**Year 1 Design and Technology Curriculum – Autumn Term**

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| **Theme: Sliders and levers** | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | **Links across the curriculum** |
| **Investigate**.  Explore a range of existing books and everyday products that use simple sliders and levers.  **Designing**  • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through drawings and mock-ups with card and paper.    **Making**  • Plan by suggesting what to do next. • Select and use tools, explaining their choices, to cut, shape and join paper and card. • Use simple finishing techniques suitable for the product they are creating.  **Evaluating**  • Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. | | | **Keyword** | Definition | **Keyword** | Definition | **Spoken language** – children listen and respond appropriately to adults. Ask relevant questions to extend their knowledge and understanding. Build technical and directional vocabulary.  • **Mathematics –** describe position, direction and movement. Use appropriate standard and non-standard measures. |
| Slider | A lever that is moved horizontally or vertically to control a variable | Split pin | A pin to connect two pieces of card together |
| lever | A rigid bar resting on a pivot, used to move a heavy or firmly fixed load with one end when pressure is applied to the other: |  |  |
| Pivot | The central point, pin, or shaft on which a mechanism turns or oscillates. |  |  |
| Guide | A structure or marking which directs the motion or positioning of something: |  |  |
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| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | | | | | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* | | |
| Early experiences of working with paper and card to make simple flaps and hinges. • Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape. (Foundation stage) | | | | | Linkages and levers (Year 3) | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | **Key Skills** | |
| 1. To explore and evaluate a collection of books and everyday products that have moving parts, including those with levers and sliders. | | * To develop vocabulary e.g. lever, pivot, slider, left, right, push, pull, up, down, forwards, backwards, in, out. | | | | * Investigation and questioning skills | |
| 1. To replicate making the slider and lever demonstrated to the children. | | * To know how the slider and lever works. | | | | * Construction/investigating skills | |
| 1. To generate a simple design. | | * To know how to add to images to the sliders or levers. | | | | * Creative thinking. * Drawing and labelling skills | |
| 1. To make their slider/lever design. | | * To know how to construct the lever/slider and hoe the images will move. | | | | * Construction skills | |
| 1. To evaluate the design | | * To know how effective the product was against the original design criteria. | | | | * Evaluation skills. * What went well … Even better if | |
| **Themes and links** | | | | | | | |
| **Themes** | **Where these are covered:** | | | | | | |
| **Investigate** | Lesson 1 and 2 | | | | | | |
| **Design** | * Lesson 3 | | | | | | |
| **Make** | * Lesson 4 | | | | | | |
| **Evaluate** | * Lesson 5. How effective is the product? | | | | | | |