

Topic	Focus	Knowledge, skills and understanding
<p><u>Autumn 1</u> Cooking and nutrition – Fruit Salad Food</p> <p><u>Vocabulary</u> Ingredients Healthy Chopping board Chef</p>	<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 	<ul style="list-style-type: none"> • I can Use the basic principles of a healthy and varied diet to prepare dishes • I can understand where food comes from. • I know how to cut food safely • I can describe the texture of foods • I know how to wash hands and make sure that surfaces are clean?
<p><u>Autumn 2</u> Moving picture – linked to The Naughty Bus</p> <p>Mechanism Vocabulary Cut Join Moving picture Mechanism Lever Slider Pivot</p>	<ul style="list-style-type: none"> • Explore and use mechanisms e.g. levers, sliders, in his/her products • Create simple designs for a product • Use pictures and words to describe what he/she wants to do • 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 • Ask simple questions about existing products and those that he/she has made 	<ul style="list-style-type: none"> • I can explore and use mechanisms, (for example levers and sliders), in their products. • I can make a product which moves • I can they cut materials using scissors • Can they describe the materials using different words? • Can they describe how something works? • I can they talk about their own work and things that other people have done
<p><u>Summer</u> Vehicles Lighthouses – structures</p> <p>Construction Vocabulary Cut Join Construct Structure Stable Axel</p>	<p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <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 • Ask simple questions about existing products and those that he/she has made 	<ul style="list-style-type: none"> • I can build structures, exploring how they can be made stronger, stiffer and more stable • I can talk with others about how they want to construct their product? • I can select appropriate resources and tools for their building projects? • I can make simple plans before making objects, e.g. drawings, arranging pieces of construction before building? • I can begin to describe how something works • I can begin talk about their own work and things that other people have done

Town Lane Infant School Design and Technology Long Term Overview – Year 1

Specific Vocabulary

KEY WORDS

Please note these definitions of key words which need to be understood in the specific context of primary Design and Technology, across all year groups.

Design

- Plan to do something with a specific purpose in mind
- Do a drawing of something before making it

Designer

- A person who creates a plan for something they want to make

Technology

- using what we know about Science to help us make useful things

Product

- An outcome piece with a function/that does something - not necessarily a thing which can be sold brief the initial instructions that tell us what we need to do in our project

User

- the person who we are designing our product for, whose needs/wants must be taken into account

Evaluate

- Making a judgement on the product or how it can be made better

Materials

- What we use to make things out of such as wood, glass, plastic etc

Tools

- An instrument used for work such as saw, hammer, knife etc

Brief

- To give information or instructions