Curriculum Handbook for Design Technology

Part 2: Key Stage 1 Sequence of Learning

St. Martin's

C. of E. Primary School

Serve one another in love

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St. Martin's C of E (VA) Primary School
Design Technology Sequence of Learning – Key Stage 1

Year A KS1	Autumn 1: Food and Nutrition	
	Unit: Fruit and Vegetables	
	Sequence of Learning Pupils who are **secure** will be able to: • Describe fruits and vegetables and explain why they are a fruit or a vegetable. • Name a range of places that fruits and vegetables grow. • Describe basic characteristics of fruit and vegetables. • Prepare fruits and vegetables to make a smoothie	
	Year 1	Year 2
Lesson 1 Fruit or vegetable?	**Learning Objective:** To identify if a food is a fruit or vegetable. **National Curriculum links:** ✓ Understand where food comes from **Success Criteria:** ✓ I can begin to name a number of fruits and vegetables. ✓ I know how to determine if something is a fruit. ✓ I understand that some foods we call vegetables are actually fruits.	**Learning Objective:** To identify if a food is a fruit or vegetable. **National Curriculum links:** ✓ Understand where food comes from **Success Criteria:** ✓ I can confidently name a number of fruits and vegetables. ✓ I know how to determine if something is a fruit ✓ I understand that some foods we call vegetables are actually fruits.
Lesson 2 Where fruit and vegetables grow.	**Learning Objective:** To identify where plants grow and which parts we eat. **National Curriculum links:** ✓ Understand where food comes from. **Success Criteria:**	**Learning Objective:** To identify where plants grow and which parts we eat. **National Curriculum links:** ✓ Understand where food comes from. **Success Criteria:**

		✓ I can remember how to determine if a food is a fruit or vegetable. ✓ I can begin to discuss where fruit and vegetables may grow (ground or trees).	✓ I can remember how to determine if a food is a fruit or vegetable. ✓ I know that fruits and vegetables grow in one of three places: trees/vines, above the ground or below the ground.
	Lesson 3 Smoothie ingredients tasting.	**Learning Objective:** To taste and compare fruit and vegetables. **National Curriculum links:** ✓ Explore and evaluate a range of existing products. **Success criteria:** ✓ I can begin to suggest what fruits and/or vegetables are in a drink. ✓ I can taste fruit and vegetables and describe their appearance/feel, smell and taste. ✓ I can begin to make choices as to what smoothie I will make.	**Learning Objective:** To taste and compare fruit and vegetables. **National Curriculum links:** ✓ Explore and evaluate a range of existing products. **Success Criteria:** ✓ I can confidently to suggest what fruits and/or vegetables are in a drink. ✓ I can taste fruit and vegetables and describe their appearance/feel, smell and taste. ✓ I can confidently make choices as to what smoothie I will make and why.
	Lesson 4 To make a fruit and vegetable smoothie.	**Learning Objective:** To make a fruit and vegetable smoothie. **National Curriculum links:** ✓Use the basic principles of a healthy and varied diet. Design: ✓Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Make: ✓Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. ✓Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate:	**Learning Objective:** To make a fruit and vegetable smoothie. **National Curriculum links:** ✓Use the basic principles of a healthy and varied diet. Design: ✓Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Make: ✓Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. ✓Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate:

		✓Evaluate their ideas and products against the design criteria. **Success Criteria:** ✓ I can begin to describe how to prepare some fruit and vegetables before they are eaten. ✓ I can cut soft fruit with support. ✓ I can describe how my smoothie taste.	✓Evaluate their ideas and products against the design criteria. **Success Criteria:** ✓ I can confidently describe how to prepare some fruit and vegetables before they are eaten. ✓ I can cut soft fruit with growing confidence. ✓ I can describe how my smoothie taste, suggesting my own likes and dislikes.
	Key Vocabulary		
	Fruit, vegetable, seed, leaf, root, stem, smoothie, healthy, carton, design, flavour, peel, slice.		
	Cross-curricular Links		
	Science (Working scientifically) ✓ Identifying and classifying. ✓ Using their observations and ideas to suggest answers to questions. **RSE (Healthy eating)** ✓ What constitutes a healthy diet (including understanding calories and other nutritional content). ✓ The principles of planning and preparing a range of healthy meals.		

