



Windy Nook Primary School

Key Learning in Design Technology: Years 1 and 2

Design		Make		Evaluate
<p>Use pictures and words to convey what they want to design/make. Propose more than one idea for their product. Use kits/reclaimed materials to develop more than one idea. Model ideas with kits, reclaimed materials. Select appropriate technique explaining: First... Next... Last.... Explore ideas by rearranging materials. Select pictures to help develop ideas. Use drawings to record ideas as they are developed. Add notes to drawings to help explanations. Describe their models and drawings of ideas and intentions.</p>		<p>Discuss their work as it progresses. Select materials from a limited range that will meet the design criteria. Select and name the tools needed to work the materials. Explain what they are making. Explain which materials they are using and why. Name the tools they are using. Describe what they need to do next.</p>		<p>Explore existing products and investigate how they have been made. Decide how existing products do/do not achieve their purpose. Talk about their design as they develop and identify good and bad points. Note changes made during the making process as annotation to plans/drawings. Say what they like and do not like about items they have made and attempt to say why. Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.</p>
Food	Textiles	Structures	Mechanisms	
<p>Develop a food vocabulary using taste, smell, texture and feel. Group familiar food products e.g. fruit and vegetables. Explain where food comes from. Cut, peel, grate, chop a range of ingredients Work safely and hygienically. Understand the need for a variety of foods in a diet. Measure and weigh food items, non-statutory measures e.g. spoons, cups.</p>	<p>Cut out shapes which have been created by drawing round a template onto the fabric. Join fabrics by using e.g. running stitch, glue, staples, over sewing, tape. Decorate fabrics with attached items e.g. buttons, beads, sequins, braids, ribbons. Colour fabrics using a range of techniques e.g. fabric paints, printing, painting.</p>	<p>Explore how to make structures stronger. Investigate different techniques for stiffening a variety of materials. Test different methods of enabling structures to remain stable. Join appropriately for different materials and situations e.g. glue, tape. Mark out materials to be cut using a template.</p>	<p>Join appropriately for different materials and situations e.g. glue, tape. Try out different axle fixings and their strengths and weaknesses. Make vehicles with construction kits which contain free running wheels. Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels. Roll paper to create tubes. Cut dowel using hacksaw and bench hook. Attach wheels to a chassis using an axle. Mark out materials to be cut using a template. Fold, tear and cut paper and card.</p>	

		Use a glue gun with close supervision.	Cut along lines, straight and curved. Use a hole punch. Insert paper fasteners for card. Experiment with levers and sliders to find different ways of making things move in a 2D plane.
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RRSA Article Links

During this key learning the following articles will be addressed:

Article 12: You have the right to give your opinion, and for adults to listen and take it seriously

Article 13: You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people