# Year 1

Through a variety of creative and practical activities:

Possible end projects through the contexts of the home and school, gardens etc: (Teacher to choose...)

Design a healthy lunch for the Lighthouse *Keeper's lunch (previous books)* 

## Possible link ideas:

Link to previous Science and seasonal changes and which fruits and vegetables are growing/available on trees etc.

Write instructions for assembling, write recipes - ingredients, method etc.



# DT Block (2 x 3 weeks)

## DT Block one:

A way to get your class excited about healthy eating as they explore a variety of fruits and vegetables, what they look like, taste like and feel like, as well as how to prepare fruits and vegetables through cutting, grating, peeling and more. They will then have the challenge of designing, making and evaluating their own fruit salad or fruit kebab or fruit smoothie etc.





I have my own ideas

I can explain what my product is for and it will work I can use pictures and words to plan and begin to us models I can design a product myself following design criteria I can research similar existing products.



I can explain what I am making and why I can consider what I need to do next I can select tools/equipment to cut, shape and explain my choices I can mark out and measure with support I can try to use finishing techniques to make my product look good. I can work in a safe and hygienic place.

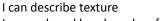


Skill Evaluate:

I can say what I like and dislike about existing products (e.g. smoothies, fruits, vegetables, fruit lollies etc.) I can say what I like about my finished product. I can say what I like and dislike about someone else's product.

I begin to talk about what I could improve next time

# **Technical knowledge: Food and nutrition**



I an wash and hands and surfaces

I can find interesting ways to decorate food

I can describe the difference of some food

I can discuss how fruit and vegetables are healthy

Through a variety of creative and practical activities:

Possible end projects through the contexts of the home and school, gardens and playgrounds etc. (Teacher to choose...)

Build all of the Three Little Pigs Homes, using the correct materials, investigate strength and stability, design a Giant's Castle on beanstalk, design and create a new home for Three Little Pigs.

Link to making moving pictures in Traditional Tales – levers, slides, wheels, Rapunzel climbing tower, wolf blowing at houses, Goldilocks lifting a spo

# **Moving Pictures**



Sliders and Levers

on

out of porridge etc.

#### I can cut, peel and grate safely with support.

### DT Block two: Homes and Houses – Interior and Exterior



I can explain what my product is for and it will work I can use pictures and words to plan and begin to us models I can design a product myself following design criteria I can research similar existing products.



I can find ways to make my structures more stable so they are freestanding. e.g. The use of a base, overlapping joints.
I can cut along straight lines, curved lines and shapes marked out by a template.
I can use tape and glue to create temporary joins, fixed joins, & moving joins.
I can roll, fold, tear and cut paper and card.



I can say what they like and dislike about existing products.

I can say how well my designs and product met the given design criteria.

Technical knowledge (structure, mechanism)



I can build structures, exploring how they can be made stronger, stiffer and more stable I can explore and use mechanisms [for example, levers, sliders, wheels and axles], in my products.