Year 1 – Design & Technology Progression Curriculum Documents

Prior Learning	In Year 1	Future learning:	Key Vocabulary
In EYFS: • Children can develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Children can explore, use and refine a variety of effects to express their ideas and feelings. • Children can return to and build on previous learning, refining ideas and developing their ability to represent them. • Children can create collaboratively, sharing ideas, resources and skills.	**Designing** • Children can make evaluative comments about existing products. • Children can use pictures and words to show what I want to do. **Making:** • Children can name, choose and use tools appropriately. • Children can assemble and join materials and parts to make a model that reflects my ideas. • Children can use scissors to cut along a straight or curved line accurately. • Children can, with some support, join fabrics using simple running stitch. **Evaluating:** • Children can evaluate my own product against design criteria.	**Designing:** • 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. **Making:** • Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. **Evaluating:** • Identify what they could have done differently or how they could improve their work in future	**<u>Mechanisms</u>** Axle, fixed, free, design, make, cutting, joining, hacksaw, vice, dowel, body, cab, shaping. **<u>Construction and textiles:</u>** Pattern, mark out, decorate, running stitch, needle, fabric. Cut, fold, join, fix, weak, strong. **<u>Cooking:</u>** Fruit, vegetables, soft, juicy, crunchy, sticky, smooth, sharp, crisp, sour hard, flesh, skin, seed pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, tasting, arranging.

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Common Misconceptions:	Famous Designers:
Doesn't understand terminology **Lack of skills to complete a task** **Lack of understanding of how to use specific tools**	**Marks Barkfield Architects- London Eye** **Mot, Hay & Anderson- London Bridge** **William Caxton**

Pedological Knowledge				
Cooking	**Mechanisms**	**Construction**	**Textiles**	**Evaluating processes and products**
Develop a food vocabulary using taste, smell, texture and feel. Group familiar food products e.g. fruit and vegetables. Follow safe procedures for food safety and hygiene.	Fold, tear and cut paper and card. Know about simple mechanisms such as pop ups and slides. Insert paper fasteners for card linkages.	Continue to develop skills learnt in the Foundation stage to match, mark out, cut and shape. Continue to develop skills learnt in the Foundation stage to assemble, join and combine materials. Handle tools, objects, construction and malleable materials safely. Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels.	Colour fabrics using a range of techniques e.g. fabric paints, printing, painting. Cut out shapes which have been created by drawing round a template onto the Fabric.	Talk about their ideas. Say what they like and do not like about what they have done.

Key Questions	End of Unit Assessment:
Have you followed the design brief? **What different joins have you learnt about?** **Can you explain what a pivot is?** **What design is the most stable?** **Which type of join secures the fabric?** **Have you included a balanced diet?**	• **End of Unit Assessment:** • London Eye- Mechanisms • Bridge- Pivots, levers & Linkages • Sliding story book- Mechanisms • Castle with moving drawbridge- Construction • Puppets- Textiles Afternoon Tea- Food