Year A KS1	Spring 1: Structures	
	Unit: Constructing a Windmill	
	Sequence of Learning	
	Pupils who are **secure** will be able to: • Identify some features that would appeal to the client (a mouse) and create a suitable design. • Explain how their design appeals to the mouse. • Make stable structures, which will eventually support the turbine, out of card, tape and glue. • Make functioning turbines and axles that are assembled into the main supporting structure. • Say what is good about their windmill and what they could do better.	
	Year 1	Year 2
Lesson 1 Designing the structure	**Learning Objective:** To include individual preferences and requirements in my design. **National Curriculum links:** Design: ✓ Design purposeful, functional, appealing products for themselves and other users based on design criteria. ✓ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Evaluate: ✓ Explore and evaluate a range of existing products. ✓ Evaluate their ideas and products against design criteria. **Success Criteria:** ✓ I can begin to understand what a windmill is. ✓ I can begin to describe the purpose of structures. ✓ I can understand the importance of clear design criteria. ✓ I can begin to understand what a net is.	**Learning Objective:** To include individual preferences and requirements in my design. **National Curriculum links:** Design: ✓ Design purposeful, functional, appealing products for themselves and other users based on design criteria. ✓ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Evaluate: ✓ Explore and evaluate a range of existing products. ✓ Evaluate their ideas and products against design criteria. **Success Criteria:** ✓ I can understand what a windmill is. ✓ I can describe the purpose of structures and explain my reasoning. ✓ I can understand the importance of clear design criteria. ✓ I can understand what a net is.

	Lesson 2 Assembling the structure	**Learning Objective:** To make a stable structure. **National Curriculum links:** Make: ✓Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. ✓Select from and use a wide range of materials and components, including construction materials, according to their characteristics. Evaluate: ✓Evaluate their ideas and products against design criteria. Technical knowledge: ✓Build structures, exploring how they can be made stronger, stiffer and more stable. **Success Criteria:** ✓ I can begin to follow instructions to cut and assemble the supporting structure of my windmill with support. ✓I can begin to understand that the shape of materials can be changed to improve the strength and stiffness of structures with some support. ✓I can begin to identify a cylinder as structure that is often used for windmills and lighthouses. ✓I can understand what stable means.	**Learning Objective:** To make a stable structure. **National Curriculum links:** Make: ✓Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. ✓Select from and use a wide range of materials and components, including construction materials, according to their characteristics. Evaluate: ✓Evaluate their ideas and products against design criteria. Technical knowledge: ✓Pupils should be taught to: ✓Build structures, exploring how they can be made stronger, stiffer and more stable. **Success Criteria:** ✓ I can follow instructions to cut and assemble the supporting structure of my windmill with growing independence. ✓I can understand that the shape of materials can be changed to improve the strength and stiffness of structures. ✓I can identify a cylinder as a strong type of structure that is often used for windmills and lighthouses. ✓I can understand what stable means and can ensure my structure has this property.
	Lesson 3 Assembling the windmill	**Learning Objective:** To assemble the components of my structure. **National Curriculum links:** Make: ✓ Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].	**Learning Objective:** To assemble the components of my structure. **National Curriculum links:** Make: ✓ Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].

