

## Design and Technology

### Class 1 – Cycle A

#### Autumn 1: Candy Cane Mouse (Textiles Unit)

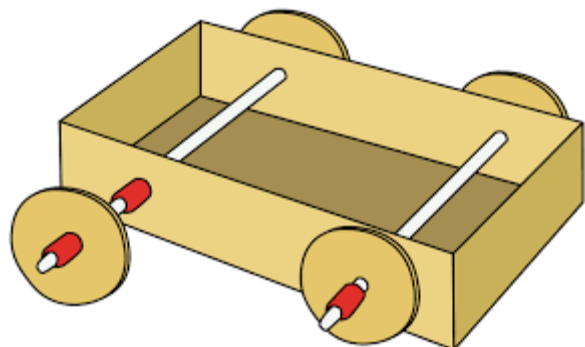
In this unit, pupils design, make and evaluate a textile product, meeting the Key Stage 1 Design and Technology National Curriculum through generating ideas, selecting materials, using tools such as needles and thread, and evaluating against design criteria. Pupils design for themselves and other users, encouraging them to consider a range of needs, including accessibility

**(disability)** through choice of materials and joining methods. The inclusion of sewing and decorative design supports gender equality by challenging stereotypes and ensuring all pupils engage in textiles. Opportunities to explore different fabrics and decorative styles can reflect a range of cultural influences (race), while collaborative discussion and evaluation promote respect for different preferences and identities. Inclusive language and shared learning experiences support all Protected Characteristics, even where not explicitly referenced.



#### Spring 2: Wheels and Axles (Vehicles Unit)

This unit supports the KS1 National Curriculum focus on mechanisms, as pupils investigate, design, make and evaluate a moving vehicle using wheels and axles. Pupils design purposeful products for different users, promoting awareness of diverse needs, including accessibility **(disability)** and age-appropriate design. The exploration of real-life and toy vehicles introduces opportunities to discuss how products are used by different people and communities, supporting inclusion. Gender stereotypes are actively challenged as all pupils participate in construction and engineering tasks. Collaborative work and evaluation foster respect for others' ideas, while the process of designing for a user reinforces consideration of diversity across all Protected Characteristics.



#### Summer 1: Healthy Banana Split (Food Technology Unit)

In this unit, pupils learn about healthy eating and food preparation, directly linking to the

KS1 cooking and nutrition curriculum. Pupils design and make a healthy banana split while learning about where food comes from and how it contributes to a balanced diet. This unit strongly supports inclusion by considering dietary needs such as allergies, intolerances, and personal or cultural food choices, linking to **disability**, religion, and belief. Pupils explore a variety of fruits from different cultures, supporting awareness of race and global diversity.



Collaborative preparation and tasting activities promote respect for different preferences, while all pupils participate equally, reinforcing gender inclusivity. The focus on designing for themselves and others helps embed an understanding of diversity and inclusion.