

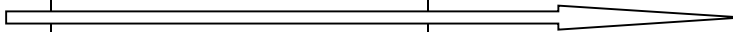
# Church Walk Primary School DT Scheme of Work

| Hoad Cycle Year 1/ 2 Cycle A 25 26 |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                   | Key Assessment Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|                                    | Autumn 1 / 2                                                                                                                                                                                                                                                            | Spring                                                                                                                                                                                                                                               | Summer                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Focus</b>                       | <p><u>Moving Pictures</u><br/>Plan Bee /Twinkl unit</p>   <p>Hessian Calendars<br/>Fabric) sewing</p> | <p>Kites (Plan Bee Unit)</p>                                                                                                                                       | <p>Healthy Eating / Food Hygiene</p>  <p>Rainbow Pizzas</p>                 | <ul style="list-style-type: none"> <li>• I think of an idea and plan what to do next</li> <li>• I choose tools and materials and explain why I have chosen them</li> <li>• I join materials and components in different ways</li> <li>• I explain what went well with my work</li> <li>• I explain why I have chosen specific textiles</li> <li>• I measure materials to use in a model or structure</li> <li>• I describe the ingredients I am using</li> </ul> |
| <b>Resources</b>                   | <p>Card ,scissors, examples of storybooks with moving parts, paper fasteners, colouring materials for background e.g. felt tips , paint ,</p>                                                                                                                           | <p>Powerpoint slides of different kites from around the world</p> <ul style="list-style-type: none"> <li>- dowels, kebab skewers, tissue paper, wrapping paper, string, foil, plastic bags</li> <li>- string, poles (Japanese carp kites)</li> </ul> | <p>-range of fruit and vegetables( including more unusual ones)</p> <ul style="list-style-type: none"> <li>- plates, dishes, peelers, mixing bowls</li> <li>- plastic table covers, aprons, access to kitchen / handwashing facilities</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|                         | computer-produces backgrounds                                                                                                                                                                                                                                                                                |                                                                                                                       | - non-fiction books about healthy eating, fruit, vegetables<br>- fiction books e.g. Oliver's Vegetables, Growing Good            |  |
| <b>Curriculum links</b> | <i>Literacy</i> - Bog Baby                                                                                                                                                                                                                                                                                   | <i>Maths</i> - measurement of different materials<br><i>Literacy</i> - labelling, captions, explanations, evaluations | <i>Science</i> - healthy eating and lifestyles; heating and colling of pizza ingredients<br><i>Maths</i> -weighing and measuring |  |
| <b>Vocabulary</b>       | Evaluation, plan, input, lever, slider, linear motion, mechanical ,motion, pivot, stable, stiff, assemble, model, template, stencil, target audience, test<br><br>Design, fabric, sew, glue, safety pin, staple, hand stapler, Velcro, plan, template, hessian ,felt, fabric, wool, ric-rac ,running stitch, | Design, assemble, evaluation, template, attach, test, weak, knot, shape ,dowel rod, Rip stop fabric, embellishment    | Vegetable, knife, chopping block, design, vegetable, plan, recipe, healthy, balanced diet, nutrients, refrigerator, ingredients, |  |

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| <b>Skills</b> | <p><b><u>Design:</u></b></p> <ul style="list-style-type: none"> <li>-Use knowledge of existing products (fire engine visit) from wider environment /story</li> <li>-Explain how design will work (talk /simple annotated drawings)</li> <li>- understand and follow simple design criteria</li> <li>- plan and test using mock -ups e.g. ladders , hoses</li> </ul> <p><b><u>Make</u></b></p> <ul style="list-style-type: none"> <li>-follow a simple plan (supported)</li> <li>- select and use simple hand tools e.g. saws, rulers, scissors,</li> <li>-select from a range of materials and components (construction / recycled materials / DT component</li> </ul> | <p>Evaluate kites from different countries (designs and purpose)</p> <p>Explore different materials for kite construction. Prediction and testing of kite designs</p> <p>Use templates to make a Japanese carp kite; diamond kite</p> <p>Cutting , sticking and attaching to strings and poles.</p> <p>Using 'I will.....' statements in planning process</p> <p>Evaluating finished products and processes on own, and other's work</p> | <p>Being aware of healthy eating and food hygiene</p> <p>Making a 'mock up' on paper to use as a design template</p> <p>Know properties of food- taste, texture and appearance</p> <p>Preparing and combining ingredients into specific projects</p> <p>Using basic tools safely</p> <p>Evaluating finished products and process in more detail</p> |  |

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|  | <p>resources e.g. dowel rods, axels</p> <ul style="list-style-type: none"> <li>-with support, measure / mark out using rulers / tape measures</li> <li>- cut, shape and score materials e.g. cardboard, straws, dowel rods</li> <li>- assemble ,join and combine materials /components</li> <li>-begin to use simple finishing techniques to improve appearance of products e.g. flashing lights, stripes, reflective strips, FIRE, labels</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>-Explore / evaluate existing products (discussion, comparison, simple written evaluations)</li> <li>- explain positives /areas for</li> </ul> |  |  |  |
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|  | <p>improvement</p> <ul style="list-style-type: none"> <li>- explain materials products are made from (e.g. simple annotated diagrams)</li> <li>- use DT vocabulary to talk about design ideas and what they are making</li> <li>- evaluate products against simple design criteria</li> </ul> <p>- start to understand iterative (process) may involve repeating /modification</p> <p><b>Technical knowledge</b><br/>Explore and use mechanisms<br/>e.g.wheels and axels,sliders ,levers</p> <p>Children build structures and</p> |  |  |  |
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|  | <p>explain how they may be made stronger /stiffer / more stable</p> <p>Be able to discuss simple working characteristics of component parts</p> |  |  |  |
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