		✓ Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate: ✓ Explore and evaluate a range of existing products. Technical knowledge: ✓ Build structures, exploring how they can be made stronger, stiffer and more stable. ✓ Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. **Success Criteria:** ✓ I can cut and assemble my turbine with support. ✓ I can begin to understand that windmill turbines use wind to turn and make the machines inside work. ✓ I can understand that axles are used in structures and mechanisms to make parts turn in a circle. ✓ I can attach my turbine to the axle and attach it to the structure of my windmill with support. ✓ I can test and adapt my turbine, so it turns in the structure.	✓ Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate: ✓ Explore and evaluate a range of existing products. Technical knowledge: ✓ Build structures, exploring how they can be made stronger, stiffer and more stable. ✓ Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. **Success Criteria:** ✓ I can cut and assemble my turbine correctly with growing independence. ✓ I can understand that windmill turbines use wind to turn and make the machines inside work. ✓ I can understand that axles are used in structures and mechanisms to make parts turn in a circle. ✓ I can attach my turbine to the axle and attach it to the structure of my windmill with growing independence. ✓ I can test and adapt my turbine, so it turns in the structure.
	Lesson 4 Testing and evaluating	**Learning Objective:** To evaluate my project and adapt my design. **National Curriculum links:** Evaluate: ✓Explore and evaluate a range of existing products. ✓Evaluate their ideas and products against design criteria. Technical knowledge: ✓Build structures, exploring how they can be made stronger, stiffer and more stable. ✓Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products. **Success Criteria:**	**Learning Objective:** To evaluate my project and adapt my design. **National Curriculum links:** Evaluate: ✓Explore and evaluate a range of existing products. ✓Evaluate their ideas and products against design criteria. Technical knowledge: ✓Build structures, exploring how they can be made stronger, stiffer and more stable. ✓Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products. **Success Criteria:**

		✓ I can begin to evaluate my windmill according to the design criteria. ✓ I can test whether my structure is strong and stable and reinforce it if necessary. ✓ I can test whether my turbine turns in the structure and alter the parts if it does not. ✓ I can test whether my turbine turns freely in the wind/when blown on.	✓ I can evaluate my windmill according to the design criteria. ✓ I can test whether my structure is strong and stable and reinforce it if necessary. ✓ I can test whether my turbine turns in the structure and alter the parts if it does not, explaining my reasons. ✓ I can test whether my turbine turns freely in the wind/when blown on.
	Key Vocabulary		
	Axle, bridge, design, design criteria, model, net, packaging, structure, template, unstable, stable, strong, weak.		
	Cross-curricular links		
	Mathematics (Geometry – properties of shapes) ✓ Recognise and name common two-dimensional and three-dimensional shapes.		

Year A KS1	Summer 1: Mechanisms	
	Unit: Making a Moving Monster	
	Sequence of Learning	
	Pupils who are **secure** will be able to: • Identify the correct terms for levers, linkages and pivots. • Analyse popular toys with the correct terminology. • Create functional linkages that produce the desired input and output motions. • Design monsters suitable for children, which satisfy most of the design criteria. • Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design. • Select and assemble materials to create their planned monster features. • Assemble the monster to their linkages without affecting their functionality.	
	Year 1	Year 2
Lesson 1 Pivots, levers and linkages	**Learning Objective:** To look at objects and understand how they move. **National Curriculum links:** Evaluate: ✓ Explore and evaluate a range of existing products. Technical knowledge ✓ Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products. **Success Criteria:** ✓ I can begin to understand that mechanisms are a collection of moving parts that work together in a machine. ✓ I can begin to understand that there is always an input and output in a mechanism. ✓ I can identify some mechanisms in everyday objects. ✓ I can begin to understand that a lever is something that turns on a pivot. ✓ I can begin to understand that a linkage is a system of levers that are connected by pivots.	**Learning Objective:** To look at objects and understand how they move. **National Curriculum links:** Evaluate: ✓ Explore and evaluate a range of existing products. Technical knowledge ✓ Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products. **Success Criteria:** ✓ I can understand that mechanisms are a collection of moving parts that work together in a machine. ✓ I can understand that there is always an input and output in a mechanism. ✓ I can identify mechanisms in everyday objects. ✓ I can understand that a lever is something that turns on a pivot. ✓ I can understand that a linkage is a system of levers that are connected by pivots.

