

2 Year Rolling Programme: A minimum of 1 Design Project per term.

Each year group will complete at least 1 cooking project and 2 projects selected from the other categories as mapped out on the Design and Technology curriculum overview.

Project Categories	KS1: Year 1 and 2 (Bracketed are suggested ideas)
Structures	Build a Standing Structure (e.g. Design, make and evaluate a castle or rocket using a range of materials, lego, recycling etc.)
Mechanisms	Sliders and Levers (e.g. Design, make and evaluate a moving picture or scene using a slider/lever to make a simple moving mechanism.) Wheels and Axels (e.g. Design, make and evaluate a simple moving vehicle e.g. fire engine or car.)
Textiles/Materials	Use different materials to make a functional product (e.g. Design, make and evaluate a puppet by sewing materials together.) (e.g. Design, make and evaluate a shield by joining a range of materials.)
Cooking and Nutrition	Create a Healthy Meal (e.g. Design, make and evaluate a teddy bears picnic.) (e.g. Make a healthy snack or meal incorporating items grown in school garden/locally.)

Key Stage 1 End Points	<ul style="list-style-type: none"> • To engage in the process of designing, making and evaluating. • To identify design criteria. • To evaluate ideas/products against the design criteria. • To design purposeful, functional and appealing products for themselves and others. • To communicate ideas through talking, drawing, templates and mock-ups. • To learn the skills needed to perform basic practical tasks (cutting, shaping, modelling, joining and finishing) • To select and use a range of materials. • To explore and evaluate a range of existing products and the work of others. • To begin to apply knowledge, understanding and skills to make purposeful products. • To begin to develop the creative, technical and practical skills need to perform everyday tasks confidently. • To use the basic principles of a healthy diet to prepare food dishes and begin to learn how to cook. • To understand where food comes from. 		
Knowledge Progression	Design	Make	Evaluate
Year 1	<ul style="list-style-type: none"> • Begin to identify simple design criteria. • Mock-up/draw a single idea labelled with key features. • Model and construct ideas using playdough or other modelling materials e.g. lego. • Discuss and communicate design outcomes with peers/teachers. 	<p>Structures</p> <ul style="list-style-type: none"> • Build a structure using a planned design. • Select and use a range of materials and tools to construct with. • Finish structure by colouring/painting/decorating. • Understand how to make a structure stronger. <p>cut, build, join, glue, stick, finish, paint, decorate, colour</p> <p>Mechanisms</p> <ul style="list-style-type: none"> • Incorporate a moving mechanism into a product e.g. slider, lever. • Select and use a range of materials and tools to create chosen product. • Finish product by colouring/painting/decorating. <p>move, direction, slider, lever</p> <p>Textiles/Materials</p> <ul style="list-style-type: none"> • Select and use a range of materials to create a planned design. 	<ul style="list-style-type: none"> • Verbally communicate opinion of own creation. (Do I like what I have created? How was I successful? What went well? How could I improve next time?) • Taste and identify flavours - foods they like and foods they don't. <p>Evaluate meal against healthy diet criteria, e.g. what element of the picnic was the healthiest?</p>

		<ul style="list-style-type: none"> • Join materials using different techniques e.g. gluing, sewing, taping • Finish product by adding detail. fabric, material, cut, sew, glue, join, finish <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> • Select ingredients chosen in plan and create a healthy snack/meal. • Use a range of cooking skills to create planned design. • Begin to understand how to stay safe in the kitchen. wash, chop, mix, grate, slice, spread 	
<p>Year 2</p>	<ul style="list-style-type: none"> • Identify simple design criteria by looking at existing products. • Mock-up/draw a range of ideas labelled with key features. • Model and construct ideas using playdough or other modelling materials. • Discuss and communicate design outcomes with peers/teachers. 	<p>Structures</p> <ul style="list-style-type: none"> • Select a chosen design and build a structure. • Select and use a range of materials and tools to construct with. • Finish structure by colouring/painting/decorating. • Explore how structures can be made, stronger, stiffer and more stable. cut, build, join, glue, stick, finish, stiffen, strengthen, stable <p>Mechanisms</p> <ul style="list-style-type: none"> • Incorporate a moving mechanism into a product e.g. slider, lever or axel and wheels. • Select and use a range of materials and tools to create chosen product. • Finish product by colouring/painting/decorating. move, direction, slider, lever, pivot, axel, wheels <p>Textiles/Materials</p> <ul style="list-style-type: none"> • Select and use a range of materials to create a chosen design. • Join materials using different techniques e.g. gluing, sewing, taping • Finish product by adding detail. fabric, material, cut, sew, glue, join, finish <p>Cooking and Nutrition</p>	<ul style="list-style-type: none"> • Evaluate own product against design criteria and/or existing products. (How was I successful? How could I improve? Did I have to change anything?) • Peer evaluate and justify (I like this one because... This one is good because it has...) • Understand the terms functional and purposeful and identify how the product can be used purposefully and functionally. (e.g. a puppet in a puppet show). • Taste and identify flavours/textures - explain why they enjoyed some foods. <p>Evaluate meal against healthy diet criteria, e.g. what element of the picnic was the healthiest?</p>

		<ul style="list-style-type: none">• Select ingredients chosen in plan and create a healthy snack/meal.• Use a range of cooking skills to create planned design.• Show a good understanding of how to stay safe in the kitchen. <p>wash, chop, mix, grate, slice, spread</p>	
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