



## Year 1 Design and Technology Subject Map

<b>Autumn Term One Continuous Provision</b>		
<b>Lesson</b>	<b>Skill focus</b>	<b>Context</b>
<p>As part of the Continuous provision offer during Autumn One, children will be given opportunities to do junk modelling activities, classroom choosing, cutting skills, sticking, attaching objects together with links to Art. The range of skills covered are:</p> <ul style="list-style-type: none"><li>❖ I have my own ideas.</li><li>❖ I can explain what I want to do.</li><li>❖ I can explain what my product is for, and how it will work.</li><li>❖ I can use pictures and words to plan.</li><li>❖ I can design a product for myself following design criteria.</li><li>❖ I can explain what I'm making and why.</li><li>❖ I can consider what I need to do next.</li><li>❖ I can select tools/equipment to cut, shape, join, finish and explain choices.</li><li>❖ I can choose suitable materials and explain my choices.</li><li>❖ I can try to use finishing techniques to make product look good.</li><li>❖ I can work in a safe and hygienic manner.</li><li>❖ I can talk about my work.</li><li>❖ I can talk about things that other people have made.</li><li>❖ I can begin to talk about what could make product better.</li><li>❖ I can begin to measure and join materials, with some support.</li><li>❖ I can describe differences in materials.</li><li>❖ I can suggest ways to make material/product stronger.</li></ul>		
<b>Autumn Term Two Stable Structures</b>		
<b>Lesson</b>	<b>Skill focus</b>	<b>Context</b>

<p>Lesson 1 WALT explore the features of stable structures, including toy car garages.</p>	<ul style="list-style-type: none"> <li>● Can children evaluate existing products?</li> <li>● Can children communicate their ideas through talking?</li> <li>● Can children compare existing products?</li> </ul>	<p>Children will explore and compare existing toy car garage structures. They will look at the materials, features and think about their purpose as they</p>
<p>Lesson 2 WALT design and plan a stable structure.</p>	<ul style="list-style-type: none"> <li>● Can children design a functional product?</li> <li>● Can children communicate their ideas through talking and drawing?</li> <li>● Can children think about the purpose of the end product?</li> </ul>	<p>Children will examine the different parts of toy garage structures and think about their features and purposes. Then they will compare a picture of a product to a plan and begin to think about their own design ideas as they modify existing plans.</p>
<p>Lesson 3 WALT explore a range of materials and make decisions based on the end product.</p>	<ul style="list-style-type: none"> <li>● Can children investigate the properties and characteristics of materials?</li> <li>● Can children explore how materials can be made stronger and stiffer?</li> <li>● Can children select appropriate materials based on the purpose of their product?</li> </ul>	<p>Children will explore the properties of different materials and think about which ones are suitable for each section of their stable structure. They will think about strength, stability, malleability and other features in this exploration lesson.</p>
<p>Lesson 4 WALT follow a design plan and make a product.</p>	<ul style="list-style-type: none"> <li>● Can children follow a design plan?</li> <li>● Can children manipulate materials?</li> <li>● Can children use tools accurately?</li> </ul>	<p>Children will follow their own design plans and use the helpful resources provided to build their own stable structures. They will develop their fine motor skills, concentration and perseverance as they draw, cut and stick with precision.</p>
<p>Lesson 5 WALT evaluate products.</p>	<ul style="list-style-type: none"> <li>● Can children follow their design to make a completed product?</li> <li>● Can children use cutting and sewing skills?</li> <li>● Can they work safely and sensibly with the tools and materials they have?</li> </ul>	<p>Children will first revisit the steps needed to make a Christmas tree bauble by putting pictures in the correct order of work. They will then be encouraged to think about what they think will be the easiest and hardest part of the making process for them, and what they can do if they encounter a problem. Children will be reminded to use the safety rules for the tools they</p>

		will be using, before beginning to make their decoration.
Lesson 6 WALT evaluate a Christmas tree decoration.	<ul style="list-style-type: none"> <li>• Can children make purposeful functional products?</li> <li>• Can children evaluate their products?</li> <li>• Can children use technical language when talking about their product?</li> </ul>	Children will look at different criteria and assess whether their structures are successful. They will think about features including the stability and firmness of their structure as well as features specific to their own design criteria.

