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|  | **Year 1** | **Year 2** |
| **Design** | *Objectives (children will learn to…)* |
| *design purposeful, functional, appealing products for themselves and other users based on design criteria* | Design a new product –lunch box – that meets the design criteria (Pirate Paddy’s Packed Lunch Problems) | Plan their own appealing dip and dipper and clearly show their ideas (Dips and Dippers)Design an appealing moving picture thinking about who it is for and what it needs (Moving Picture Traditional Tales) |
| *generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology* |  | Plan their own appealing dip and dipper and clearly show their ideas (Dips and Dippers)Make decisions about their product design and use an annotated sketch to show them (Moving Picture Traditional Tales) |
| **Make** |  |
| *select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]* | Prepare a tasty fish salad; prepare a tasty fruit salad (Sensational Salads)Select tools and equipment to make a lunch box (Pirate Paddy’s Packed Lunch Problems) | Make dips and dippers (Dips and Dippers) |
| *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics* | Explore materials that could be used to make a lunch box; select and use tools to make a lunch box (Pirate Paddy’s Packed Lunch Problems) |  |
| **Evaluate** |  |
| *explore and evaluate a range of existing products* | Explore and evaluate a range of existing products in the context of tasting salads (Sensational Salads)Evaluate a product’s ability to do a job well investigate and evaluate existing lunch box products (Pirate Paddy’s Packed Lunch Problems) | Evaluate different dips; explore different dippers and describe them (Dips and Dippers)Explore and evaluate an existing product in the context of moving books (Moving Picture Traditional Tales) |
| *evaluate their ideas and products against design criteria* | Test a product – lunch box – and then evaluate it (Pirate Paddy’s Packed Lunch Problems) | Evaluate my dip and dipper (Dips and Dippers)Evaluate their moving picture product against design criteria (Moving Picture Traditional Tales) |
| **Technical Knowledge** |  |
| *build structures, exploring how they can be made stronger, stiffer and more stable* | Improve their product by making it stronger, stiffer, more stable and more waterproof (Pirate Paddy’s Packed Lunch Problems) |  |
| *explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products* |  | Use a slider to make a picture move; make a lever and use it in their product; make a wheel mechanism and use it in their product (Moving Picture Traditional Tales) |
| **Cooking and Nutrition** |  |
| *use the basic principles of a healthy and varied diet to prepare dishes* | Explain why we need to eat fruit and vegetables; prepare and make a healthy salad made from root vegetables; prepare a tasty fish salad (Sensational Salads) | Explain why we need to eat a balance and variety of food groups to stay healthy; plan and make my own dip and dipper (Dips and Dippers) |
| *understand where food comes from* | Name different fruits and vegetables; explain where some food grows; explain where fish comes from and why it is important to eat fish; explain where different fruits come from (Sensational Salads) |  |