

KS1
Autumn
Mechanisms: Moving vehicles

Previous learning

In EYFS, pupils explore a range of moving vehicles and explore how they work. Pupils in EYFS are taught to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Pupils know how to select tools and techniques independently to shape, assemble and join materials they are using, for example by creating models in the junk modelling area.

Substantive Knowledge

1. An axle is a rod or spindle that passes through the centre of a wheel to connect two wheels.
2. A chassis is the frame on which a vehicle is built.
3. Wheels must be attached to an axle.
4. An axle needs to move freely in a chassis.
5. Design criteria are the explicit goals that a project must achieve.
6. Finished products can be compared with design criteria to see how closely they match.

Disciplinary knowledge

- Use wheels and axles to make a simple moving model.
- Create a design to meet simple design criteria.
- Construct simple structures, models or other products using a range of materials.
- Select the appropriate tool for a simple practical task.
- Explain how closely their finished products meet their design criteria and say what they could do better in the future.

Lesson 1

What is a vehicle and what is it used for?

- To investigate a variety of vehicles and their uses and features.

Lesson 2

How do the different parts of a vehicle work?

- To investigate wheels, axles and chassis.

Lesson 3

Designing

- To be able to design a vehicle.

Lesson 4

Making

- To be able to make a vehicle based on a design.

Lesson 5

Decorating

- To be able to investigate ways decorating the body of a vehicle.

Lesson 6

Evaluating

- To be able to evaluate a finished product.

Vocabulary

Vehicle, transport, axle, chassis, wheels, body, decorate, plan, design, make, evaluate

KS1
Spring
Food: Dips and Dippers
DT

Previous learning

In Cycle A, Autumn Term pupils research current products that are available before designing, making and evaluating their own puppet.
Pupils will be able to apply the skills of product research, designing, making and evaluating, to this unit of work.

Substantive Knowledge

1. Some ingredients need to be prepared before they are cooked or eaten
2. There are many ways to prepare ingredients, such as peeling skins using a vegetable peeler, chopping vegetables, or slicing foods such as bread.
3. A healthy diet should include meat or fish, starchy foods (such as potatoes or rice), some dairy foods, a small amount of fat and plenty of fruit and vegetables.
4. It is recommended that people eat at least five portions of fruit and vegetables every day.

Disciplinary knowledge

- Prepare ingredients by peeling, grating, chopping and slicing.
- Measure and weigh food items using non-standard measures, such as spoons and cups
- Select healthy ingredients for a fruit or vegetable salad.
- Describe the types of food needed for a healthy and varied diet and apply the principles to make a simple, healthy meal.

Lesson 1

Evaluating Dips

- To explore and evaluate a range of existing products in the context of comparing different dips.

Lesson 2

Food Groups

- To use the basic principles of a healthy and varied diet in the context of comparing different ingredients in dips and dippers.

Lesson 3

Modelling Dips and Dippers

- To select from and use a range of tools and equipment to perform practical tasks (for example, cutting) in the context of making a Dip and Dipper.

Lesson 4

Designing a Dip

- To design purposeful, functional, appealing products for themselves and other users based on design criteria in the context of designing a new dip.
- To generate, develop, model and communicate their ideas through talking and drawings.

Lesson 5

Making and Evaluating

- To use the principles of a healthy and varied diet to prepare dishes in the context of following a design to make a new dip and dipper and then evaluating it.

	• To evaluate their ideas and products against design criteria.
Vocabulary	
ingredients, dips, evaluate, senses, taste, texture, smell, appearance.	

KS1 Summer Textiles: Fabric Bunting	
Previous learning	
In EYFS, pupils are encouraged to weave on a large scale, which is an essential skill to develop, and helps pupils with sewing skills in KS1 and KS2. In Cycle B, pupils learn how to use a template to cut out a fabric shape. Pupils also learn how to join fabrics using glue and staples. In this unit of work, pupils will learn how to join fabrics using a simple running stitch.	
Substantive Knowledge	Disciplinary knowledge
1. Fabric can be decorated using materials and small objects, such as buttons and sequins. 2. Decorations can be attached to the fabric by glueing, stapling or tying. 3. Embellishment is a decorative detail or feature added to something to make it more attractive. 4. Scissors are used to cut fabrics. Glue and simple stitches, such as running stitch, can be used to join fabrics. 5. Running stitch is made by passing a needle in and out of fabric at an even distance.	• Use different methods of joining fabrics, including glue and running stitch. • Use glueing, stapling or tying to decorate fabric, including buttons and sequins. • Add simple decorative embellishments, such as buttons, prints, sequins. • Create a design to meet simple design criteria. • Explain how closely their finished products meet their design criteria and say what they could do better in the future.
Lesson 1	Existing products
	• To evaluate existing products which are available
Lesson 2	Designing bunting
	• To design my own bunting based on the design criteria
Lesson 3	Using templates to cut fabric
	• To use a paper template to cut out a fabric shape • To use scissors safely
Lesson 4	Skills: Running stitch
	• To use a running stitch to join fabrics
Lesson 5	Selecting fabrics
	• To select fabrics which are suitable for decorating my bunting
Lesson 6	Evaluating my product
	• To evaluate my own product against the design criteria
Vocabulary	
Bunting, fabric, join, sew, running stitch, thred, needle, decorate, embellishment	