**Spring Term Two  
Moving Pictures**

<b>Lesson</b>	<b>Skill focus</b>	<b>Context</b>
Lesson 1 WALT create a sliding mechanism	<ul style="list-style-type: none"> <li>• Can children identify the direction of movement in a sliding mechanism?</li> <li>• Can children investigate different ways of making sliders?</li> <li>• Can children evaluate their work and identify areas for future development?</li> </ul>	Children to find out what a moving mechanism is and how to create one. They will focus on slider mechanisms, recognising different types and how they work before using a character to create their own moving picture.
Lesson 2 WALT use levers to create a moving mechanism	<ul style="list-style-type: none"> <li>• Do children understand the terms 'lever' and 'pivot'?</li> <li>• Can children combine and join materials to make lever mechanisms?</li> <li>• Can children generate ideas for different ways of using lever mechanisms in moving pictures?</li> </ul>	Children to find out what levers and pivots are and how to create this mechanism. They will be challenged to make this particular mechanism using a template, strips of card and some paper fasteners.
Lesson 3 WALT investigate and create wheel mechanisms.	<ul style="list-style-type: none"> <li>• Can children describe what a pivot is?</li> <li>• Can children cut out and join components to create a wheel mechanism?</li> <li>• Can children evaluate their work and identify areas for future development?</li> </ul>	Children to find out what a wheel mechanism is and how to create one. They will create four different facial expressions for a person before joining the wheel mechanism together to create their moving picture.
Lesson 4 WALT	<ul style="list-style-type: none"> <li>• Can children discuss ideas for how they could incorporate moving mechanisms into pictures?</li> </ul>	Children to design a moving picture that has one of the previously learnt moving mechanisms. They will

design a picture with a moving mechanism	<ul style="list-style-type: none"> <li>• Can children draw on previous experience of moving mechanisms to design a moving picture?</li> <li>• Can children convey in pictures and words how they will create their moving picture?</li> </ul>	recap what they are and share their ideas to help create their designs.
Lesson 5 WALT make a moving picture based on a design.	<ul style="list-style-type: none"> <li>• Can children follow a design to create a picture with a moving mechanism?</li> <li>• Can children work safely with a variety of tools and materials to create a moving mechanism?</li> <li>• Can children identify ways in which they can improve their finished products?</li> </ul>	Children to follow their designs to create their moving picture. They should think about the appropriate materials to use and how to work safely and carefully
Lesson 6 WALT evaluate a moving picture.	<ul style="list-style-type: none"> <li>• Can children evaluate their own moving pictures and say what they think and feel about them?</li> <li>• Can children identify what they have done well and suggest how they could make improvements?</li> <li>• Can children give their opinion about the work of other children and give positive feedback?</li> </ul>	Children to share and demonstrate how their moving pictures work. They will then evaluate their own moving pictures using the worksheet provided.

**Summer Term Two**  
**Eat More Fruit and Vegetables**

<b>Lesson</b>	<b>Skill focus</b>	<b>Context</b>
Lesson 1 WALT find out the favourite fruits and vegetables in the class and present the data in a pictogram.	<ul style="list-style-type: none"> <li>• Can children identify and describe familiar fruits and vegetables?</li> <li>• Can children gather data about the most popular fruits and vegetables?</li> <li>• Can children present data in a pictogram?</li> </ul>	Children to discuss and make lists of as many fruits and vegetables as they can. They will pick their favourite and then find out the most popular in class, presenting this data in a pictogram.
Lesson 2 WALT examine,	<ul style="list-style-type: none"> <li>• Can children identify different parts of fruits and vegetables, such as the skin, flesh and seeds?</li> <li>• Can children explore a range of fruits and</li> </ul>	Children to look closely at a variety of different fruits and vegetables. They will use their senses to describe the different features of the fruits and vegetables as

<p>taste and describe a variety of fruits and vegetables.</p>	<p>vegetables using their different senses?</p> <ul style="list-style-type: none"> <li>• Can children draw, label and describe a variety of fruits and vegetables?</li> </ul>	<p>well as their sense of taste. The children will also discuss safety and hygiene in relation to food.</p>
<p>Lesson 3 WALT find out how to handle and prepare a variety of fruits and vegetables.</p>	<ul style="list-style-type: none"> <li>• Can children identify ways of working safely with sharp objects such as knives and graters?</li> <li>• Can children identify ways of working hygienically with food?</li> <li>• Can children follow health and safety procedures when preparing food?</li> </ul>	<p>Children to discuss and think about food preparation. They will be practising using different tools safely, and using the appropriate language associated with food preparation.</p>
<p>Lesson 4 WALT design a recipe to include fruit and/or vegetables.</p>	<ul style="list-style-type: none"> <li>• Do children understand that fruits and vegetables are an important part of a healthy diet?</li> <li>• Can children design a salad or smoothie for a particular purpose?</li> <li>• Can children identify what ingredients and tools they will need to make their salad or smoothie?</li> </ul>	<p>Children to look at variety of different foods and the importance of eating more fruit and vegetables than certain other groups of foods. They will be challenged to design some new recipes only using fruits and vegetables, making sure they are colourful, tasty and healthy.</p>
<p>Lesson 5 WALT make and evaluate a food product based on a design.</p>	<ul style="list-style-type: none"> <li>• Can children identify and follow rules for food safety and hygiene?</li> <li>• Can children follow a design to make a smoothie or salad?</li> <li>• Can children evaluate their finished products and say what they think and feel about them?</li> </ul>	<p>Children to recap and evaluate all they have learnt about fruits and vegetables. They will be recreating their recipe designs making sure they are being safe and hygienic.</p>