Subject: Technology	Year group: Year 1	Topic: Construction – Recycling	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:
When designing and making, pupils should be taught to: 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 Make • select from and use a range of tools and equipment to perform practical tasks, (or 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 • evaluate their ideas and	**Construction** • Can they talk with others about how they want to construct their product? • Can they select appropriate resources and tools for their building projects? • Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building? **Developing, planning and communicating ideas** • Can they think of some ideas of their own? • Can they explain what they want to do? • Can they use pictures and words to plan? **Working with tools, equipment, materials and components to make quality products** • Can they explain what they are making? • Can they explain which tools are they using? **Evaluating processes and products** • Can they describe how something works? • Can they talk about their own work and things that other people have done?		

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.
Food technology
  • use the basic principles of a healthy and varied diet to prepare dishes
  • understand where food comes from.			