

# Cycle A Autumn Term

## Long-term overview for Design Technology

Year 1/2

**How can we create a pizza with a range of ingredients?**

Research what pizzas  
are made of

Design a pizza that has  
different ingredients as  
voted for by the group

Gather the ingredients  
needed to make the  
pizza

Ensure that in the making  
phase, weighing and  
measuring are appropriate

Evaluate the pizza against  
the original design and  
explain how it could be made  
even better

### Designing

- Research independently and generate some ideas before thinking about resources.
- List in order the main stages of making the pizza.
- Design the pizza and ensure it meets the design criteria, including looking delicious.
- When planning, explain their choices of ingredients.

### Making

- Choose utensils and ingredients and explain why they have chosen them.
- Identify and name a simple selection of kitchen utensils (e.g. pizza roller).
- With help, measure, cut and score with some accuracy.
- Start to measure and make the pizza.
- Start to choose and use appropriate finishing techniques based on their ideas.

### Evaluating

- Evaluate their pizza against their design criteria.
- Start to evaluate their pizza as they are making it, identifying strengths and possible changes they might make.

### Food Technology

- Know that everyone should eat at least five portions of fruit and vegetables each day.
- Demonstrate how to prepare simple dishes safely and hygienically without using a heat source.
- Demonstrate how to use techniques such as cutting, peeling and grating.
- Weigh ingredients to use in a recipe.
- Describe the ingredients used when making a dish or cake.
- Talk about which foods are healthy and which are not.
- Follow procedures for food safety and hygiene.

# Cycle A Spring Term

## Long-term overview for Design Technology

**Year 1/2**

**How can we create a system that incorporates an axle as part of a swing?**

**Investigate  
playgrounds, including  
moving parts such as  
swings**

**Design an initial idea,  
which focuses on a  
swing**

**Gather resources and  
make a product that  
incorporates a swing**

**Evaluate the final product  
against the original brief and  
consider how they might have  
made changes**

### **Designing**

- Begin to research existing products before designing their own.
- When researching, find out how products work and which materials have been used.
- Explain to someone else how they want to make their product.
- Begin to develop their ideas through drawings and, where appropriate, make templates or mock-ups.

### **Making**

- Begin to build structures, exploring how they can be made stronger, stiffer and more stable.
- Explore using different mechanisms (for example, axles) in their product.
- With help, measure, mark out and cut a range of materials.
- Use tools safely (e.g. scissors and a hole punch).
- Begin to use simple finishing techniques to improve the appearance of their product.

### **Evaluating**

- Explain what works well and not so well in the model they have made.
- Begin to evaluate their product as it is developed, identifying strengths and possible changes they might make.

### **Technical Knowledge**

- Make their model stronger.
- Make a product that incorporates an axle.

# Cycle A Summer Term

## Long-term overview for Design Technology

Year 1/2

**How can we create a traditional Kenyan village home incorporating an African-style textile roof?**

Research what traditional village homes look like in parts of Kenya

Take time to design the roof (made from textiles), taking account of Kenyan art

Gather the resources needed to make the structure and the textile roof

Ensure that the roof design incorporates some sewing (running stitch)

Evaluate the final product against the original design and ensure there is a Kenyan-style pattern on the roof

### Designing

- Begin to develop their design ideas using research and discussion with peers and adults.
- Understand the purpose of their product.
- Explain why they have chosen specific textiles or materials.
- Draw a simple design and label the parts of their product.
- Develop their ideas through drawings and, where appropriate, make templates or mock-ups of their initial ideas.

### Making

- Choose tools and materials and explain why they have chosen them.
- Join materials and components in different ways, including sewing.
- Can identify and name a simple selection of hand tools (e.g. scissors).
- Use simple sewing techniques, including cutting, shaping and joining fabric to make a simple product.
- With help, measure, cut and score with some accuracy.
- Start to assemble, join and combine materials to make a product.
- Start to choose and use appropriate finishing techniques based on their ideas.

