



**Year 1 and 2**  
**Design Technology Curriculum**  
**Unit Overviews**

<b>Questions to Develop Children's Spirituality in Design Technology:</b>	What does it mean if an object has worth or value? Can the value be different from one person to another? How can an object tell a story? Does it mean more to someone if you have made the gift yourself? Is home-made or factory made best? Do we value what people have made for us? If we believe that God has made us, what does that reveal about our views about our value for God?
<b>Development of the child:</b>	Wonder, consideration and appreciation.

<p><b>Topic:</b> Fire Fire! Y1/2 <b>Subject:</b> Design Technology</p>	<p><b>Prior Knowledge/Links:</b>          ELG - Physical Development - Fine Motor Skills</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing - tripod grip in almost all cases</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery</li> <li>• Begin to show accuracy and care when drawing</li> </ul> <p>ELG - <b>Expressive Arts and Design - Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Children should already:</b></p> <ul style="list-style-type: none"> <li>• Know how to hold and use scissors effectively</li> <li>• Know they can join materials using glue, cello-tape and masking tape</li> <li>• Know how to design models using drawings and labels</li> <li>• Know how to make cards for purpose</li> <li>• Know how to create for a purpose</li> </ul>
<p><b>National Curriculum Objectives</b></p>	<p><b>Key Knowledge and Vocabulary</b></p>
<p>During this study we will make levers and sliders to make things move for a purpose.</p>	<ul style="list-style-type: none"> <li>• Know how to decide how existing products, do/do not achieve their purpose?</li> <li>• Know how to join appropriately for different materials and situations e.g. glue, tape.</li> <li>• Know how to mark out materials to be cut.</li> <li>• Know how to fold and cut paper and card.</li> <li>• Know how to cut along lines, straight and curved.</li> <li>• Know how to use a hole punch.</li> <li>• Know how to insert paper fasteners for card.</li> <li>• Know how levers and sliders make things move in a 2D plane.</li> <li>• Know how to use drawings to record ideas as they are developed.</li> <li>• Know how to add notes to drawings to help explanations.</li> </ul>

<p><b>Topic:</b> Growth and Green Fingers <b>Subject:</b> Design Technology</p>	<p><b>Prior Knowledge/Links:</b>          ELG - Physical Development - Fine Motor Skills</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing - tripod grip in almost all cases</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery</li> <li>• Begin to show accuracy and care when drawing</li> </ul> <p>ELG - <b>Expressive Arts and Design - Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Children should already:</b></p> <ul style="list-style-type: none"> <li>• Know how to hold and use utensils safely for cutting and preparing food</li> <li>• Know basic hygiene needed prior to any cooking</li> <li>• Know how to make healthy food choices</li> <li>• Understand that food comes from different countries</li> <li>• Know how to weigh and measure food for baking using scales</li> <li>• Know how to describe textures and smells</li> <li>• Know food is used during various celebrations throughout the year</li> </ul>
<p><b>National Curriculum Objectives</b></p>	<p><b>Key Knowledge and Vocabulary</b></p>
<p>To prepare a fruit salad</p>	<ul style="list-style-type: none"> <li>• Know how to decide how existing products, do/do not achieve their purpose</li> <li>• Know who you would like to make your product for and what you would like to make</li> <li>• Know how to prepare utensils, surfaces and food hygienically</li> <li>• Know how to group foods to a given criteria</li> <li>• Know how to say good and bad points about their finished product and explain why.</li> <li>• Know how to develop food vocabulary - taste, smell, texture, crunchy, sweetness</li> <li>• Know how to explain where food comes from</li> <li>• Know and use food by cutting, peeling, grating or chopping ingredients</li> <li>• Know how to measure and weigh food items, non-standard and standard</li> </ul>