		✓ I can begin to help devise whole-class design criteria for what our moving monster should do.	✓ I can help devise whole-class design criteria for what our moving monster should do.
	Lesson 2 Making linkages	**Learning Objective:** To look at objects and understand how they move. **National Curriculum links:** Evaluate: ✓ Explore and evaluate a range of existing products. Technical knowledge: ✓ Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products. **Success Criteria:** ✓ I can begin to understand that mechanisms are a collection of moving parts that work together in a machine. ✓ I can being to understand that there is always an input and output in a mechanism. ✓ I can begin to understand that a lever is something that turns on a pivot. ✓ I can begin to understand that a linkage is a system of levers that are connected by pivots.	**Learning Objective:** To look at objects and understand how they move. **National Curriculum links:** Evaluate: ✓ Explore and evaluate a range of existing products. Technical knowledge: ✓ Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products. **Success Criteria:** ✓ I can understand that mechanisms are a collection of moving parts that work together in a machine. ✓ I can understand that there is always an input and output in a mechanism. ✓ I can understand that a lever is something that turns on a pivot. ✓ I can understand that a linkage is a system of levers that are connected by pivots.
	Lesson 3 Designing my monster	**Learning Objective:** To explore different design options. **National Curriculum links:** Design: ✓ Design purposeful, functional, appealing products for themselves and other users based on design criteria. ✓ Generate, develop, model and communicate their ideas through talking and drawing, templates, mock-ups and, where appropriate, information and communication technology. Evaluate: ✓ Evaluate their ideas and products against design criteria. **Success Criteria:** ✓ I can understand that linkages use levers and pivots to create motion.	**Learning Objective:** To explore different design options. **National Curriculum links:** Design: ✓ Design purposeful, functional, appealing products for themselves and other users based on design criteria. ✓ Generate, develop, model and communicate their ideas through talking and drawing, templates, mock-ups and, where appropriate, information and communication technology. Evaluate: ✓ Evaluate their ideas and products against design criteria. **Success Criteria:** ✓ I can understand that linkages use levers and pivots to create motion.

		✓ I can think of one of my own points to add to the class design criteria. ✓ I can draw a moving monster design that meet some points of my design criteria. ✓ With support I can design the linkage I will use to make my monster move.	✓ I can think of two of my own points to add to the class design criteria. ✓ I can draw two moving monster designs that meet all points of my design criteria. ✓ I can design the linkage I will use to make my monster move.
	Lesson 4 Making my monster	**Learning Objective:** To make a moving monster. **National Curriculum links:** Make: ✓ Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Technical knowledge: ✓ Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. **Success Criteria:** ✓ I can make linkages by connecting levers and pivots with some support. ✓ I can begin to understand that materials can be selected according to their characteristics. ✓ I can design and make the features of my monster with some support. ✓ I can evaluate the likes and dislikes about my monster and whether it meets the Design Criteria.	**Learning Objective:** To make a moving monster. **National Curriculum links:** Make: ✓ Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Technical knowledge: ✓ Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. **Success Criteria:** ✓ I can make linkages by connecting levers and pivots with growing independence. ✓ I can understand that materials can be selected according to their characteristics. ✓ I can design and make the features of my monster with growing independence. ✓ I can evaluate how functional my monster is and whether it meets the Design Criteria.
	Key Vocabulary		
	Axle, design criteria, input, linkage, mechanical, output, pivot, wheel.		
	Cross-curricular Links		
	None		

