

Key Vocabulary	<p>Reception Vocabulary Cut, stick, edge, snip, material, choosing, shapes, texture, join, make, tools, assemble, fabric, card, glue, bend, fold, mix</p> <p>Year 1 & 2 Vocabulary Design, technology, product, user, ideas, prototypes, mechanisms, slides, levers design, make, evaluate, user, purpose, ideas, design criteria, product, function, slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards, cut, fold, assembling, join, fix, finishing, structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, metal, wood, plastic, circle, triangle, square, rectangle, cuboid, cube, cylinder, vehicle, wheel, axle, axle holder, chassis, body, cab, free, moving, mechanism, names of tools, textile tools (e.g. needles, thread), fabric names (e.g. wool, thread, felt) and components (e.g. buttons, sequins), template, pattern pieces, mark out, join, decorate, finish fruit and vegetable names, names of equipment and utensils, sensory vocabulary (e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard), flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, grating, bridge & claw grip, measuring, cracking, beating, dividing, snipping, healthy diet, choosing, ingredients, investigating tasting, arranging.</p>			
Year group	Year 1 Progression of techniques	Year 1 Teaching opportunities	Year 2 Progression of techniques	Year 2 Teaching opportunities
Topic areas under headings: Design & Make and Cooking & Nutrition	<p>Mechanisms – Slides and levers <i>Suggested/current project: Moving Picture</i></p> <p>Structures – Free standing structures <i>Suggested/current project: Billy Goats Gruff Bridge</i></p> <p>Preparing fruit and vegetables <i>Suggested/current project: Berried Treasure</i></p>		<p>Mechanisms – Wheels and axles <i>Suggested/current project: Vehicles for Speed</i></p> <p>Textiles – Templates and joining techniques <i>Suggested/current project: Finger Puppets</i></p> <p>Healthy and varied diet <i>Suggested/current project: Mini Breakfast Frittatas</i></p>	
<p>Designing</p> <p><i>This could be spread across three lessons/sessions or completed in one lesson/session</i></p> <p>Background Research - Exploring context and existing products</p> <p>Design Criteria - Understanding their intended users and their own product</p> <p>Planning – Communicating ideas and creating prototypes for the product</p>	<p><u>a. Exploring context and existing products</u> Understand what a product is and who it is for Understand how a product works and how it is used Identify where you might find this product</p> <p><u>b. Understanding their intended users and their own product</u> Explain what product they will be designing and making Explain who their product will be used by Describe what their product will be used for</p> <p><u>c. Communicating ideas and creating prototypes for the product</u> Discuss what their steps for making could be Represent ideas through talking and drawing</p>	<p>a. <u>Mechanisms</u>: Review current examples of moving pictures or books with sliders/levers in <u>Structures</u>: look at examples of free standing structures around school</p> <p>c. <u>Mechanisms</u>: Make a prototype in groups with adult – chn can see how the sliders/levers operate. <u>Structures</u>: Introduce concept through link e.g.the goats need a new bridge to cross over the river so that the troll doesn't scare them Look at photos and talk about the different shapes and how the bridges go across the water Making free-standing structures in a play situation – what makes this structure strong/weak? Using construction kits e.g. Lego, Duplo to test what would make the structure strong (testing bridges). Drawing idea of structure</p>	<p><u>a. Exploring context and existing products</u> Understand what a product is and who it is for Understand how a product works and how it is used Identify where you might find this product Identify the materials used to make the product Express an opinion about the product</p> <p><u>b. Understanding their intended users and their own product</u> Use own experiences and existing products to develop ideas Explain what product they will be designing and making Explain who their product will be used by Describe what their product will be used for and how it will work Explain why their product is suitable for the intended user</p> <p><u>c. Communicating ideas and creating prototypes for the product</u> Discuss what their steps for making could be Represent ideas through talking, drawing and computing – (where appropriate) Choose materials to use based on suitability of their properties Create templates/pattern pieces and explore materials whilst developing ideas</p>	<p><u>Mechanisms</u>: Review toy cars and look at pictures of different type of vehicles. Take apart a toy or prototype if possible so the children can see how it works.