



Design and Technology– Year 1– Medium Term Plan

Autumn Term, structure: Stable Structures



Where before:					
Where next:	Textiles: Puppets				
Outcome	Key Skills	Key Facts	Key Vocabulary	Learning Objectives	Educational visits/Visitors
	<p><u>Design</u> Beginning to recognise how products and designs in the world around us solve certain needs.</p> <p>Stating what they intend to make and why – identifying the purpose.</p> <p>Talking about ideas, with purpose and user in mind.</p> <p>Talking about existing products when generating ideas.</p> <p><u>Make</u> Choosing between a small number of materials, ingredients or components.</p> <p>Explaining their choices based on personal experiences.</p> <p>Requesting equipment appropriate to the purpose. (e.g. scissors for cutting, glue for joining)</p> <p>Refining their grip to cut competently and confidently.</p> <p><u>Evaluate</u> Saying what they like about their peers' designs and products.</p> <p>Accepting feedback and understanding it is meant to improve their work.</p>	<p>Know the user if the person who will use the product.</p> <p>Different existing products can help when deciding what to design.</p> <p>A plan is deciding what to do first and next.</p> <p>Different equipment does different things.</p> <p>Their ideas can make someone else's work better.</p> <p>A structure is something that has been made and put together.</p> <p>Adding weight to the base of a structure makes it more stable.</p> <p>Shapes and structures with wide, flat bases or legs are most stable</p>	<p>Base</p> <p>Better</p> <p>Compare</p> <p>Design</p> <p>Freestanding</p> <p>Stable</p> <p>Structure</p> <p>Unstable</p> <p>User</p> <p>Worse</p>	<p>To explore stability by balancing.</p> <p>To explore wide or narrow bases by building towers.</p> <p>To test a structures stability with weight added in different places.</p> <p>To design a stable structure that meets the needs of a user.</p> <p>To use a variety of cutting and joining techniques to make a stable product.</p>	



Design and Technology– Year 1– Medium Term Plan

Spring Term, Textiles: Puppets



Where before:	Structure: Stable Structures				
Where next:	Cooking and nutrition: Smoothies				
Outcome	Key Skills	Key Facts	Key Vocabulary	Learning Objectives	Educational visits/ Visitors
	<p><u>Design</u></p> <p>To use a template to create a design for a puppet.</p> <p><u>Make</u></p> <p>To cut fabric neatly with scissors.</p> <p>Use joining methods to decorate a puppet.</p> <p>To sequence steps for construction.</p> <p><u>Evaluate</u></p> <p>To reflect and evaluate on a finished product, explaining likes and dislikes.</p>	<p>To know ‘joining technique’ means connecting two pieces of material together.</p> <p>To know that there are various temporary methods of joining fabric by using staples, glue or pins.</p> <p>To understand that different techniques for joining materials can be used for different purposes.</p> <p>To understand that a template (or fabric pattern) is used to cut out the same shape multiple times.</p> <p>To know that drawing a design idea is useful to see how an idea will look.</p>	<p>Decorate</p> <p>Deign</p> <p>Fabric</p> <p>Glue</p> <p>Model</p> <p>Hand puppet</p> <p>Safety pin</p> <p>Staple</p> <p>Stencil</p> <p>Template</p>	<p>To join fabrics together using different methods.</p> <p>To use a template to create my design.</p> <p>To join two fabrics together accurately.</p> <p>To embellish my design using joining methods.</p>	



Design and Technology– Year 1– Medium Term Plan

Summer Term, cooking and nutrition: Smoothies



Where before:	Textiles: Puppets				
Where next:	Textile: Pouches				
Outcome	Key Skills	Key Facts	Key Vocabulary	Learning Objectives	Educational visits/Visitors
	<p><u>Design</u> To design a smoothie carton packaging by hand.</p> <p>Learn where and how fruits and vegetables grow.</p> <p><u>Make</u> To chop fruit and vegetables safely.</p> <p>To juice fruits to make a smoothie.</p> <p>Identifying if a food is a fruit.</p> <p><u>Evaluate</u> Tasting and evaluating different foods.</p> <p>Describing appearance, smell and taste.</p> <p>Suggesting information to be included on packaging.</p>	<p>Know that a blender is a machine which mixes ingredients together into a smooth liquid.</p> <p>That a fruit has a seed and a vegetable does not.</p> <p>That fruits grow on trees or vines.</p> <p>That vegetables can grow either above or below ground.</p> <p>That vegetables are any edible part of a plant.</p>	<p>Blend Blender Chopping board Compare Cut Design Evaluate Flavour Fork Fruit Healthy Ingredients Juice Juicer Leaf Plant Recipe Root Seed Select Smoothie Stem Table knife Taste Tree Vegetable Vine</p>	<p>To identify fruits.</p> <p>To describe where fruits and vegetables grow.</p> <p>To practise food preparation skills.</p> <p>To select ingredients for a recipe.</p> <p>To apply food preparation skills to a recipe.</p> <p>To evaluate against the design brief.</p>	