Year B KS1	Autumn 2: Mechanisms	
	Unit: Wheels and axles	
	Sequence of Learning	
	Pupils who are **secure** will be able to: • Explain that wheels move because they are attached to an axle. • Recognise that wheels and axles are used in everyday life, not just in cars. • Identify and explain vehicle design flaws using the correct vocabulary. • Design a vehicle that includes functioning wheels, axles and axle holders. • Make a moving vehicle with working wheels and axles. • Explain what must be changed if there are any operational issues.	
	Year 1	Year 2
Lesson 1 How do wheels move?	**Learning Objective:** To understand how wheels move. **National Curriculum links:** Evaluate: ✓ Explore and evaluate a range of existing products. Technical knowledge: ✓ Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. **Success Criteria:** ✓ I can identify what mechanism makes a toy or vehicle roll forwards. ✓ I can recall that in order for a wheel to move it must be attached to an axle. ✓ I can draw and label a diagram of an axle, wheel and axle holder.	**Learning Objective:** To understand how wheels move. **National Curriculum links:** Evaluate: ✓ Explore and evaluate a range of existing products. Technical knowledge: ✓ Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. **Success Criteria:** ✓ I can identify what mechanism makes a toy or vehicle roll forwards and explain why. ✓ I can recall that in order for a wheel to move it must be attached to an axle. ✓ I can draw and label a diagram of an axle, wheel and axle holder.
Lesson 2 Fixing broken wheels	**Learning Objective:** To identify what stops wheels from turning. **National Curriculum links:** Evaluate: ✓ Explore and evaluate a range of existing products. Technical knowledge:	**Learning Objective:** To identify what stops wheels from turning. **National Curriculum links:** Evaluate: ✓ Explore and evaluate a range of existing products. Technical knowledge:

		✓ Explore and use mechanisms in their product. **Success Criteria:** ✓ I can recall that a wheel needs an axle in order to move. ✓ I can fix a design so that the wheel can move with some support. ✓ I can use appropriate vocabulary to describe which parts are moving or not.	✓ Explore and use mechanisms in their product. **Success Criteria:** ✓ I can explain that a wheel needs an axle in order to move. ✓ I can fix a design so that the wheel can move with growing independence. ✓ I can use appropriate vocabulary to describe which parts are moving or not explaining why.
	Lesson 3 Designing a vehicle	**Learning Objective:** To design a moving vehicle. **National Curriculum links:** Design: ✓ Design purposeful, functional, appealing products for themselves and other users based on design criteria. ✓ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and technology. **Success Criteria:** ✓ I can recall what makes a wheel and an axle work. ✓ I can design a moving vehicle. ✓ I can label my design using appropriate vocabulary.	**Learning Objective:** To design a moving vehicle. **National Curriculum links:** Design: ✓ Design purposeful, functional, appealing products for themselves and other users based on design criteria. ✓ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and technology. **Success Criteria:** ✓ I can confidently explain what makes a wheel and an axle work. ✓ I can design a moving vehicle. ✓ I can label my design using the correct vocabulary.
	Lesson 4 Wacky races	**Learning Objective:** To build a moving vehicle. **National Curriculum links:** Design: ✓ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Make: ✓ Select from and use a range of tools and equipment to perform practical tasks. Evaluate: ✓ Evaluate their ideas and products against design criteria.	**Learning Objective:** To build a moving vehicle. **National Curriculum links:** Design: ✓ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Make: ✓ Select from and use a range of tools and equipment to perform practical tasks. Evaluate: ✓ Evaluate their ideas and products against design criteria.

		Success Criteria: ✓ I can make a wheel and axle mechanism. ✓ I can evaluate my design to make it even better.	**Success Criteria:** ✓ I can make a wheel and axle mechanism with growing independence. ✓ I can evaluate my design to make it even better explaining my reasoning.
	Key Vocabulary		
	Axle, axle holder, chassis, diagram, dowel, equipment, mechanism, wheel.		
	Cross-curricular Links		
	Mathematics (Measurement) ✓ Measure and begin to record lengths and heights. **British Values** ✓ Mutual respect.		

