

DT Long Term Overview- Year 1

Year 1	Autumn	
	<p style="text-align: center;"><u>Autumn 1</u> DT Focus Mechanisms Making a Moving Book</p>	<p style="text-align: center;"><u>Autumn 2</u> DT Focus Textiles Puppets</p>
	<p><u>Unit Objectives:</u></p> <ul style="list-style-type: none"> • To explore making mechanisms • To design a moving storybook • To construct a moving picture • To evaluate my finished product <p><u>Design</u></p> <p><u>I can design three pages of my moving storybook by:</u></p> <ul style="list-style-type: none"> • Drawing background pictures. • Drawing the moving parts. • Deciding whether I will use a side-to-side slider or an up-and-down slider on each page. • Labelling the movement of each type of slider. <p><u>National Curriculum Objectives:</u></p> <ul style="list-style-type: none"> • 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. 	<p><u>Unit Objectives:</u></p> <ul style="list-style-type: none"> • To join fabrics together using different methods • To use a template to create my design • To join two fabrics together accurately • To embellish my design using joining methods <p><u>Design</u></p> <ul style="list-style-type: none"> • I can design a puppet using a template. • I can use a template to cut out my puppet. <p><u>National Curriculum Objectives:</u></p> <ul style="list-style-type: none"> • 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. <p><u>Make</u></p> <ul style="list-style-type: none"> • I can join fabrics together. • I can align two pieces of fabric. • I can use a template.

DT Long Term Overview- Year 1

Make

I can make my moving picture by:

- Drawing my background.
- Drawing and cutting my moving parts.
- Making sliders for my moving parts.
- Putting all my parts together to create my moving picture.
- Possibly making guides and bridges.

National Curriculum Objectives:

- Select 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.

Testing and Evaluation

- I can review the success of my product by testing it (reading it to reception children).
- I can evaluate my product against the design criteria.
- I can consider what I have learnt from making my moving storybook.

National Curriculum Objectives:

- Explore and evaluate a range of existing products.
- Evaluate their ideas against design criteria.

- I can fit my hand into my puppet.

National Curriculum Objectives:

- Select from and use a wider 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.

Testing and Evaluation

- I can use joining methods to decorate my puppet.
- I can still put my hand into the puppet after it is decorated.
- I can evaluate my own and others' work.

National Curriculum Objectives:

- Evaluate their ideas against design criteria.

DT Long Term Overview- Year 1

Spring

Spring 2

DT Focus

Structures

Constructing a Windmill

Unit Objectives:

- To create a stable structure
- To use tools and equipment accurately to make part of a structure
- To join parts of a structure
- To evaluate a structure

Design

- I can understand what a windmill is.
- I can describe the purpose of structures.
- I can understand the importance of clear design criteria.
- I can understand what a net is.

National Curriculum Objectives:

- 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

- I can follow instructions to cut and assemble the supporting structure of my windmill.
- I can understand that the shape of materials can be changed to improve the strength and stiffness of structures.
- I can identify a cylinder as a strong type of structure that is often used for windmills and lighthouses.
- I can understand what stable means and can ensure my structure has this property.



DT Long Term Overview- Year 1

National Curriculum Objectives:

- Select 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.

Testing and Evaluation

- I can evaluate my windmill according to the design criteria.
- I can test whether my structure is strong and stable and reinforce it if necessary.
- I can test whether my turbine turns in the structure and alter the parts if it does not.
- I can test whether my turbine turns freely in the wind/when blown on.

National Curriculum Objectives:

- Explore and evaluate a range of existing products.
- Evaluate their ideas against design criteria.

All of the 3 strands; Design, Make and Evaluate are covered within each half-termly unit of work.

In Year 2, there is more emphasis on the Evaluate and 'Technical Knowledge' aspects of the curriculum to ensure progression and the development of key skills.