

DT Medium Term Planner: Year 1



- Design**
- design purposeful, functional, appealing products for themselves and other users based on design criteria
 - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- Make**
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
 - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

- Evaluate**
- explore and evaluate a range of existing products
 - evaluate their ideas and products against design criteria

- Technical knowledge**
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

	Context	Intent: Objectives		Implementation: Sequence of teaching
Autumn 2 Micro project	Create a pop-up Christmas Card	Design	Make	-Explore Christmas books with pop up mechanisms -Evaluate how well these mechanisms work and if they add interest/fun -Explore how pop up mechanisms work through teacher modelling -Talking partners discussions of ideas for how to use pop up mechanism in own product -Children make pop up cards selecting from tools and materials
		- Use talk to plan	Select tools/equipment to cut, shape, join, finish and explain choices -Choose suitable materials and explain choices	
		Evaluate	Technical Knowledge	
		-Explain their opinions linked to existing products	-Explore and use mechanisms (pop up) in their products	
Spring 1 Subject Focus	Make moving pictures	Design	Make	-Explore paper sculpture and joining paper -Explore moving pictures, created by the teacher, that employ sliders and levers -Use talk to share ideas about how to use mechanisms in a card for family (Mother's Day and/or Easter) -Make a card that must incorporate a mechanism and can incorporate paper sculpture and joining techniques -Evaluate card through peer discussion. Does my card have a mechanism? Does the mechanism work? Is my card interesting/appealing? How could I make my card better?
		-Have own ideas -Explain what the product is for and how it will work -Use talk and pictures to plan -Design a product using design criteria	-Join materials using glue and masking tape -Select tools/equipment to cut, shape, join, finish and explain choices -Choose suitable materials and explain choices	
		Evaluate	Technical Knowledge	
		Evaluate their product through discussion in relation to the purpose	-Explore and use mechanisms such as levers and sliders in their products -Suggest ways to make materials/products stronger	

Summer Micro Project	Use tools and materials from the woodwork bench to make a boat	Design -Have own ideas	Make -Select tools/equipment to cut, shape, join, finish and explain choices -Consider what I need to do next	-Read Monty Must Read 'Lost and Found' -Look at a finished model of a wooden boat. Discuss tools and processes that might be used to make it -Revisit woodwork bench safety rules -Learn how to use a palm drill safely -Drill hole and cut dowel with a hacksaw for a mast -Use a running stitch to make a sail -Peer evaluation of strengths and weaknesses of finished boat
		Evaluate -Begin to evaluate their own products, identifying strengths and weaknesses	Technical Knowledge -Explore and use mechanisms such as levers and sliders in their products -Suggest ways to make materials/products stronger	
Summer 2 Subject Focus	Design and cook a vegetarian pizza	Design -Design a product for self, using design criteria -Research similar existing products	Make -Explain what I am making and why it fits the purpose -Consider what I need to do next	-Learn about the farm to fork journey of tomatoes. -Explore ingredients such as herbs and vegetables in the classroom and visit allotment to observe fruit and vegetables growing. -Taste test some pizzas with different toppings and RAG rate -Children design pizza selecting which base and toppings they will use. -Learn why and how to work hygienically when cooking and produce food safety posters to display during cooking. -Make sauce and add toppings to pizzas. -Evaluate their pizza considering what worked well and how they would improve it.
		Evaluate -Explain their opinions linked to existing products -Begin to evaluate their own products, identifying strengths and weaknesses	Cooking and Nutrition -Understand where food comes from (plant or animal) -Describe differences between some food groups (i.e sweet, vegetables etc) -Discuss which foods are healthy Cut, peel and grate safely, with support.	