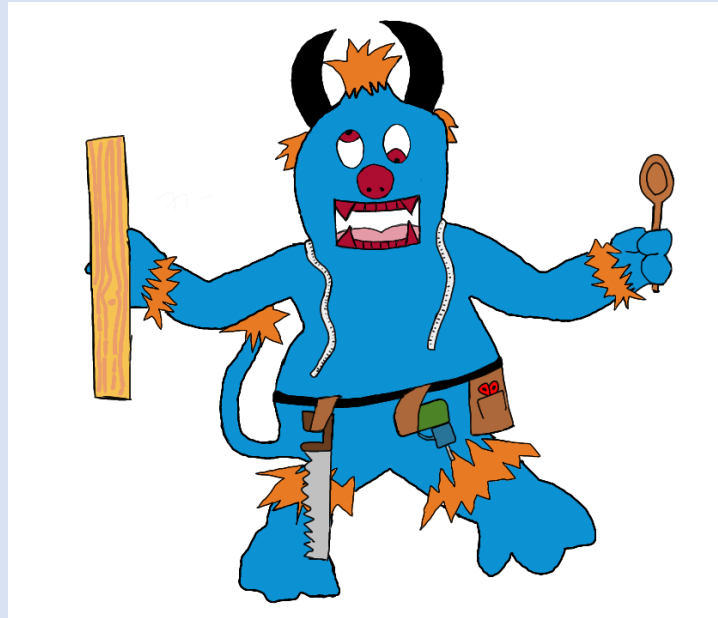


# Design & Technology

## Intention Map

### Key Stage One



**Intention Map 2024 – 2025**

**Placing learning at the heart of everything we do.**



# Moonzoom (Textiles)

## Learning Intentions

|        |   |
|--------|---|
| Week 1 | <p><i>Who is Dame Zandra Rhodes?</i></p> <ul style="list-style-type: none"> <li>Explore some of the products she has designed and describe how they are used.</li> </ul>        |
| Week 2 | <ul style="list-style-type: none"> <li>Look back at designs from previous lesson and explain how they could be improved.</li> </ul>   |
| Week 3 | <ul style="list-style-type: none"> <li>Create a design for an alien sock puppet.</li> <li>Generate and communicate their ideas through a range of different methods.</li> </ul> |
| Week 4 | <ul style="list-style-type: none"> <li>Create their sock puppet.</li> </ul>   |
| Week 5 | <ul style="list-style-type: none"> <li>Select and use a range of materials, beginning to explain their choices.</li> </ul>  |
| Week 6 | <ul style="list-style-type: none"> <li>Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect.</li> </ul>              |

## Knowledge Intentions

|        |   |
|--------|---|
| Week 1 | <ul style="list-style-type: none"> <li>Dame Zandra Rhodes, is an English fashion and textile designer. Her early education in fashion set the foundation for a career creating textile prints. Rhodes has designed garments for Princess Diana and numerous celebrities (eg. Freddie Mercury and Marc Bolan).</li> <li>All products are designed for a specific purpose.</li> </ul> |
| Week 2 | <ul style="list-style-type: none"> <li>Products can be improved in different ways, such as making them easier to use, more hardwearing or more attractive.</li> </ul>   |
| Week 3 | <ul style="list-style-type: none"> <li>Design criteria are the explicit goals that a project must achieve.</li> <li>Ideas can be communicated in a variety of ways, including written work, drawings and diagrams, modelling, speaking and using information and communication technology.</li> </ul>   |
| Week 4 | <ul style="list-style-type: none"> <li>Different materials are suitable for different purposes, depending on their specific properties.</li> </ul>  |
| Week 5 | <ul style="list-style-type: none"> <li>Properties of components and materials determine how they can and cannot be used. For example, plastic is shiny and strong, but it can be difficult to paint.</li> </ul>   |
| Week 6 | <ul style="list-style-type: none"> <li>A strength is a good quality of a piece of work. A weakness is an area that could be improved.</li> <li>Finished products can be compared with design criteria to see how closely they match. Improvements can then be planned.</li> </ul>   |

## KS1 Workshop



**Dame  
Zandra  
Rhodes**

## Assessment

Design and make an alien sock puppet

## National Curriculum

**Des/1.1a**

**Des/1.1b**

**Make/1.1a**

**Make/1.1b**

**Eval/1.1a**

**Eval/1.1b**

**Tech/1.1a**

**Tech/1.1b**

**Cook/1.1a**

**Cook/1.1b**



## Memory Box (Design, Make & Evaluate)

### Learning Intentions

|        |   |
|--------|---|
| Week 1 | <p><i>Who is William Hamley? What did he do?</i></p> <ul style="list-style-type: none"> <li>Explore toys from the past. How are they different from toys today? What materials are they made from?</li> </ul> |
| Week 2 | <ul style="list-style-type: none"> <li>Look at pictures of old toys and describe how they are used.</li> <li>Explain how these products could be improved.</li> </ul>   |
| Week 3 | <ul style="list-style-type: none"> <li>Children to design a toy from a selection of materials (eg. wooden spoons, paper cups), labelling the parts, materials and describing what it will do.</li> </ul>      |
| Week 4 | <ul style="list-style-type: none"> <li>Select and use a range of materials, beginning to explain their choices.</li> </ul>  |
| Week 5 | <ul style="list-style-type: none"> <li>Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect.</li> <li>Make their toy.</li> </ul>                   |
| Week 6 | <ul style="list-style-type: none"> <li>Evaluate their product, explaining how closely their finished product meets their design criteria and say what they could do better in the future.</li> </ul>          |

