

Subject: Art and Design Year 1

What are the aims and intentions:

- 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.

Links to EYFS:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

Term:	Topic:	Knowledge	Skills:	Key Questions
Autumn	<p style="text-align: center;"><b>Mechanisms</b> Sliders and levers</p>	<ul style="list-style-type: none"> <li>• explore and evaluate an existing product.</li> <li>• use a mechanism in my product.</li> <li>• make a lever and use it in my product.</li> <li>• make a wheel mechanism and use it in my product.</li> <li>• design a working product thinking about who it is for and what it needs.</li> <li>• mechanisms to make a product.</li> <li>• make decisions about my product design and use an annotated sketch to show them.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore an existing product.</li> <li>• Draw a simple design.</li> <li>• Make a picture which has at least one moving mechanism.</li> <li>• Start to understand what design criteria is used for.</li> <li>• Evaluate what they did well on their product.</li> </ul>	<p>what do you think will move? How will you make it move? Which part of the mechanism will move? In what way will it move?</p>

		<ul style="list-style-type: none"> <li>evaluate my product against design criteria.</li> </ul>		
	Key Vocabulary	slider, lever, pivot, slot, bridge/guide card, masking tape, paper fastener, join pull, push, up, down, straight, curve, forwards, backwards design, make, evaluate, user, purpose, ideas, design criteria, product, function		
		Cultural Capital: Bowes museum		
Spring	<b>Structures</b> Freestanding structures	<ul style="list-style-type: none"> <li>evaluate a product's ability to do a job well.</li> <li>investigate and evaluate existing products</li> <li>explore different materials and decide which will be useful for making my product.</li> <li>design a new product that meets the design criteria</li> <li>select and use tools and equipment to make a product.</li> <li>test a product and then evaluate it.</li> <li>use my evaluations to make improvements to my product and then retest and evaluate it.</li> <li>improve my product by making it stronger, stiffer, more stable and more waterproof.</li> </ul>	<ul style="list-style-type: none"> <li>recognise the positives about an existing product and any problems;</li> <li>draw a simple design;</li> <li>with support, build a structure found in local environment</li> <li>test their own product.</li> </ul>	<p>Can you explore different structures ?</p> <p>How do we create a design?</p> <p>Which material will be suitable?</p> <p>How do we test the materials?</p> <p>How will we join?</p> <p>How will we make the material stronger?</p>

	Key Vocabulary	Evaluate , waterproof, product, retest, materials, build, test, join, strong, investigate, stable , design, equipment, stiff,		
		Cultural Capital: walk round local area		
Summer	<b>Food</b> Preparing fruit and vegetables	<ul style="list-style-type: none"> <li>• Explain ideas about how to eat a healthy and varied diet.</li> <li>• Give a simple evaluation of a product by explaining their likes and dislikes.</li> <li>• Use kitchen equipment safely and prepare dishes.</li> </ul>	<ul style="list-style-type: none"> <li>• I can evaluate different dips.</li> <li>• I can start to think about where different foods come from</li> <li>• explore different dippers and describe them.</li> <li>• explain why I need to eat a balance and variety of food groups to stay healthy.</li> <li>• make dips and dippers.</li> <li>• plan my own appealing dip and dipper and clearly show my ideas.</li> <li>• I can follow my plan to make my own dip and dipper.</li> <li>• I can evaluate my dip and dipper.</li> </ul>	<p>Whats a dip? Can you evaluate the dips? How can you use kitchen equipment safely?</p>
	Key Vocabulary	Salad, vegetable, diet, healthy, unhealthy, cutlery, caught , grow, roots, recipe, , products		
		Cultural Capital: Taylor Shaw , Picnics		