

Design Technology

Year 1 and 2

Summer 1



Topic To make a healthy lunch for a Lighthouse keeper																																																							
Rationale Creating a cross-curricular link between The story of the Lighthouse Keepers lunch, Geography (United Kingdom) PSHE (Staying Healthy) and Science (Plants). The children will design, make and evaluate a healthy lunch for the Lighthouse keeper. The children will use the basic principles of a healthy and varied diet to create a sandwich and a smoothie. The children will have the opportunity to taste and evaluate fruits and vegetables, before designing and preparing their own Healthy lunch. The children will evaluate their finished product against their own design criteria.																																																							
NC Objective <ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model, communicate their ideas through talking, drawing, templates, mock-ups, and where appropriate, ICT. • 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 • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria 																																																							
Links to other Subject/Topics. Geography- physical and human geography Science- Healthy Eating. PSHE- Staying Healthy																																																							
Inspiration for Aspiration Dietician, Chef, Nutritionist, Food scientist, Restaurant Critic, caterer																																																							
Key Content <ul style="list-style-type: none"> • What is a balanced diet? • What is the difference between a fruit and a vegetable? • Which fruits and vegetables make the best smoothie? (making a smoothie) • What can I put in a healthy sandwich? • How do I use equipment safely to make a sandwich? • Which is the best smoothie and sandwich for Mr Grinling's lunch? • How can I improve my design? 																																																							
Concepts <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ffff00;">Design Technology</th> <th style="background-color: #cccccc;">1</th> <th style="background-color: #cccccc;">2</th> <th style="background-color: #cccccc;">3</th> <th style="background-color: #cccccc;">4</th> <th style="background-color: #cccccc;">5</th> <th style="background-color: #cccccc;">6</th> </tr> </thead> <tbody> <tr> <td style="background-color: #ffff00;">Design, Make, Evaluate</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="background-color: #cccccc;">Structures</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="background-color: #cccccc;">Mechanisms</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="background-color: #cccccc;">Electrical</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="background-color: #cccccc;">Textiles</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="background-color: #ffff00;">Food and Nutrition</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>							Design Technology	1	2	3	4	5	6	Design, Make, Evaluate							Structures							Mechanisms							Electrical							Textiles							Food and Nutrition						
Design Technology	1	2	3	4	5	6																																																	
Design, Make, Evaluate																																																							
Structures																																																							
Mechanisms																																																							
Electrical																																																							
Textiles																																																							
Food and Nutrition																																																							
Skills FS2 Skills <ul style="list-style-type: none"> • Selects tools and techniques needed to shape, assemble and join materials 		Skills Year 1 Design: <ul style="list-style-type: none"> • Explain what my product is for, and how it will work 		Skills Year 2 Design: <ul style="list-style-type: none"> • Explain what my product is for, and how it will work 																																																			

<ul style="list-style-type: none"> Beginning to learn how to use a range of tools 	<ul style="list-style-type: none"> Design a product for myself following design criteria Research similar existing products <p>Make:</p> <ul style="list-style-type: none"> Explain what I'm making and why Consider what I need to do next Select tools/equipment to cut, shape, join, finish, and explain choices Choose suitable materials and explain choices Work in a safe and hygienic manner <p>Evaluate:</p> <ul style="list-style-type: none"> Talk about my work, linking it to what I was asked to do Begin to talk about what could make product better <p>Food</p> <ul style="list-style-type: none"> Identify if a food is a fruit or vegetable 	<ul style="list-style-type: none"> Design a product for myself following design criteria Research similar existing products <p>Make:</p> <ul style="list-style-type: none"> Explain what I'm making and why Consider what I need to do next Select tools/equipment to cut, shape, join, finish, and explain choices Choose suitable materials and explain choices Work in a safe and hygienic manner <p>Evaluate:</p> <ul style="list-style-type: none"> Talk about my work, linking it to what I was asked to do Begin to talk about what could make product better <p>Food</p> <ul style="list-style-type: none"> Identify if a food is a fruit or vegetable
--	--	--

FS2 DT Vocabulary	Topic Specific Vocabulary	D T Y1 Vocabulary	Topic Specific Vocabulary	DT Y2 Vocabulary	Topic Specific Vocabulary
Cut Shape Squeeze Roll	Names of fruit Hygiene Wash Hands Safety knife	Plan Design Make Evaluate improve Tools Equipment Explain Techniques	Fruit Vegetables Healthy choice Balanced diet Seaside Hygiene safety	Plan Design Make Evaluate improve Tools Equipment Explain Techniques	Fruit Vegetables Healthy choice Balanced diet Seaside Hygiene Safety

By the end of the topic children will: -
 By the end of this topic the children will be able to make a healthy smoothie and sandwich for Mr Grinling's lunch.

Design:

- Explain what my product is for, and how it will work
- Use pictures and words to plan, and begin to use models
- Design a product for myself following design criteria

Make :

- Explain what I'm making and why
- Consider what I need to do next
- Select tools/equipment to cut, shape, join, finish, and explain choices
- Measure, mark out, cut and shape, with support
- Choose suitable materials and explain choice
- Work in a safe manner

Evaluate:

- Talk about my work, linking it to what I was asked to do
- Talk about existing products considering use, materials, how they work, audience, where they might be used
- Talk about existing products and things that other people have made

- Begin to talk about what could make product better

Assessment

Cumulative quiz and ongoing Teacher assessment.