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| Subject: Technology  | Year group: Year 1  | Topic: Construction – geographical models | Initiation & activation activities: |
| Prior knowledge required: Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.   |   | Vocabulary:                               |                                     |
| Programme of Study Years 1 and 2   | Implementation:   | Impact –lesson sequence:                  | Evaluations and assessments:        |
| <p>When designing and making, pupils should be taught to:</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks, (or example, cutting, shaping, joining and finishing)</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and</li> </ul> | <p><b>Construction</b></p> <ul style="list-style-type: none"> <li>Can they talk with others about how they want to construct their product?</li> <li>Can they select appropriate resources and tools for their building projects?</li> <li>Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?</li> </ul> <p><b>Developing, planning and communicating ideas</b></p> <ul style="list-style-type: none"> <li>Can they think of some ideas of their own?</li> <li>Can they explain what they want to do?</li> <li>Can they use pictures and words to plan?</li> </ul> <p><b>Working with tools, equipment, materials and components to make quality products</b></p> <ul style="list-style-type: none"> <li>Can they explain what they are making?</li> <li>Can they explain which tools are they using?</li> </ul> <p><b>Evaluating processes and products</b></p> <ul style="list-style-type: none"> <li>Can they describe how something works?</li> <li>Can they talk about their own work and things that other people have done?</li> </ul> |   |                                     |

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| <p>products against design criteria</p> <p>Technical knowledge</p> <ul style="list-style-type: none"><li>• build structures, exploring how they can be made stronger, stiffer and more stable</li><li>• explore and use mechanisms, (for example levers, sliders, wheels and axles), in their products.</li></ul> <p>Food technology</p> <ul style="list-style-type: none"><li>• use the basic principles of a healthy and varied diet to prepare dishes</li><li>• understand where food comes from.</li></ul> |  |  |  |
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