



	AUTUMN	SPRING	SUMMER	Famous Designer*
	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>Understand the development of existing products: Explain what they are for, how they work, what materials have been used.</li> <li>Understand the target audience of their product.</li> <li>Start to generate ideas by drawing on their own and other people's experiences.</li> <li>Start to suggest ideas and explain what they are going to do.</li> <li>Develop their design ideas through discussion, observation, labelled drawing and modelling.</li> <li>Make templates and mock ups of their ideas in card and paper or using ICT (if relevant)</li> <li>Begin to explain why they chose a certain material.</li> <li>Communicate with others about how they want to construct their product</li> <li>Explain how they intend to fix simple materials.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>Explore different tools and use safely, e.g. scissors and a hole punch safely.</li> <li>Measure, mark out and cut different materials with increasing accuracy (wood, paper, card, fabric).</li> <li>Use basic sewing techniques to join (e.g. running stitch).</li> <li>Begin to select appropriate tools and materials.</li> <li>Use hand tools safely (e.g. hand saw).</li> <li>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</li> <li>Use simple finishing techniques to improve the appearance of their product.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products, identifying what they like and dislike.</li> <li>Evaluate their own ideas and products against design criteria (specification).</li> </ul> <p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>Build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>			
<b>Objectives</b>	<p><b>Structures</b> <u>Freestanding structures</u> Children design and make various model playground equipment focusing on strength and stability. Unit could be linked to Y1</p>	<p><b>Mechanism</b> <u>Sliders and levers</u> Children use sliders and levers to create moving picture.</p> <ul style="list-style-type: none"> <li>Know some simple fixing techniques and when to use</li> </ul>	<p><b>Food</b> Children design and make their own fruit smoothie.</p> <ul style="list-style-type: none"> <li>Understand that all food comes from plants or animals.</li> <li>Develop understanding of where different foods come from</li> </ul>	<ul style="list-style-type: none"> <li>Charles Rennie Mackintosh (1868-1928)</li> <li>Sir Jonathan Ive (Apple) 1967-</li> <li>Nadia Hussain</li> </ul>

	<p>Geography /History topic- Elsecar Park.</p> <ul style="list-style-type: none"> <li>• Explore how structures can be made stronger, stiffer and more stable.</li> <li>• Use methods to improve the strength of a product if needed.</li> <li>• Cut paper and other materials safely and with some accuracy.</li> <li>• Know a simple order of making a structure.</li> </ul>	<p>them (i.e. masking tape to secure a lollipop stick slider)</p> <ul style="list-style-type: none"> <li>• Use simple components, such as split pins.</li> <li>• Join paper and other materials using a variety of basic methods such as gluing, taping, clipping, tying.</li> <li>• Explore and use levers and sliders within a product.</li> </ul>	<p>including food from different countries.</p> <ul style="list-style-type: none"> <li>• Begin to understand how to name the five food groups.</li> <li>• Know how to prepare simple dishes safely and hygienically, without using a heat source.</li> <li>• Know how to use techniques such as cutting, peeling and grating.</li> <li>• Know how to follow a recipe.</li> </ul>	
<p>Vocabulary</p>	<p>Lever, stronger, stiffer, stable, reinforce</p>	<p>Lever, slider, stronger, stiffer, stable, reinforce, mechanisms</p>	<p>fruit, vegetable, healthy, portion, look, taste, texture, smell, size, shape, colour, ingredients, techniques, chopping, peeling, grating, measure, weigh, safety, hygiene, non-standard, farmed, caught, grown, standard measures, labelled increments, prepare, cook, recipe, consistency, heat source, sweet, savoury, recipe</p>	