

	Mechanisms Y2	Structures Y1	Food Y1	Textiles Y2
<b>KS1</b>	<b>Skills</b>			
	<p><b><u>Designing</u></b></p> <ul style="list-style-type: none"> <li>• Generate ideas based on simple design criteria and their own experiences, explaining what they could make.</li> <li>• Develop, model and communicate their ideas through drawings and mock-ups with card and paper.</li> </ul> <p><b><u>Making</u></b></p> <ul style="list-style-type: none"> <li>• Plan by suggesting what to do next.</li> <li>• Select and use tools, explaining their choices, to cut, shape and join paper and card.</li> <li>• Use simple finishing techniques suitable for the product they are creating.</li> </ul> <p><b><u>Evaluating</u></b></p> <ul style="list-style-type: none"> <li>• Explore a range of existing books and everyday products that use simple sliders and levers.</li> <li>• Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.</li> </ul>	<p><b><u>Designing</u></b></p> <ul style="list-style-type: none"> <li>• Generate ideas based on simple design criteria and their own experiences, explaining what they could make.</li> <li>• Develop, model and communicate their ideas through talking, mock-ups and drawings.</li> </ul> <p><b><u>Making</u></b></p> <ul style="list-style-type: none"> <li>• Plan by suggesting what to do next.</li> <li>• Select and use tools, skills and techniques, explaining their choices.</li> <li>• Select new and reclaimed materials and construction kits to build their structures.</li> <li>• Use simple finishing techniques suitable for the structure they are creating.</li> </ul> <p><b><u>Evaluating</u></b></p> <ul style="list-style-type: none"> <li>• Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.</li> <li>• Evaluate their product by discussing how well it works in relation to the</li> </ul>	<p><b><u>Designing</u></b></p> <ul style="list-style-type: none"> <li>• Design appealing products for a particular user based on simple design criteria.</li> <li>• Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.</li> <li>• Communicate these ideas through talk and drawings.</li> </ul> <p><b><u>Making</u></b></p> <ul style="list-style-type: none"> <li>• Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.</li> <li>• Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</li> </ul> <p><b><u>Evaluating</u></b></p> <ul style="list-style-type: none"> <li>• Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.</li> <li>• Evaluate ideas and finished products against design criteria, including intended user and purpose.</li> </ul>	<p><b><u>Designing</u></b></p> <ul style="list-style-type: none"> <li>• Design a functional and appealing product for a chosen user and purpose based on simple design criteria.</li> <li>• Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology.</li> </ul> <p><b><u>Making</u></b></p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.</li> <li>• Select from and use textiles according to their characteristics.</li> </ul> <p><b><u>Evaluating</u></b></p> <ul style="list-style-type: none"> <li>• Explore and evaluate a range of existing textile products relevant to the project being undertaken.</li> <li>• Evaluate their ideas throughout and their final products against original design criteria.</li> </ul>

		purpose, the user and whether it meets the original design criteria.		
	<b>Technical knowledge and understanding</b>			
	<p><b><u>(Levers and Sliders)</u></b></p> <ul style="list-style-type: none"> <li>• Explore and use sliders and levers.</li> <li>• Understand that different mechanisms produce different types of movement.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul> <p><b><u>(Wheels and Axles)</u></b></p> <ul style="list-style-type: none"> <li>• Explore and use wheels, axles and axle holders.</li> <li>• Distinguish between fixed and freely moving axles.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to make freestanding structures stronger, stiffer and more stable.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</li> <li>• Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate.</li> <li>• Know and use technical and sensory vocabulary relevant to the project.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how simple 3-D textile products are made, using a template to create two identical shapes.</li> <li>• Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.</li> <li>• Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>
	<b>Vocabulary</b>			
	<p><b><u>Sliders and Levers</u></b></p> <p>Mechanism Lever Slider Slot Guide or bridge</p>	<p>Freestanding structure Frame structure Shell structure Stability Buttress Brick bonding Mock-up</p>	<p>Fruit Vegetable Nutrients Pith Salad Sensory evaluation Kebab</p>	<p>Appliqué Design Embroider Evaluate Fray Glove puppet Mock-up</p>



ST. OSWALD'S  
CJE ACADEMY

	<b><u>Wheels and axles</u></b> Axle      dowel Axle holder Chassis Friction			Seam Sew Template
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