

**Class: Year 1**

Unit		
<b>Aut 1/2</b> <b>Unit title:</b> Structures – Baby Bear’s Chair	<u><b>National Curriculum coverage</b></u> - Identify man-made and natural structures. - Identify stable and unstable structural shapes. - Contribute to discussions. - Identify features that make a chair stable. - Work independently to make a stable structure, following a demonstration. - Explain how their ideas would be suitable for Baby Bear. - Produce a model that supports a teddy, using the appropriate materials and construction techniques. - Explain how they made their model strong, stiff and stable.	<u><b>Key designing skills</b></u> - Generating and communicating ideas using sketching and modelling - Learning about different types of structures, found in the natural world and in everyday objects - Making a structure according to design criteria. - Creating joints and structures from paper/card and tape - Building a strong and stiff structure by folding paper - Exploring the features of structures - Comparing the stability of different shapes - Testing the strength of their own structures - Identifying the weakest part of a structure - Evaluating the strength, stiffness and stability of their own structure
<b>Spr 1/2</b> <b>Unit title:</b> Textiles - Puppets	<u><b>National Curriculum coverage</b></u> - Join fabrics together using pins, staples or glue - Design a puppet and use a template - Join their two puppets’ faces together as one - Decorate a puppet to match their design	<u><b>Key designing skills</b></u> - Using a template to create a design for a puppet - Cutting fabric neatly with scissors - Using joining methods to decorate a puppet - Sequencing steps for construction - Reflecting on a finished product, explaining likes and dislikes
<b>Sum 1/2</b> <b>Unit title:</b> Cooking and Nutrition – Balanced Diet	<u><b>National Curriculum coverage</b></u> - Name the main food groups and identify foods that belong to each group. - Describe the taste, feel and smell of a given food. - Think of three different wrap ideas, considering flavour combinations. - Construct a wrap that meets the design brief and their plan.	<u><b>Key designing skills</b></u> - Chopping foods safely to make a wrap - Grating foods to make a wrap - Snipping smaller foods instead of cutting - Spreading soft foods to make a wrap - Identifying the five food groups - Learning about a balanced diet - Tasting and evaluating different food combinations - Describing appearance, smell and taste - Designing three wrap ideas.