Year B KS1	Spring 2: Textiles	
	Unit: Easter Puppet Animals	
	Sequence of Learning	
	Pupils who are **secure** will be able to: • Join fabrics together using pins, staples or glue. • Design a puppet and use a template. • Join their two puppets' faces together as one. • Decorate a puppet to match their design.	
	Year 1	Year 2
Lesson 1 Joining Fabrics	**Learning Objective:** To join fabrics together using different methods. **National Curriculum links:** Make: ✓ Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Evaluate: ✓ Explore and evaluate a range of existing products. **Success Criteria:** ✓ I can remember that different techniques may be used to join fabrics for different purposes. ✓ I can join fabric by pinning, stapling or glueing with some support.	**Learning Objective:** To join fabrics together using different methods. **National Curriculum links:** Make: ✓ Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Evaluate: ✓ Explore and evaluate a range of existing products. **Success Criteria:** ✓ I can remember that different techniques may be used to join fabrics for different purposes. ✓ I can join fabric by pinning, stapling or glueing with growing confidence.
Lesson 2	**Learning Objective:** To use a template to create my design.	**Learning Objective:** To use a template to create my design.

	Designing my puppet	**National Curriculum links:** Design: ✓ Design purposeful, functional, appealing products for themselves or other users based on design criteria. ✓ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Make: ✓ Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. ✓ Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. **Success Criteria:** ✓ I can design a puppet using a template. ✓ I can use a template to cut out my puppet with some support.	**National Curriculum links:** Design: ✓ Design purposeful, functional, appealing products for themselves or other users based on design criteria. ✓ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Make: ✓ Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. ✓ Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. **Success Criteria:** ✓ I can design a puppet using a template. ✓ I can use a template to cut out my puppet with growing confidence.
	Lesson 3 Making and joining my puppet	**Learning Objective:** To join two fabrics together accurately. **National Curriculum links:** Design: ✓ Design purposeful, functional, appealing products for themselves or other users based on design criteria. Make: ✓ Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. ✓ Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. **Success Criteria:** ✓ I can join fabrics together with some support. ✓ I can align two pieces of fabric.	**Learning Objective:** To join two fabrics together accurately. **National Curriculum links:** Design: ✓ Design purposeful, functional, appealing products for themselves or other users based on design criteria. Make: ✓ Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. ✓ Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. **Success Criteria:** ✓ I can join fabrics together with growing independence. ✓ I can align two pieces of fabric accurately.

		✓ I can use a template with some support. ✓ I can fit my hand into my puppet.	✓ I can use a template with growing independence. ✓ I can fit my hand into my puppet.
	Lesson 4 Decorating my puppet	**Learning Objective:** To embellish my design using joining methods. **National Curriculum links:** Design: ✓ Design purposeful, functional, appealing products for themselves or other users based on design criteria. Make: ✓ Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Evaluate: ✓ Evaluate their ideas and products against design criteria. **Success Criteria:** ✓ I can use joining methods to decorate my puppet. ✓ I can still put my hand into the puppet after it is decorated. ✓ I can evaluate my own and others' work.	**Learning Objective:** To embellish my design using joining methods. **National Curriculum links:** Design: ✓ Design purposeful, functional, appealing products for themselves or other users based on design criteria. Make: ✓ Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Evaluate: ✓ Evaluate their ideas and products against design criteria. **Success Criteria:** ✓ I can confidently use joining methods to decorate my puppet. ✓ I can still put my hand into the puppet after it is decorated. ✓ I can evaluate the success of my own and others', suggesting any improvements.
	Key Vocabulary		
	Decorate, design, fabric, glue, model, hand puppet, safety pin, staple, stencil, template.		
	Cross-curricular Links		
	English (Reading – comprehension) ✓ Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.		