### Evaluating

- Evaluate their work against their design criteria.
- Start to evaluate their product as it is developed, identifying strengths and possible changes they might make.
- With confidence, talk about their ideas, saying what they like and dislike about their product.

### Technical Knowledge

- Make the model stronger and more stable.

# Cycle B Autumn Term

## Long-term overview for Design Technology

Year 1/2

**How can we ensure that our sandwich is healthy?**

Research and find out which foods are deemed healthy and which are not

Design an initial sandwich which includes healthy ingredients

Gather ingredients and make a sandwich that is deemed healthy

Evaluate the sandwich against the original brief of being healthy and consider how we might make changes

### Designing

- Begin to research existing sandwiches before designing their own.
- When researching, find out how which ingredients are healthy.
- Explain to someone else how they want to make their sandwich.
- Begin to develop their own ideas through drawings and, where appropriate, make templates or mock-ups.

### Making

- Begin to make the sandwich, taking full account of cutting safely.
- Find out who likes the various ingredients chosen.
- With help, measure, mark out and cut ingredients.
- Use tools safely (e.g. knife).
- Begin to use simple finishing techniques to improve the appearance of their product (i.e. set it out on a plate properly).

### Evaluating

- Explain what went well and not so well in making the sandwich.
- Begin to evaluate their sandwich as it is developed, identifying strengths and possible changes they might make.

### Food Technology

- Cut food safely.
- Know that all food comes from either plants or animals.
- Use basic food handling hygiene practices and personal hygiene.
- Know how to prepare simple dishes safely and hygienically without using a heat source.
- Know how to use techniques such as cutting, peeling and grating.

# Cycle B Spring Term

## Long-term overview for Design Technology

Year 1/2

**How can we create a Victorian-style vehicle that moves on axles and wheels?**

Research what vehicles looked like in Victorian times

Design a vehicle that takes account of the historical period and incorporates axles and wheels

Gather the resources needed to make the vehicle

Ensure in the making phase, the axles and wheels are strong enough

Evaluate the vehicle against the original design and explain how it could be made stronger

### Designing

- Research independently and generate some ideas before thinking about resources.
- Order the main stages of making a product, continually refer to purpose and establish criteria for a successful outcome.
- Design a product and ensure it meets the design criteria, including looking attractive (if required).
- When planning, explain their choices of materials and components, including function.

### Making

- Choose tools and materials and explain why they have chosen them.
- Can identify and name a simple selection of hand tools (e.g. scissors).
- Build structures, exploring how they can be made stronger, stiffer and more stable.
- With help, measure, cut and score with some accuracy.
- Start to assemble, join and combine materials to make the product.
- Start to choose and use appropriate finishing techniques based on their ideas.

### Evaluating

- Evaluate their work against their design criteria.
- Start to evaluate their product as it is developed, identifying strengths and possible changes they might make.
- With confidence, talk about their ideas, saying what they like and dislike about their product.

### Technical Knowledge

- Make a model stronger and more stable.
- Use wheels and axles when appropriate to do so.

# Cycle B Summer Term

## Long-term overview for Design Technology

Year 1/2

**How can we use textiles to make a logo related to our locality or school?**

Find out about the locality or school and explore initial ideas

Design an initial idea which focuses on gluing different textiles

Gather resources and make the product

Evaluate the final product against the original brief

### Designing

- Begin to research existing products before designing their own.
- Use their own ideas to design something and be prepared to describe how their idea works.
- Begin to develop their ideas through drawings and, where appropriate, make templates or mock-ups.

### Making

- Assemble and join materials using a variety of methods.
- With help, measure, mark out and cut a range of materials.
- Use tools safely (e.g. scissors and a hole punch).
- Begin to assemble, join and combine materials and components using various temporary methods (e.g. glue or Sellotape).
- Begin to use simple finishing techniques to improve the appearance of their product.

### Evaluating

- Begin to evaluate their product as it is developed, identifying strengths and possible changes they might make.