



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan  
We live with love and compassion, seeking help in times of need

**Curriculum Map: Design Technology Year 1**

|   | <b>Autumn</b><br><b>Puppets: designing, cutting, joining</b>  | <b>Spring</b><br><b>Puppets: textiles, stitching</b>  | <b>Summer</b><br><b>Food: healthy and varied diet – fruit kebabs</b>   |
|---|---|---|--|
| <b>Content</b><br>Declarative<br>Knowledge 'I know'   | <ul style="list-style-type: none"> <li>- I understand how simple 3-D textile products are made – using a template to create two identical shapes</li> <li>- I understand how to join fabrics using different techniques eg running stitch, glue, over-stitch, stapling</li> <li>- I know that puppets come in different shapes and sizes and are made in different ways</li> <li>- I know what a template is</li> </ul>   | <ul style="list-style-type: none"> <li>- I know what makes a good finished puppet</li> <li>- I know what running stitch is</li> </ul> | <ul style="list-style-type: none"> <li>- I understand where a range of fruit and vegetables come from eg farmed/grown at home</li> <li>- I understand the principles of a healthy and varied diet to prepare dishes including how fruit and vegetables are part of the eatwell plate</li> <li>- I know basic hygiene rules for food preparation</li> </ul> |
| <b>Skills</b> Procedural<br>Knowledge 'I know how to' | <b>Design</b> <ul style="list-style-type: none"> <li>- I know how to design appealing products for a particular user based on simple design criteria</li> <li>- I know how to generate initial ideas and design criteria through own experiences</li> <li>- I know how to develop and communicate these ideas through talk and drawings and mock ups where relevant</li> </ul> <b>Make</b> <ul style="list-style-type: none"> <li>- I know how to select and use simple utensils, tools and equipment to perform a job eg cut, slides, chop safely, mark out, cut, join and finish</li> <li>- I know how to select a range of ingredients and materials according to their characteristics to create a chosen product</li> </ul> <b>Evaluate</b> <ul style="list-style-type: none"> <li>- I know how to taste, explore and evaluate a range of products to determine the intended user's preferences for the product</li> <li>- I know how to evaluate their ideas throughout and finished products against design criteria, including intended user and purpose</li> </ul> |   |  |
|   | <ul style="list-style-type: none"> <li>- I know how explore different finishing techniques</li> <li>- I know how to create a basic running stitch</li> <li>- I can join components by gluing</li> </ul>   | <ul style="list-style-type: none"> <li>- I know how to peel, cut, slice, grate and squeeze.</li> </ul>                                |  |
| <b>Vocabulary</b>                                     | Plan, investigate, design, evaluate, make, user, purpose, ideas, product, joining techniques, finishing techniques, tools, fabric, components, template, pattern pieces, mark out, join, decorate, finish, textiles, felt, hem, fray, needle, thread, fabric, stitch, running stitch, ribbon, buttons, beads  |   | Plan, investigate, design, evaluate, make, user, purpose, ideas, product, fruit names, names of equipment and utensils, sensory vocabulary: crunchy, juicy, sweet, sticky etc  |

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| <b>Key Questions</b>                              | How are puppets made? How can we join materials together? How can a template help us to create a puppet?                    | How can we attach decorations to our puppets? How can our puppets be made to move? | What is the Eatwell Plate? How can we make a fruit kebab?                              |
| <b>Assessment</b>                                 | Teacher observation against key declarative and procedural knowledge, analysis of final product and children's evaluations. |  |  |
| <b>Cross Curricular Links/Character Education</b> | School value of love: making puppet for younger child   |  | Character education: keeping healthy – eating a healthy diet linked to Healthy Me PSHE |