

## Mousehole Primary School: DT Learning Sequence - Year 1 and 2

Term	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Enquiry question	<b>Making a Moving Book</b>	<b>Constructing a Windmill</b>	<b>Smoothies</b>	<b>Sewing</b>	<b>A Balanced Diet</b>	<b>Wheels and Axles</b>
Curriculum Links	<b>Mechanisms</b>	<b>Structures</b>	<b>Food and Nutrition</b>	<b>Materials</b>	<b>Food and Nutrition</b>	<b>Mechanisms</b>
Outcome	Children can make slider mechanisms and the movement they output, to design, make and evaluate a moving storybook from a range of templates.	Children can design and construct a windmill for a client (mouse) to live in. They can explore various types of windmill, how they work and their key features.	Children can make distinctions between fruit and vegetables. They can design a fruit smoothie.	Children can join fabric using basic stitches. Children can design and make a character-based puppet using a preferred joining technique, before decorating.	Children can name the main food groups and identify foods that belong to each group. They can select and use tools for food preparation safely. Children can design different wrap ideas, considering flavour combinations and a healthy balance.	Children can design and construct a moving vehicle with working wheels and axles. They can recognise that wheels and axles are used in everyday life, not just in cars.
Sequence of Learning	<p><b>Skills and Finger Fluency:</b> I can explore and make slider mechanisms.</p> <p><b>Design:</b> I can draw exploded designs.</p> <p><b>Make:</b> I can select appropriate materials and components according to their functional properties</p>	<p><b>Design:</b> I can explore existing products. I can evaluate their effectiveness.</p> <p><b>Skill and Finger Fluency:</b> I can explore making my own structure to make it stronger, stiffer and more stable.</p> <p><b>Design:</b> I can discuss and draw a windmill</p>	<p><b>Design:</b> I can identify if a food is a type of fruit and vegetable</p> <p><b>Skill and Finger Fluency</b> I can suggest and explore appropriate tools to prepare different food.</p> <p><b>Design:</b> I can identify where plants grow and which parts we eat.</p> <p><b>Design:</b></p>	<p><b>Design:</b> I can explore existing products that are appealing and functional based on design criteria.</p> <p><b>Skill and Finger fluency:</b> I can explore different ways to join fabrics eg. glue, staples, pins or stitches</p> <p><b>Design:</b></p>	<p><b>Design:</b> I can understand what makes a balanced diet using food groups.</p> <p><b>Skill and Finger Fluency</b> I can suggest and explore appropriate tools to prepare different food.</p> <p><b>Design:</b> I can design three meals based on design criteria.</p>	<p><b>Design:</b> I can identify what mechanism makes a toy or vehicle roll forwards.</p> <p><b>Skill and Finger Fluency</b> I can explore wheels and axles and what stops wheels from turning.</p> <p><b>Design:</b> I can design a moving vehicle</p> <p><b>Make:</b></p>

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	<p>and aesthetic qualities.</p> <p><b>Make:</b> I can select appropriate tools and equipment to accurately create my mechanical system.</p> <p><b>Evaluate:</b> I can evaluate my windmill according to the design criteria and consider the views of others to improve my work.</p>	<p>design that is purposeful, functional and appealing using design criteria.</p> <p><b>Make:</b> I can select appropriate tools and equipment to make my structure</p> <p><b>Evaluate:</b> I can evaluate my windmill according to the design criteria.</p>	<p>I can taste and compare fruit and vegetables before designing my own smoothie.</p> <p><b>Make:</b> I can make a fruit or vegetable smoothie.</p> <p><b>Evaluate:</b> I can evaluate my ideas and products against design criteria.</p>	<p>I can create a template for my design using paper.</p> <p><b>Make:</b> I can join two fabrics together accurately</p> <p><b>Make:</b> I can select appropriate tools and equipment to add embellishments to my design.</p> <p><b>Evaluate:</b> I can evaluate my ideas and products against design criteria.</p>	<p><b>Make:</b> I can make a healthy wrap</p> <p><b>Evaluate:</b> I can evaluate a dish based on design criteria.</p>	<p>I can make a wheel and axle mechanism.</p> <p><b>Evaluate:</b> I can evaluate my design against my design criteria.</p>
<b>Vocabulary</b>	<p>sliders adapt input aesthetic assemble mechanism</p>	<p>model net stiff template stable/unstable strong/weak</p>	<p>fruit vegetable healthy peel slice deseed</p>	<p>hand puppet fabric safety pin staple stitch template</p>	<p>balanced diet carbohydrate diary protein grate peel</p>	<p><b>Wheels and Axles</b></p>