



## Year 1

	Key Skills	Key Knowledge	Key Vocabulary
<p>Autumn 2</p> <p>Mechanisms: A Moving Book</p>	<ul style="list-style-type: none"> <li>Explaining how to adapt mechanisms, using bridges or guides to control the movement.</li> <li>Designing a moving story book for a given audience.</li> <li>Following a design to create moving models that use levers and sliders.</li> <li>Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed.</li> <li>Reviewing the success of a product by testing it with its intended audience.</li> </ul>	<ul style="list-style-type: none"> <li>To know that a mechanism is the parts of an object that move together.</li> <li>To know that a slider mechanism moves an object from side to side.</li> <li>To know that a slider mechanism has a slider, slots, guides and an object.</li> <li>To know that bridges and guides are bits of card that purposefully restrict the movement of the slider.</li> </ul>	<ul style="list-style-type: none"> <li>sliders</li> <li>mechanism</li> <li>adapt</li> <li>design criteria</li> <li>design</li> <li>input</li> <li>model</li> <li>template</li> <li>assemble</li> <li>test</li> </ul>
<p>Spring 2</p> <p>Structures: Windmills</p>	<ul style="list-style-type: none"> <li>Learning the importance of a clear design criteria.</li> <li>Including individual preferences and requirements in a design.</li> <li>Making stable structures from card, tape and glue.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that the shape of materials can be changed to improve the strength and stiffness of structures.</li> <li>To understand that cylinders are a strong type of structure (and,</li> </ul>	<ul style="list-style-type: none"> <li>axle</li> <li>bridge</li> <li>design</li> <li>design criteria</li> <li>model</li> <li>net</li> <li>packaging</li> <li>structure</li> </ul>

	<ul style="list-style-type: none"> <li>• Learning how to turn 2D nets into 3D structures.</li> <li>• Following instructions to cut and assemble the supporting structure of a windmill.</li> <li>• Making functioning turbines and axles which are assembled into a main supporting structure.</li> </ul>	<p>therefore, they are the main shape used for windmills and lighthouses).</p> <ul style="list-style-type: none"> <li>• To understand that axles are used in structures and mechanisms to make parts turn in a circle.</li> <li>• To begin to understand that different structures are used for different purposes.</li> <li>• To know that a structure is something that has been made and put together.</li> </ul>	<ul style="list-style-type: none"> <li>• template</li> <li>• unstable</li> <li>• stable</li> <li>• strong</li> <li>• weak</li> </ul>
<p>Summer 2</p> <p>Textiles: Puppets</p>	<ul style="list-style-type: none"> <li>• Using a template to create a design for a puppet.</li> <li>• Cutting fabric neatly with scissors.</li> <li>• Using joining methods to decorate a puppet.</li> <li>• Sequencing steps for construction.</li> <li>• Reflecting on a finished product, explaining likes and dislikes.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that 'joining technique' means connecting two pieces of material together.</li> <li>• To know that there are various temporary methods of joining fabric by using staples, glue or pins.</li> <li>• To understand that different techniques for joining materials can be used for different purposes.</li> <li>• To understand that a template (or fabric pattern) is used to cut out</li> </ul>	<ul style="list-style-type: none"> <li>• decorate</li> <li>• design</li> <li>• fabric</li> <li>• glue</li> <li>• model</li> <li>• hand puppet</li> <li>• safety pin</li> <li>• staple</li> <li>• stencil</li> <li>• template</li> </ul>

		<p>the same shape multiple times.</p> <ul style="list-style-type: none"> <li>To know that drawing a design idea is useful to see how an idea will look.</li> </ul>	
<p>Health Week</p> <p>Food &amp; Nutrition: Fruit and Vegetables</p>	<ul style="list-style-type: none"> <li>Designing smoothie carton packaging by-hand or on ICT software.</li> <li>Chopping fruit and vegetables safely to make a smoothie.</li> <li>Identifying if a food is a fruit or a vegetable.</li> <li>Learning where and how fruits and vegetables grow.</li> <li>Tasting and evaluating different food combinations.</li> <li>Describing appearance, smell and taste.</li> <li>Suggesting information to be included on packaging.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the difference between fruits and vegetables.</li> <li>To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber).</li> <li>To know that a blender is a machine which mixes ingredients together into a smooth liquid.</li> <li>To know that a fruit has seeds and a vegetable does not.</li> <li>To know that fruits grow on trees or vines.</li> <li>To know that vegetables can grow either above or below ground.</li> <li>To know that vegetables can come from different parts of the plant.</li> </ul>	<ul style="list-style-type: none"> <li>fruit</li> <li>vegetable</li> <li>seed</li> <li>leaf</li> <li>root</li> <li>stem</li> <li>smoothie</li> <li>healthy</li> <li>carton</li> <li>design</li> <li>flavour</li> <li>peel</li> <li>slice</li> </ul>