Year B KS1	Summer 2: Cooking and Nutrition	
	Unit: A Balanced Diet	
	Sequence of Learning	
	Pupils who are **secure** will be able to: • Name the main food groups and identify foods that belong to each group. • Describe the taste, texture and smell of a given food. • Think of four different wrap ideas, considering flavour combinations. • Construct a wrap that meets the design brief and their plan.	
	Year 1	Year 2
Lesson 1 Hidden sugars in drinks	**Learning Objective:** To know what makes a balanced diet. **National Curriculum links:** ✓ Understand where food comes from. ✓ Use the basic principles of a healthy and varied diet to prepare dishes. ✓ Explore and evaluate a range of existing products. **Success Criteria:** ✓ I know what 'hidden sugars' are. ✓ I know drink containers can tell us nutritional information. ✓ I can begin to know that there are five food groups, made up of: • fruit and vegetables • starchy carbohydrates • proteins • dairy • oils and spreads ✓ I know I should eat five portions of fruit and vegetables each day.	**Learning Objective:** To know what makes a balanced diet. **National Curriculum links:** ✓ Understand where food comes from. ✓ Use the basic principles of a healthy and varied diet to prepare dishes. ✓ Explore and evaluate a range of existing products. **Success Criteria:** ✓ I know what 'hidden sugars' are. ✓ I know where to find the nutritional information on a drinks container ✓ I know that there are five food groups, made up of: • fruit and vegetables • starchy carbohydrates • proteins • dairy • oils and spreads ✓ I know roughly how much of each food group I should eat each day.
Lesson 2 Taste testing combinations	**Learning Objective:** To taste test food combinations. **National Curriculum links:**	**Learning Objective:** To taste test food combinations. **National Curriculum links:**

		✓ Use the basic principles of a healthy and varied diet to prepare dishes. ✓ Design purposeful, functional, appealing products for themselves and other users based on design criteria. ✓ Evaluate their ideas and products against design criteria. **Success Criteria:** ✓ I can recall some of the different food groups. ✓ I know how to experience food through touch and smell. ✓ I can begin to consider and review food combinations. ✓ I know the appropriate ingredient combinations I need for a wrap.	✓ Use the basic principles of a healthy and varied diet to prepare dishes. ✓ Design purposeful, functional, appealing products for themselves and other users based on design criteria. ✓ Evaluate their ideas and products against design criteria. **Success Criteria:** ✓ I can remember what foods fall into what food groups. ✓ I know how to experience food through touch and smell. ✓ I can consider and review food combinations. ✓ I know that the most ideal ingredient combinations for my wrap will contain foods from more than one food group.
	Lesson 3	**Learning Objective:** To design a healthy wrap. **National Curriculum links:** ✓ Use the basic principles of a healthy and varied diet to prepare dishes. ✓ Design purposeful, functional, appealing products for themselves and other users based on design criteria. ✓ Evaluate their ideas and products against design criteria. **Success Criteria:** ✓ I can remember which food combinations work well together. ✓ I can design two wraps based on these combinations. ✓ I can choose one of these to make as my 'Final Design'. ✓ I know how to slice food safely using the bridge or claw grip with some support.	**Learning Objective:** To design a healthy wrap. **National Curriculum links:** ✓ Use the basic principles of a healthy and varied diet to prepare dishes. ✓ Design purposeful, functional, appealing products for themselves and other users based on design criteria. ✓ Evaluate their ideas and products against design criteria. **Success Criteria:** ✓ I can remember which food combinations work well together. ✓ I can design three possible wraps based on these combinations. ✓ I can choose one of these to make as my 'Final Design'. ✓ I know how to slice food safely using the bridge or claw grip with growing independence.

	Lesson 4	**Learning Objective:** To make a healthy wrap **National Curriculum links:** ✓ Use the basic principles of a healthy and varied diet to prepare dishes. ✓ Explore and evaluate a range of existing products ✓ Evaluate their ideas and products against design criteria. **Success Criteria:** ✓ I can remember how to prepare food safely. ✓ I can make a healthy wrap with support. ✓ I know how to review my design.	**Learning Objective:** To make a healthy wrap **National Curriculum links:** ✓ Use the basic principles of a healthy and varied diet to prepare dishes. ✓ Explore and evaluate a range of existing products ✓ Evaluate their ideas and products against design criteria. **Success Criteria:** ✓ I can remember how to prepare food safely and explain why. ✓ I can make a healthy wrap with growing independence. ✓ I know how to review my design and suggest ways I could improve my wrap.
	Key Vocabulary		
	Balanced diet, balance, carbohydrate, dairy, fruit, ingredients, oils, sugar, protein, vegetable, design criteria.		
	Cross-curricular Links		
	British Values ✓ Democracy		