

# Design Technology

Year 1

Term by Term Coverage

*Fairisle Infant and Nursery School*



**Expect Success**

## Autumn 2: Once upon a time

### Can you use levers and sliders to make a moving picture?

By the end of this half term, children should know:

- how to generate ideas based on a simple design criteria
- that levers and sliders are mechanisms that make things move and how to make them move.
- whether a mechanism is a lever or a slider
- how to describe a movement

#### Vocabulary:

**Lever:** a rigid bar which moves around a pivot.

**Slider:** a rigid bar which moves backwards and forwards along a straight line.

**Mechanism:** a device used to create a movement in a product.

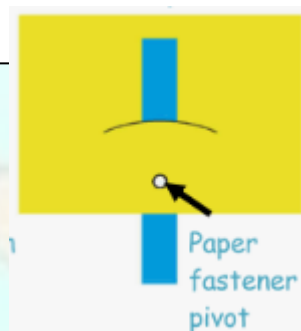
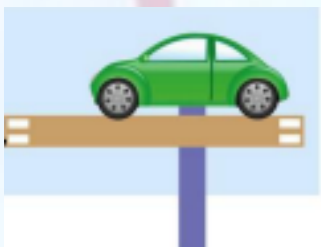
**Vertical:** in an up and down direction or position.

**Horizontal:** in a side to side direction or position.

**Pivot:** a series of letter, numbers and characters that logs you on to something in combination with username.

**Slot:** the hole through which a lever or slider sits to allow part of the picture to move

**Guide:** a small strip of card which helps keep the slider in place.



# Spring 1: Super Heroes to the rescue!

## Can you design and make a playground?

By the end of this half term, children should know how:

- to identify structures that are stable and unstable.
- to make a freestanding structure stronger, stiffer and more stable.
- the shape of a structure affects its strength.
- to use tools safely e.g. scissors.
- to measure, mark out, cut and shape a range of materials with help.
- To talk about what has worked well and what I could be improved.

### Vocabulary:

**Weak:** Not having much strength or physical power.

**Strong:** Having or showing great strength or power.

**Stiff:** Not easy to bend.

**Structure:** Something that is made of parts fixed together.

**Stable:** Fixed or steady.

**Unstable:** unsteady, may change, wobble or fall.

**Free standing:** Something that stands alone, not fixed to a wall.



## Summer 2: Healthy Fun!

### Can you design and make fruit kebabs?

By the end of this half term, children should know how to:

- identify the difference between fruits and vegetables.
- describe the texture and taste of some fruits.
- chop some fruits safely.
- follow safe procedures for food safety and hygiene.
- follow my design to make my fruit kebab.

#### Vocabulary:

**Fruit:** part of the plant that contains the seed.

**Vegetable:** part of a plant that is used for food.

**Sour:** bitter or tart taste.

**Seed:** part of the plant used to grow a new plant.

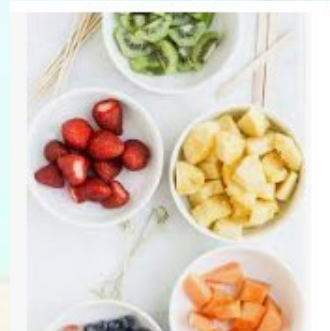
**Pip:** small fruit seed.

**Peel:** take off outer layer.

**Slice:** to cut into pieces.

**Pith:** the soft white lining inside fruit such as oranges.

**Kebab:** cooking and/or fresh ingredients on a skewer.



## Summer 2: Once upon a time

### Can you make a stable, freestanding castle?

By the end of this half term, children should know how:

- to build a free standing structure that meets the design brief
- to make a freestanding structure stronger, stiffer and more stable
- to join and combine materials and parts in a variety of ways
- to create a 'card hinge' using a fold.

#### Vocabulary:

**Joint:** where two or more parts are held together

**Hinge:** a joint that holds two pieces together and allows them to move.

**Tower:** a tall, narrow building or part of building that rises high above the ground.

**Structure:** Something that is made of parts fixed together.

**Stiff:** Not easy to bend.

**Stable:** Fixed or steady.

