

Whitefield Primary School - Long Term Curriculum Overview - Key Stage 1

DT - Year 1

All DT should follow 4 stages:

- RESEARCH - artists, designers, make notes, take photos, explore likes, dislikes, (this will inspire own ideas)
- DEVELOP OWN IDEAS - practise skills and own ideas, try things out
- MAKE FINAL IDEA
- EVALUATE - successes? changes ? improvements?

	Autumn 1 DT	Autumn 2	Spring 1	Spring 2 DT	Summer 1 DT	Summer 2
Year 1	<p><u>LC -How Does My Body Work?</u></p> <p><u>Food</u> Make a healthy fruit smoothie for a picnic</p> <p>Preparing fruit and vegetables.</p> <p>Use Projects on a page - Y1/2 Preparing fruit and vegetables</p> <p><u>KNOWLEDGE AND RESEARCH</u> Children will examine a range of fruit and vegetables. Questions to ask: What is this called? Have you eaten this</p>				<p><u>LC - HOW Does Your Garden Grow?</u></p> <p><u>Textiles - make a soft flower toy</u> <u>Research</u> Investigate and discuss existing products linked to the chosen product Discuss fabrics used and how the products are joined and what fastenings and finishing techniques have been used.</p> <p>Questions to ask: How many parts is it made from? How is it joined? What fastenings have been used? Who is it for and why?</p>	<p><u>LC - What Really Happens at Big Barn Farm?</u></p> <p><u>Mechanisms - Wheels and axles.</u> Design, make and evaluate a vehicle for a farm.</p> <p>Use Projects on a page Y1/2 - Wheels and axles</p> <p><u>RESEARCH AND KNOWLEDGE</u> Research and explore a range of wheeled products such as toys and everyday objects. Make notes in sketchbook.</p> <p>Through questions, direct the children's</p>

<p>before? Where is it grown? When is it harvested? Do you eat the whole of it? Which parts do we eat? What are its taste, smell, texture and appearance? What will it look like if we peel it or cut it in half? What are the different parts called?</p> <p>Children should have the opportunities to handle, smell and taste fruit and vegetables to describe them. Draw pictures of the fruit and vegetables handled.</p> <p>Use appropriate words to describe the shape, colour, feel and taste.</p> <p>Discuss preferences: What do you prefer? What would you want to include in your product? Which fruit/vegetables would best match the occasion?</p> <p><u>DEVELOP IDEAS</u> practise skills and own ideas, try things out</p> <p>Discuss hygiene practices</p>				<p>Sketch the products looked at in DT book and annotate fabric, fastenings and techniques used (e.g. embroidery, applique, fray, seam etc)</p> <p>Discuss choice of fabrics for different purposes.</p> <p>Explain the idea of a template or simple paper pattern. Make own templates from those observed.</p> <p><u>Develop own ideas -</u> Explain the idea of a template or simple paper pattern. Make own templates from those observed.</p> <p>Practise different joining techniques using different stitching, practise threading own needle, gluing, paper clips, sellotape, staples etc</p> <p>Discuss advantages / disadvantages of each technique.</p> <p>Practise sewing on buttons,</p>	<p>observations: How many wheels are there? What size(s) are they? Where are the wheels positioned? How are the wheels and axles fixed on the product?</p> <p>Draw a wheeled product in sketchbook, state the user and purpose. Label and discuss the main parts: body chassis wheels axles axle holders</p> <p>Tour the school building and grounds and record how wheels and axles are used in everyday life. Record in sketchbook and on Seesaw.</p> <p>Read a story or non-fiction book that includes a wheeled product. Use it to help understand / reinforce new vocabulary and to identify user and purpose.</p> <p>Explore moving vehicles</p>
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<p>and importance of following instructions.</p> <p>Practise using simple utensils (juicer, peeler, knife) and skills such as washing, peeling, grating, slicing, squeezing.</p> <p>Which food processing skills are used for which fruit/vegetable?</p> <p>Look at the eatwell plate and the importance of fruit/vegetables in a balanced diet. How many should be eaten per day? Why is it important to wash them before eating?</p> <p>Record in photographs and on Seesaw with pupil voice.</p> <p><u>MAKE FINAL IDEA</u> Decide on the product and its purpose: a healthy fruit smoothie for a picnic.</p> <p>Who is this product for? Which person will eat it? What will make the product unique or different? How will you decide if the product is successful? Use talk and drawing to develop, model and</p>				<p>using fabric paint, gluing sequins and printing.</p> <p>Try out different flower shapes and designs making templates to help.</p> <p><u>Make final idea</u> - design a flower for a child to play with and pick most appropriate way to join the flower and accessories.</p> <p>Discuss the parts the product will need, what is the best fabric, what size will it be, how will it be joined and finished.</p> <p>Assemble idea chosen and make the product. Record through pupil voice, drawings and photos on Seesaw.</p> <p><u>Evaluate</u> - What is successful? Would you change anything and how would you make these improvements?</p>	<p>through play. Take photos for evidence in sketchbook.</p> <p><u>DEVELOP OWN IDEAS</u> Practise skills and ideas by trying things out.</p> <p>Use construction kits with wheels and axles to make a product that moves. Demonstrate how wheels and axles can be assembled as fixed or free axles Show children different ways of making axle holders. Let children try this out making sure the axles can run freely within the holders. Allow children time to practise marking out, cutting and joining different components accurately. Take photos of work as they try out their skills.</p> <p><u>MAKE FINAL IDEA</u> Identify a user and purpose for the product - a moving vehicle for a farm.</p> <p>Children work on making their wheel and axle</p>
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	<p>communicate ideas.</p> <p>Make a list of what will be needed and how much. Decide on appropriate utensils and the food processes that will be used. Record in DT sketchbook what will be needed.</p> <p><u>EVALUATE</u> This should be ongoing as the children work through this project. Make notes of any changes and explanations why.</p> <p>Discuss what went well when the product is completed. What might be done differently next time?</p> <p>Taste the product and evaluate. Think about appearance, taste, texture and how healthy it is. Record observations in DT book and on Seesaw.</p>					<p>product using the skills practised, choosing their own tools and equipment and joining techniques.</p> <p>Add finishing techniques to their finished product.</p> <p><u>EVALUATE</u> Evaluate finished product. Explain how it works and have any changes been made from the original design. Record evaluations as appropriate to provide evidence for assessment.</p>
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