



Y1 design technology overview 2019-20 Structures; Food: healthy snack; Mechanisms: simple puppet/structure

DT Activity	Desired Skills	Approaches to Developing Skills	Desired Knowledge and Understanding	Approaches Developing Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Responding Exploring	Creating Evaluating	Talking
Responding	<ul style="list-style-type: none"> Discuss observed pieces Follow guidance from tutor (techniques, top-tips) Experiment with own designs, compositions and constructions Communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 	<ul style="list-style-type: none"> Class/group tuition with technical guidance 	<ul style="list-style-type: none"> Understanding history/origins of artists, designers, craft-makers, architects 	<ul style="list-style-type: none"> Class teacher led presentations with children note-taking Group research on history/ origins etc and masterpieces from masters in their fields 	TERM1: Unit 1b Structures: playgrounds (link to RE art day) video clips of famous masterpieces <ul style="list-style-type: none"> Use a wide range of materials and construction techniques; have incorporated some type of movement into their model Easily identify what is and what is not working well with their model RE DT /ART DAY WHOLE SCHOOL: Prayer Spaces: Wire sculpturing	Most children will be able to... (working at)	Some children will not yet be able to...(working towards)	Some children are confidently able to... (exceeding)
Exploring	<ul style="list-style-type: none"> Know about great artists, craft makers, designers, architects, engineers Explore sketch books of professional designers. Make comparisons between genres Understand historical and cultural development of design technology 	<ul style="list-style-type: none"> Class/group tuition with reference to historical information, images 	<ul style="list-style-type: none"> Understanding history of art forms and purpose Understanding how art reflects a community/ culture 	<ul style="list-style-type: none"> Workshops in groups / as a class Presentations to class/assemblies Class, then group/ individual opportunities to create compositions 				
Designing/ Technical knowledge	<ul style="list-style-type: none"> Keep sketch book (creative journal, visual diary) Record observations Design purposeful, functional, appealing products for themselves and other users based on design criteria Plan to build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products Plan/ explore/ experiment with designs 	<ul style="list-style-type: none"> Class/group sketching activities 	<ul style="list-style-type: none"> Understand it keeps their traditions alive Understand how art in cultures is used (dance, spiritual, worship, rites of passage, wellbeing) 	TERM2: Unit 1c Food: healthy snack video clips <ul style="list-style-type: none"> Consider alternative appropriate ideas and justified their choices as they design and made their product RE ART DAY WHOLE SCHOOL: Prayer of Thanks: Plants of our Garden				
Creating	<ul style="list-style-type: none"> Compose own composition/construction following planned design Generate, develop, model Compose in more than medium (food, textile, paper, clay, metal, wood, wire) Select from and use a range of tools and equipment to perform practical tasks [for 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 	<ul style="list-style-type: none"> Class, then group opportunities for field studies and internal compositions from stimuli 						
Critically Observing/ Evaluating	<ul style="list-style-type: none"> Observe a variety of works, identifying particular elements Observe someone else's chosen design piece Observe and critique other compositions/ constructions Critically evaluate own compositions/ construction against design criteria 	<ul style="list-style-type: none"> Observational opportunities to be part of each lesson 		<ul style="list-style-type: none"> Chosen piece to present to class for observing with reasons why it has been chosen and a background to piece selected 	TERM3: <ul style="list-style-type: none"> Unit 1a Mechanisms: simple puppet/ structures (link to trip to Ecology Centre). Video clips/ images of masterpiece designs Develop their own ideas from the initial starting points and will have used tools relatively accurately to make their moving picture(s) Make simple judgements about their work eg 'The lever is a bit floppy but I could stiffen it with a lolly stick', 'I am pleased with the way the boat moves but sometimes it gets stuck' Explain how the lever or slider works and will have recorded through drawing and labelling RE ART DAY WHOLE SCHOOL: Worship: Music instrument			
SMSC	<ul style="list-style-type: none"> Working with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y1 DT curriculum Resolve conflicts and differing opinions should these arise Enjoyment and relaxation DT can offer Use of imagination and creativity Reflect on tasks Investigating and offering views on ethical issues in DT studied Opportunities to and willingness to explore and understand DT from a variety of cultural backgrounds 	<ul style="list-style-type: none"> Research using given websites and researching finding own information 						