<p><b>Topic:</b> The Great Outdoors  <b>Subject:</b> Design Technology</p>	<p><b>Prior Knowledge/Links:</b>  ELG - Physical Development - Fine Motor Skills</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing - tripod grip in almost all cases</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery</li> <li>• Begin to show accuracy and care when drawing</li> </ul> <p>ELG - <b>Expressive Arts and Design - Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Children should already:</b></p> <ul style="list-style-type: none"> <li>• Know how to hold and use scissors effectively</li> <li>• Know they can join materials using glue, cello-tape and masking tape</li> <li>• Know how to design models using drawings and labels</li> <li>• Know how to select materials from the craft area to craft for a purpose</li> <li>• Know how to talk about the models they are making and why they have chosen the materials</li> <li>• Know how to talk about how to improve their models by making them stronger, more stable</li> </ul>
<p><b>National Curriculum Objectives</b></p>	<p><b>Key Knowledge and Vocabulary</b></p>
<p>During this study we will research, design and make a piece of playground equipment for a purpose.</p>	<ul style="list-style-type: none"> <li>• Know how existing products, do/do not achieve their purpose</li> <li>• Know how to use picture and words to show their design and what they want to make</li> <li>• Know how to join appropriately for different materials and situations e.g. glue, tape</li> <li>• Know how to make structure stronger and test different methods on how to enable structures to remain stable</li> <li>• Know how to cut along lines, straight and curved</li> <li>• Know how to add notes to drawings to help explanations</li> <li>• Know how to select materials from a limited range that will meet the design criteria</li> <li>• Know what they are making and why they have chosen the material they have chosen to use</li> <li>• Know how to say what they like and don't like about their product and why</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Know how to discuss how the product meets the needs of the user</li></ul> |
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<p><b>Topic:</b> Explorers <b>Subject:</b> Design Technology</p>	<p><b>Prior Knowledge/Links:</b>          ELG - Physical Development - Fine Motor Skills</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing - tripod grip in almost all cases</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery</li> <li>• Begin to show accuracy and care when drawing</li> </ul> <p>ELG - <b>Expressive Arts and Design - Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Children should already:</b></p> <ul style="list-style-type: none"> <li>• Know how to design and make models using large construction items</li> <li>• Know how to design and make models using small construction items</li> <li>• Know how to design and make models using junk modelling construction items</li> <li>• Know they can join materials using glue, cello-tape and masking tape</li> <li>• Know how to design models using drawings and labels</li> <li>• Know how to select materials from the craft area to craft for a purpose</li> <li>• Know how to talk about the models they are making and why they have chosen the materials</li> <li>• Know how to talk about how to improve their models by making them stronger, more stable</li> </ul>
<p><b>National Curriculum Objectives</b></p>	<p><b>Key Knowledge and Vocabulary</b></p>
<p>During this study we will design and make vehicle for a purpose</p>	<ul style="list-style-type: none"> <li>• Know how to discuss the context, product, purpose and user</li> <li>• Know how to research existing products, investigating actual examples.</li> <li>• Know how to design a vehicle for a particular purpose. Consider size; function; type of axle; fixing method; chassis construction; parts.</li> <li>• Know how to explore their initial ideas using drawings, discussion and mock-ups (from kits and/or reclaimed materials)</li> <li>• Know how to select materials, tools and techniques to make their vehicle.</li> <li>• Know how to explore, talk through, modify and adapt their plans at each stage, Questions - Is your vehicle achieving your design criteria? If not, is there a way you could modify your product?</li> <li>• Know how to evaluate their finished product – try out on their 'terrain' (e.g. use sand tray for desert, add pebbles etc. for moon's surface).</li> <li>• Know how to write about if their user be happy with the outcome? Is their product functional? If not what would they do differently</li> </ul>

