Cumwhinton School Curriculum – Design Technology Y1 SPR

Year 1	NC Content	When designing and making, pupils should be taught to: Design ♣ design purposeful, functional, appealing products for themselves and other users based on design criteria ♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make ♣ 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 Evaluate ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria Technical knowledge ♣ 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. Food and Nutrition ♣ use the basic principles of a healthy and varied diet to prepare dishes ♣ understand where food comes from

Design Technology

Design	Make	Evaluate	Technology Vocabulary

Mapping across the Year

	AUTUMN	SPRING	SUMMMER
Design		Cooking and Nutrition To understand where food comes from.	
Make		To be able to use the basic principles of a healthy and varied diet to prepare dishes	
Evaluate		To evaluate own cooking – how could it be improved next time? How could the recipe be adapted?	
Technology Vocabulary			

CONCEPTUAL SCHOOL AMBITION DRIVERS

	EYFS & KS1	LKS2	UKS2
AUT	Diversity	Fairness	Individuality
SPR	Truth	Change	Resilience
SUM	Responsibility	Equality	Sustainability

DT – SPRING YEAR 1
HUMANITY – Truth

Design	Make	Evaluate	Technology Vocabulary

	NC	CUMWHINTON CURRICULUM
Design	To understand where food comes from.	Where does food come from? explains how food comes from plants and / or animals and must be caught, farmed or grown explains how some foods *do not* change much from 'farm to fork', with some examples explains how some foods *do* change much from 'farm to fork', with some examples explains what 'processing' of food means and gives some examples explains how food needs to be transported from one place to another shows some examples of food outlets shows some examples of places where people grow their own food Eat well plate. Can chn name the different sections of the plate? Discuss each section of the plate. Looking at the differing amounts of each food group needed for a health/ balanced diet.
Make	To be able to use the basic principles of a healthy and varied diet to prepare dishes	Bagel faces Share the recipe for Bagel faces. How could we create our own bagel face? Can they identify each ingredient? Where do you find the ingredients on the Eat Well plate? Follow the recipe with the whole class – in groups/ together.
Evaluate **Technology Vocabulary**		Evaluate own bagel face. How did it taste? What did you like/ dislike? What food groups have you included on your bagel face? What would you change/ improve in the future? Could the recipe be adapted? Vocab – alternative, diet, balanced diet, evaluation, healthy, ingredient, nutrients, packaging, substitute, mix, chop, stir, slice.