

## Year 1 Autumn term – Windmill project

Our Key Learning Objectives	Red	Orange	Green
I can make a stable structure using card, tape and glue			
I can demonstrate how to turn 2D nets into 3D structures			
I know that a structure is something that has been made and put together			
To understand that axles are used in structures and mechanisms to make parts turn in a circle			
I understand that the shape of materials can be changed to improve the strength and stiffness of structures			
I can make functioning turbines and axles which are assembled into a main supporting structure			
I am beginning to understand that different structures are used for different purposes			
I can talk about the importance of a clear design criteria			

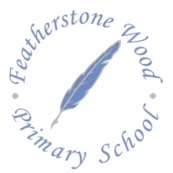
Tick the **green** box if you fully understand and can explain your knowledge to someone else. Tick the **orange** box if you understand a bit but would need some help to explain it to someone else. Tick the **red** box if you are still learning to understand.

### Key Words

<p><b>Client</b> The person who you are designing something for</p>	<p><b>Design</b> To make, draw or write plans for something</p>	<p><b>Evaluation</b> To determine the significance, worth, condition or usefulness of something.</p>	<p><b>Net</b> A flat 2D shape that can become a 3D shape once assembled</p>
<p><b>Stable</b> Object does not easily topple over</p>	<p><b>Strong</b> Doesn't break easily</p>	<p><b>Test</b> To find out if something works as it should</p>	<p><b>Windmill</b> A structure with sails that are moved by the wind</p>

Write down any questions you would like to explore further.

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## Beacon 1








- Name a range of mechanisms
- Use key vocabulary to design and evaluate
- Prepare dishes using basic principles of healthy living and varied diet
- Explain where some food comes from

## Year 1 Spring term—Healthy Eating project

Our Key Learning Objectives			
I can explain where and how fruits and vegetables grow			
I can identifying if a food is a fruit or a vegetable			
I can talk about the different parts of a plant that vegetables come from			
I understanding the difference between fruits and vegetables			
I can chop fruit and vegetables safely to make a smoothie			
I can taste and evaluate different food combinations			
I can describe the appearance smell and taste of fruits and vegetables			
I can design smoothie carton packaging by-hand or on ICT software			

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### Key Words

<p><b><u>Blender</u></b> An electric mixing machine used in food preparation for liquidizing, chopping, or pureeing</p> 	<p><b><u>Fruit</u></b> A sweet and fleshy product of a tree or other plant that contains seed and can be eaten as food</p> 	<p><b><u>Healthy</u></b> A food that provide you with the nutrients you need to sustain your body's well-being and retain energy</p> 	<p><b><u>Ingredients</u></b> Foods or substances that are combined to make a particular dish</p> 
<p><b><u>Vegetable</u></b> plant or part of a plant used as food, such as a cabbage, potato, turnip, or bean</p> 	<p><b><u>Recipe</u></b> A set of instructions for preparing a particular dish, including a list of the ingredients required.</p> 	<p><b><u>Slice</u></b> To cut food</p> 	<p><b><u>Peel</u></b> Remove the outer covering or skin</p> 

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## Beacon 1


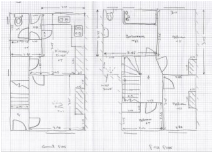





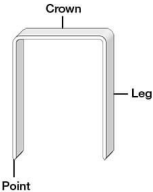
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## Year 1 Summer term—Textiles project

Our Key Learning Objectives	Red	Orange	Green
I can use a template to create a design for a puppet			
I can sequence steps for construction of my puppet			
I can cut fabric neatly with scissors			
To know that 'joining technique' means and understand there are various different methods			
I can use joining methods to decorate my puppet			
I understand that different techniques for joining materials can be used for different purposes			
To know that drawing a design idea is useful to see how an idea will look			
I can reflecting on a finished product explaining my likes and dislikes			

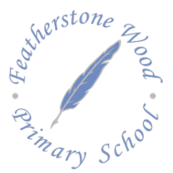
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### Key Words

<p><b>Decorate</b></p> <p>Make (something) look more attractive by adding extra items or images to it</p> 	<p><b>Design</b></p> <p>To make, draw or write plans for something</p> 	<p><b>Fabric</b></p> <p>Cloth or other material produced by weaving or knitting fibres</p> 	<p><b>Template</b></p> <p>Shaped piece of rigid material used as a pattern for processes such as cutting out,</p> 
<p><b>Join</b></p> <p>Where two or more layers of fabric, leather, or other materials are held together</p> 	<p><b>Stencil</b></p> <p>An impervious material perforated with a design or lettering.</p> 	<p><b>Safety Pin</b></p> <p>A pin with a point that is bent back to the head and is held in a guard when closed</p> 	<p><b>Staple</b></p> <p>A piece of thin wire with two short right-angled end pieces .</p> 

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