



## Bearpark Design & Technology Curriculum for Year 1 and 2 (Cycle B)

### What are the aims and intentions of this DT curriculum?

Key Aims:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

### Skills

Generating ideas - designing	Making	Evaluating	Key Vocabulary
<p>Design appealing products for a particular user based on simple design criteria. Generate initial ideas and design criteria through own experiences. Develop and communicate these ideas through talk and drawings and mock ups where relevant.</p>	<p>Select and use simple utensils, tools and equipment to perform a job e.g. peel, cut, slice, squeeze, grate and chop safely; marking out, cutting, joining and finishing; cut, shape and join paper and card. Select from a range of ingredients and materials according to their characteristics to create a chosen product.</p>	<p>Taste, explore and evaluate a range of products to determine the intended user's preferences for the product Evaluate their ideas throughout and finished products against design criteria, including intended user and purpose.</p>	<p>Planning, investigating design, evaluate, make, user, purpose, ideas, product.</p>



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Term	Topic	Knowledge	Assessment
Autumn	Structures	Know how to make freestanding structures stronger, stiffer and more stable. Know and use technical vocabulary relevant to the project.	
	Freestanding structures	<b>Key Vocabulary:</b> cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder.	
Autumn	Food	To examine a range of fruit and vegetables and describe them using sensory vocabulary. To develop a deeper understanding of the eatwell plate and the importance of eating a healthy and varied diet. To learn about good food hygiene rules and using kitchen equipment to prepare food safely	
	Prepare fruit and vegetables	<b>Key Vocabulary:</b> fruit and vegetable names, names of equipment and utensils, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients.	
Spring	Mechanisms	Explore and use sliders and levers. To know about the movement of simple mechanisms such as levers, sliders, wheels and axles. Understand that different mechanisms produce different types of movement. Know and use technical vocabulary relevant to the project	
	Sliders and levers	<b>Key Vocabulary:</b> cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder.	