kebab		
	<ul style="list-style-type: none"> • Talk about what he/she eats at home and begin to discuss what healthy foods are • Say where some food comes from and give examples of food that is grown • Use simple tools with help to prepare food safely 	<p>During KS1 pupils should be taught to:</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from. <p>Breadth of study:</p> <ul style="list-style-type: none"> • Can they cut food safely? • Can they describe the texture of foods? • Do they wash their hands and make sure that surfaces are clean?
Processes: Glove/sock puppet, Building, Seaside scene		
Developing planning and communicating ideas	<ul style="list-style-type: none"> • Create simple designs for a product • Use pictures and words to describe what he/she wants to do 	<p>During KS1 pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 <p>Breadth of study:</p> <ul style="list-style-type: none"> • Can they think of some ideas of their own? • Can they explain what they want to do? • Can they use pictures and words to plan?
Working with tools, equipment, materials and components to make quality products Textiles Use of materials	<ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing • Use a range of simple tools to cut, join and combine materials and components safely 	<p>During KS1 pupils should be taught to:</p> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks, (or example, cutting, shaping, joining and finishing) • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Breadth of study:</p> <ul style="list-style-type: none"> • Can they explain what they are making? • Can they explain which tools are they using? • Can they describe how different textiles feel? • Can they make a product from textiles by gluing? • Can they make a structure/model using different materials? • Is their work tidy? • Can they make their model stronger if it needs to be?

Evaluating processes and products	<ul style="list-style-type: none"> • Ask simple questions about existing products and those that he/she has made 	<p>During KS1 pupils should be taught to:</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria <p>Breadth of study:</p> <ul style="list-style-type: none"> • Can they describe how something works? • Can they talk about their own work and things that other people have done?
Mechanisms	<ul style="list-style-type: none"> • Explore and use mechanisms e.g. levers, sliders, in his/her products (Band 2) 	<p>During KS1 pupils should be taught to:</p> <ul style="list-style-type: none"> • explore and use mechanisms, (for example levers and sliders), in their products. <p>Breadth of study:</p> <ul style="list-style-type: none"> • Can they make a product which moves? • Can they cut materials using scissors? • Can they describe the materials using different words? • Can they say why they have chosen moving parts?
Construction	<ul style="list-style-type: none"> • Build structures, exploring how they can be made stronger, stiffer and more stable 	<p>During KS1 pupils should be taught to:</p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable <p>Breadth of study:</p> <ul style="list-style-type: none"> • Can they talk with others about how they want to construct their product? • Can they select appropriate resources and tools for their building projects? • Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?