<p><b>Topic:</b> The Farm Shop  <b>Subject:</b> Design  Technology</p>	<p><b>Prior Knowledge/Links:</b>  ELG - Physical Development - Fine Motor Skills</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing - tripod grip in almost all cases</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery</li> <li>• Begin to show accuracy and care when drawing</li> </ul> <p>ELG - <b>Expressive Arts and Design - Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Children should already:</b></p> <ul style="list-style-type: none"> <li>• Know how to hold and use utensils safely for cutting and preparing food</li> <li>• Know basic hygiene needed prior to any cooking</li> <li>• Know how to make healthy food choices</li> <li>• Understand that food comes from different countries</li> <li>• Know how to weigh and measure food for baking using scales</li> <li>• Know how to describe textures and smells</li> <li>• Know food is used during various celebrations throughout the year</li> </ul>
<p><b>National Curriculum Objectives</b></p>	<p><b>Key Knowledge and Vocabulary</b></p>
<p>During this study we think about the different texture and colours of foods and where they are grown to make a healthy salad for a purpose</p>	<ul style="list-style-type: none"> <li>• Know how to cut, chop, and grate foods</li> <li>• Know how to make healthy choices</li> <li>• Know how to choose texture, colours and flavours that go together</li> <li>• Know how to discuss the context, product, purpose and user</li> <li>• Know how to research existing products, investigating actual examples.- Include a wide variety of salads, including some with less common ingredients</li> <li>• Know how to discuss healthy eating – ‘eat-well’ plate</li> <li>• Know food vocabulary using taste, smell, texture and feel and group familiar food products e.g. vegetables and fruits</li> </ul>



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|  | <ul style="list-style-type: none"><li>• Know how to investigate different salads, including vegetarian and those including meat, fish, oranges or edamame beans</li><li>• Know how to draw products and annotate. Analyse how salads are made and discuss what they like or dislike about the samples</li><li>• Know how to draw a design (these will be different depending on the response to their questions). Taking into account the colours, textures, flavours and quantities</li><li>• Know how their designs meet the requirements of the 'eat well' plate. Identify the strengths and weaknesses of their design ideas in relation to purpose and user. Decide which design idea to develop</li><li>• Know how to order of their work and decide upon tools and materials to achieve their design ideas</li><li>• Know how to plan a sequence of actions to make their salad</li><li>• Know how to select from a range of tools for preparing ingredients and use those tools safely</li></ul> |
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<p><b>Topic:</b> Wind in the Willows  <b>Subject:</b> Design Technology</p>	<p><b>Prior Knowledge/Links:</b>  ELG - Physical Development - Fine Motor Skills</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing - tripod grip in almost all cases</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery</li> <li>• Begin to show accuracy and care when drawing</li> </ul> <p>ELG - <b>Expressive Arts and Design - Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Children should already:</b></p> <ul style="list-style-type: none"> <li>• Know how to hold and use scissors effectively</li> <li>• Know they can join materials using glue, cello-tape and masking tape</li> <li>• Know how to design models using drawings and labels</li> <li>• Know how to choose decorative items for models and artwork</li> <li>• Know how to create for a purpose</li> <li>• Know how to discuss their work and discuss how to improve and adapt their work with support of others</li> </ul>
<p><b>National Curriculum Objectives</b></p>	<p><b>Key Knowledge and Vocabulary</b></p>
<p>During this study we will make a textile for a purpose (such as a puppet to use to read a story to another child)</p>	<ul style="list-style-type: none"> <li>• Know how to discuss the context, product, purpose and user</li> <li>• Know how to research existing products and decide how they do/do not achieve their purpose.</li> <li>• Know how to use pictures and words to convey what they want to make</li> <li>• Know how to explore ideas by rearranging materials and making changes</li> <li>• Know how to talk about their design as they develop and note changes made during the making process</li> <li>• Know how to cut out shapes by drawing around a template</li> <li>• Know how to join fabrics by using a running stitch, glue, staples</li> <li>• Know how to decorate fabrics by attaching items, e.g. button, sequins, fabric pens, paints</li> <li>• Know how to explain what they are making, what materials and tools they will use and why</li> <li>• Know how to describe what they need to do next</li> <li>• Know how to say how they can make it better and alter, adapt their plan to achieve the desired outcome</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Know how to say what they like and do not like and why</li><li>• Know how to discuss how closely their product meets their design criteria and how well it meets the need of the user</li></ul> |
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