### Knowledge Intentions

|                  |  |
|------------------|--|
| Week 1           | <ul style="list-style-type: none"> <li>William Hamley founded Hamleys Toy Shop as "Noah's Ark" in High Holborn, London, in 1760.</li> </ul>  |
| Week 2           | <ul style="list-style-type: none"> <li>All products are designed for a specific purpose.</li> <li>Products can be improved in different ways, such as making them easier to use, more hardwearing or more attractive.</li> </ul>   |
| Week 3           | <ul style="list-style-type: none"> <li>Design criteria are the explicit goals that a project must achieve.</li> </ul>  |
| Week 4<br>Week 5 | <ul style="list-style-type: none"> <li>Different materials are suitable for different purposes, depending on their specific properties. For example, glass is transparent, so it is suitable to be used for windows.</li> <li>Properties of components and materials determine how they can and cannot be used. For example, plastic is shiny and strong, but it can be difficult to paint.</li> </ul> |
| Week 6           | <ul style="list-style-type: none"> <li>Finished products can be compared with design criteria to see how closely they match. Improvements can then be planned.</li> </ul>  |

### KS1 Workshop



**William  
Hamley**

### Assessment

Design and make a toy

### National Curriculum

**Des/1.1a**

**Des/1.1b**

**Make/1.1a**

**Make/1.1b**

**Eval/1.1a**

**Eval/1.1b**

**Tech/1.1a**

**Tech/1.1b**

**Cook/1.1a**

**Cook/1.1b**



# Wiggle & Crawl (Cooking & Nutrition)

## Learning Intentions

|        |  |
|--------|--|
| Week 1 | <p><i>Who is Michael Caines?</i></p> <ul style="list-style-type: none"> <li><i>Mind map around a photo.</i></li> </ul>   |
| Week 2 | <ul style="list-style-type: none"> <li><i>Identify the origin of some common foods (milk, eggs, some meats, common fruit and vegetables).</i></li> <li><i>Where in the world are they produced?</i></li> </ul>                                       |
| Week 3 | <ul style="list-style-type: none"> <li><i>Look back at foods from previous lesson. Sort into groups by whether they are from an animal or plant source.</i></li> <li><i>Taste honey – where does it come from?</i></li> </ul>                        |
| Week 4 | <ul style="list-style-type: none"> <li><i>Describe the types of food needed for a healthy and varied diet and apply the principles to make a simple, healthy meal.</i></li> <li><i>Identify the ingredients needed to make flapjacks.</i></li> </ul> |
| Week 5 | <ul style="list-style-type: none"> <li><i>Discuss how to work safely and hygienically in construction and cooking activities.</i></li> <li><i>Make a poster/leaflet explaining this.</i></li> </ul>  |
| Week 6 | <ul style="list-style-type: none"> <li><i>Make flapjacks.</i></li> <li><i>Measure and weigh food items using non-standard measures, such as spoons and cups.</i></li> </ul>  |

## Knowledge Intentions

|        |  |
|--------|--|
| Week 1 | <ul style="list-style-type: none"> <li><i>Michael Caines is an English chef born in Exeter. He was head chef of Gidleigh Park in Devon. He is currently the chef owner of the Lymptone Manor hotel between Exeter and Exmouth, which holds one Michelin star.</i></li> </ul>   |
| Week 2 | <ul style="list-style-type: none"> <li><i>Milk, eggs and meat are animal products.</i></li> <li><i>Fruit and vegetables grow in the ground or on trees/plants.</i></li> </ul>  |
| Week 3 | <ul style="list-style-type: none"> <li><i>Honey is an animal product, produced by bees.</i></li> </ul>   |
| Week 4 | <ul style="list-style-type: none"> <li><i>Fruit and vegetables are an important part of a healthy diet. It is recommended that people eat at least five portions of fruit and vegetables every day.</i></li> <li><i>A healthy diet should include meat or fish, starchy foods (such as potatoes or rice), some dairy foods, a small amount of fat and plenty of fruit and vegetables.</i></li> </ul> |
| Week 5 | <ul style="list-style-type: none"> <li><i>Hygiene rules include washing hands before handling food, cleaning surfaces, tying long hair back, storing food appropriately and wiping up spills.</i></li> </ul>   |
| Week 6 | <ul style="list-style-type: none"> <li><i>Using non-standard measures is a way of measuring that does not involve reading scales. For example, weight may be measured using a balance scale and lumps of plasticine.</i></li> </ul>  |

## KS1 Kitchen

# Michael Caines



## Assessment

Follow a recipe to make flapjacks

## National Curriculum

*Des/1.1a*

*Des/1.1b*

**Make/1.1a**

**Make/1.1b**

*Eval/1.1a*

*Eval/1.1b*

**Tech/1.1a**

**Tech/1.1b**

**Cook/1.1a**

**Cook/1.1b**