</p> <p><u>Textiles</u>: look at different joining techniques for sewing. Children to test out joining techniques on scrap material or binca. Children to explore different templates for their finger puppet characters – make cardboard template. Children could make paper prototype of their puppet and , having seen the range of finishing components (e.g. buttons, sequins) could draw on their idea for the finished design.</p>

<p>Making & Technical Knowledge</p> <p>Selecting the tools and applying the practical skills and techniques</p>	<p><i>Across KS1: Use materials construction materials and kits, food and mechanical components</i></p> <p>Choose suitable tools for making Follow safety and food hygiene procedures Measure, mark, cut and shape materials and components Join, assemble and combine materials and components</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms (levers & sliders) in their products.</p>	<p><i>Mechanisms – children creating moving picture (groups at a time). Identify those with good understanding – could these children try a different type of level/slider?</i></p> <p><i>Structures – set a group challenge by leaving out certain equipment e.g. card, paper, cardboard tubes, boxes, lolly sticks – Can they help the goats get across the river?</i></p>	<p><i>Across KS1: Use materials construction materials and kits, textiles, food and mechanical components</i></p> <p>Choose suitable tools for making whilst explaining why they should be used Follow safety and food hygiene procedures Measure, mark, cut and shape materials and components Join, assemble and combine materials and components Use finishing techniques, including skills learnt in Art</p> <p>Explore and use mechanisms (wheels & axles) in their products.</p>	<p><i>Textiles – children could sewing techniques to join the puppet fabric and one design element. The rest of the design could be glued on</i></p>
<p>Evaluating</p> <p>Referring to planning and initial ideas in evaluating their product</p>	<p>Talk about their design ideas and what they have made Make simple judgements of how the product met their design ideas</p>	<p><i>Mechanisms – evaluate each other's pictures. Do the sliders/levers work?</i> <i>Structures – test bridges to see if they are strong enough to hold goats – base evaluation / improvements around this.</i></p>	<p>Talk about their design ideas and what they have made Make simple judgements of how the product met their design ideas Suggest how their product could be improved</p>	<p><i>Mechanisms – test speed of vehicles – base evaluation / improvements around this – paper based evaluation?</i></p>
<p>Cooking & Nutrition</p> <p>All KS1</p> <p><i>Understanding food and food preparation</i></p> <p><i>Food preparation, cooking and nutrition</i></p>	<p><i>a. Understanding food and food preparation</i> Understand that food comes from plants or animals Understand that food has to be farmed, caught, or grown</p> <p><i>b. Food preparation, cooking and nutrition</i> Sort foods into the 5 groups using The Eatwell Plate Identify that people should eat at least 5 portions of fruit and vegetables a day Prepare simple dishes hygienically and safely without a heat source Use cooking techniques such as: cutting, peeling and grating</p>	<p>Can children name the ingredients that will be used?</p> <p>Review where each of the ingredients have come from?</p> <p>Can children assign each of the ingredients to the EatWell plate? (Maybe a paper based activity before or after the cooking practical?)</p>	<p><i>a. Understanding food and food preparation</i> Understand that food comes from plants or animals Understand that food has to be farmed, caught, or grown</p> <p><i>b. Food preparation, cooking and nutrition</i> Sort foods into the 5 groups using The Eatwell Plate Identify that people should eat at least 5 portions of fruit and vegetables a day Prepare simple dishes hygienically and safely without a heat source Use cooking techniques such as: cutting, peeling and grating</p>	<p>Can children name the ingredients that will be used?</p> <p>Review where each of the ingredients have come from?</p> <p>Can children assign each of the ingredients to the EatWell plate? (Maybe a paper based activity before or after the cooking practical?)</p>