

**1. Year Groups**  
**Year**  
**1/2**

**2. Aspect of D&T Mechanisms**  
  
**Focus**  
**Wheels and axles**

**4. What could children design, make and evaluate?**  
push/pull toys e.g. emergency service vehicle  
carnival float farm vehicle clown's car  
vehicle for imaginary/story character  
shopping trolley other – specify

**5. Intended users**  
themselves people who help us friends  
story character farmers/farm animals  
teddy class doll other – specify

**6. Purpose of products**  
making work or everyday life easier  
moving objects toy vehicle to play with  
solving a problem for a story character  
other – specify

**16. Possible resources**  
selection of toy vehicles with differently fixed axles  
  
card boxes, card, cotton  
reels, plastic tubing,  
dowel, clothes pegs,  
paper sticks/dowel,  
paper/plastic straws, card  
discs, MDF wheels

**17. Key vocabulary**  
vehicle, wheel, axle,  
axle holder, chassis,  
body, cab

**7. Links to topics/themes**  
People Who Help Us Helping Others  
Our Local Community Food and Farming  
Traditional Stories Fairy Tales Transport  
Nursery Rhymes Toys other – specify

**8. Possible contexts**  
imaginary story-based home school  
leisure culture local community  
other – specify

**9. Project title**  
Design, make and evaluate a \_\_\_\_\_ (product) for \_\_\_\_\_ (user) for \_\_\_\_\_ (purpose)  
To be completed by the teacher. Use the project title to set the scene for children's learning prior to activities in 10, 12 and 14.

single hole punch, card  
drill, cutting mat, masking  
tape, PVA glue, paint,  
thin/thick paint brushes,  
felt tip pens, decorative  
paper, double sided  
sticky fixers, junior  
hacksaw, vice, left/right  
handed scissors

assembling, cutting,  
joining, shaping,  
finishing, fixed, free,  
moving, mechanism  
  
names of tools,  
equipment and materials  
used

design, make,  
evaluate, purpose,  
user, criteria, functional

**3. Key learning in design and technology**

**Prior learning**

- Assembled vehicles with moving wheels using construction kits.
- Explore moving vehicles through play.
- Gained some experience of designing, making and evaluating products for a specified user and purpose.
- Developed some cutting, joining and finishing skills with card.

**Designing**

- Generate initial ideas and simple design criteria through talking and using own experiences.
- Develop and communicate ideas through drawings and mock-ups.

**Making**

- Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing.
- Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.

**Evaluating**

- Explore and evaluate a range of products with wheels and axles.
- Evaluate their ideas throughout and their products against original criteria.

**Technical knowledge and understanding**

- Explore and use wheels, axles and axle holders.
- Distinguish between fixed and freely moving axles.
- Know and use technical vocabulary relevant to the project.

**10. Investigative and Evaluative Activities (IEAs)**

- Explore and evaluate a range of wheeled products such as toys and everyday objects. Through questioning, direct children's observations e.g. the number, size, position and methods of fixing wheels and axles. *How do you think the wheels move? How do you think the wheels are fixed on? Why do you think the product has this number of wheels? Why do you think the wheels are round?*
- Draw an example of a wheeled product, stating the user and purpose, and labelling the main parts e.g. body, chassis, wheels, axles and axle holders.
- Walk around the school building and grounds, recording how wheels and axles are used in daily life.
- Read a story or non-fiction book that includes a wheeled product. Use this to introduce relevant vocabulary and to emphasise user and purpose.



**11. Related learning in other subjects**

- Science** – working scientifically: ask simple questions and observe closely. Explore use of everyday materials.
- Mathematics** – number of wheels, more than, less than, equal.
- Spoken Language** – use of technical vocabulary. Ask relevant questions to extend understanding and build vocabulary and knowledge.

**12. Focused Tasks (FTs)**

- Using construction kits with wheels and axles, ask children to make a product that moves.
- Demonstrate to children how wheels and axles may be assembled as either fixed axles or free axles.
- Show different ways of making axle holders and stress the importance of making sure the axles run freely within the holders.
- Ensure that children are taught how to mark out, hold, cut and join materials and components correctly.
- Using samples of materials and components they will use when designing and making, ask the children to assemble some examples of wheel, axle, axle holder combinations. Display the work completed as a reference for their DMEA.



**13. Related learning in other subjects**

- Spoken language** – give well-structured descriptions and explanations. Develop speaking and listening skills. Learn relevant technical vocabulary.
- Mathematics** – measuring length using non-standard and standard units.

**14. Design, Make and Evaluate Assignment (DMEA)**

- Discuss with the children what they will be designing, making and evaluating within an authentic context.
- With the children identify a user and purpose for the product and generate simple criteria.
- Ask children to generate, develop and communicate their ideas as appropriate e.g. through talk and drawing. Talk about, evaluate and share ideas with other children/adults.
- Make their wheel and axle product using their design ideas and criteria as an ongoing guide.
- Discuss how the children might add finishing techniques to their product with reference to their design ideas and criteria. Direct the children to information and communication technology opportunities such as clip art, word processing, paint or simple drawing programs.
- Ask children to evaluate their finished product, communicating how it works and how it matches their design criteria, including any changes they made.



**15. Related learning in other subjects**

- Spoken language** – use spoken language to develop understanding through imagining and exploring ideas.
- Art and Design** – use a range of media and materials creatively to design and make products.
- Computing** – use technology purposefully to create and manipulate digital content.
- Mathematics** – measurement using non-standard and standard units.

**18. Key competencies**

problem-solving teamwork negotiation  
consumer awareness organisation motivation  
persuasion leadership perseverance  
other – specify

**19. Health and safety**

Pupils should be taught to work safely, using tools, equipment, materials, components and techniques appropriate to the task. Risk assessments should be carried out prior to undertaking this project.

**20. Overall potential of project**

