

KS1 Medium Term Plan for DT

	A	B	C
Autumn	Fire Engines (History) - To explore modern fire engines. - To investigate wheels, axles and chassis. - To be able to investigate ways of creating the body of a fire engine. - To be able to design a fire engine. - To be able to make a fire engine based on a design. - To be able to evaluate a finished product. DESIGN: - Use pictures and words to convey what they want to design make. - Explore ideas by rearranging materials. - Select pictures to help develop ideas. - Use mock-ups e.g. recycled material trial models to try out their ideas. MAKE: - Select materials from a limited range. - Explain what they are making. - Name the tools they are using. TECHNICAL KNOWLEDGE - Start to use technical vocabulary. - Cut out shapes which have been created by drawing round a template. - Join materials in a variety of ways. - Decorate using a variety of techniques. - Know some ways of making structures stronger. - Show how to stiffen some materials.	Puppets (Science) - To investigate a range of puppets and their features. - To be able to work with fabric - To develop and practise sewing skills. - To be able to design a glove puppet - To be able to follow a design to make a puppet. - To be able to evaluate a finished product. DESIGN: - Use pictures and words to convey what they want to design make. - Explore ideas by rearranging materials. - Select pictures to help develop ideas. - Use mock-ups e.g. recycled material trial models to try out their ideas. - Propose more than one idea for their product. - Use ICT to communicate ideas. - Use drawings to record ideas as they are developed. - Add notes to drawings to help explanations. MAKE: - Select materials from a limited range. - Start to use technical vocabulary. - Cut out shapes which have been created by drawing round a template. - Join materials in a variety of ways.	Our Fabric Faces - To explore fabrics. - To explore and evaluate a range of existing products - To be able to work with fabric - To develop and practise sewing skills. - To design a fabric face. - To follow a design. - Create a fabric face that reflects their own face. - Evaluate their product saying what they like and what they could improve DESIGN: - Design purposeful, functional, appealing products for themselves and other users based on design criteria - Use pictures and words to convey what they want to design & make. - Discuss their ideas as they develop and say what their design has to do to achieve the design criteria. - Use drawings to record ideas as they are developed. - Add notes to drawings to help explanations.

	• Know how to make a simple structure more stable. • Attach wheels to a chassis using an axle. EVALUATE: • Explore existing products and investigate how they have been made (including teacher-made examples). • Talk about their design as they develop and identify good and bad points. • Say what they like and do not like about items they have made and attempt to say why.	• Decorate using a variety of techniques. • Discuss their work as it progresses. • Select and name the tools needed to work the materials. • Explain which materials they are using and why. EVALUATE: • Talk about their design as they develop and identify good and bad points. • Say what they like and do not like about items they have made and attempt to say why. • Decide how existing products do / do not achieve their purpose. • Discuss how closely their finished product meets their own design criteria. TECHNICAL KNOWLEDGE: • Start to use technical vocabulary. • Cut out shapes which have been created by drawing round a template. • Join materials in a variety of ways. • Decorate using a variety of techniques.	TECHNICAL KNOWLEDGE: • Start to use technical vocabulary. • Cut out shapes which have been created by drawing round a template. • Join fabric using running stitch. • Decorate using a variety of techniques. MAKE: • Select from and use a wide range of materials including textiles according to their characteristics. • Select from and use a range of tools and equipment to perform practical tasks. • Start to use technical vocabulary. • Use a template to shape a piece of fabric. • Create a fabric face that reflects their own face. • Stitch two pieces of fabric together using a running stitch and add features using appropriate materials and joining techniques. • Add features to their fabric face to represent particular characteristics EVALUATE: • Evaluate their product saying what they like and what they could improve.
Spring	Eat more fruit and veg • To find out the favourite fruits and vegetables in the class and present the data in a pictogram. • To examine, taste and describe a variety of fruits and vegetables.	Wacky Windmills (Science -sensory garden) • To explore what windmills are and how they are used. • To explore ways of making strong bases. • To explore how to make sails	Design a Ferris Wheel • To explore and discuss fairground wheels. • To know that a Ferris wheel include the wheel, frame, pods, a base, an axle and an axle holder.

	- To find out how to handle and prepare a variety of fruits and vegetables. - To be able to design a recipe to include fruit and/or vegetables. - To be able to make and evaluate a food product based on a design. COOKING & NUTRITION: - Group familiar food products e.g. fruit and vegetables. - Cut and chop a range of ingredients. - Work safely and hygienically. Know about the need for a variety of foods in a diet. DESIGN: - Use pictures and words to convey what they want to design make. MAKE: - Explain what they are making. - Name the tools they are using. EVALUATE: - Explore existing products and investigate how they have been made (including teacher-made examples). - Talk about their design as they develop and identify good and bad points. - Say what they like and do not like about items they have made and attempt to say why. TECHNICAL KNOWLEDGE - Start to use technical vocabulary.	- To be able to design your own windmill - To be able to follow a plan to make a windmill. - To be able to evaluate your finished windmill. DESIGN: - Propose more than one idea for their product. - Use ICT to communicate ideas. - Use drawings to record ideas as they are developed. - Add notes to drawings to help explanations. MAKE: - Start to use technical vocabulary. - Cut out shapes which have been created by drawing round a template. - Join materials in a variety of ways. - Discuss their work as it progresses. - Select and name the tools needed to work the materials. - Explain which materials they are using and why. EVALUATE: - Talk about their design as they develop and identify good and bad points. - Say what they like and do not like about items they have made and attempt to say why. - Decide how existing products do / do not achieve their purpose. - Discuss how closely their finished product meets their own design criteria. TECHNICAL KNOWLEDGE - Start to use technical vocabulary. - Cut out shapes which have been created by drawing round a template. - Join materials in a variety of ways.	- To consider the designs of others and make comments about their practicality or appeal. - To consider the materials, shape, construction and mechanisms of their wheel. - To design and label a wheel. - To label their designs. - To build a stable structure with a rotating wheel. - Test and adapt their designs as necessary - To follow a design plan to make a completed model of the wheel. DESIGN: - Explore how different materials have different properties and therefore suitable for different uses. - Explore wheel and axle mechanisms in context of a Ferris wheel. - Explore stable bases. - Explore pods. - Use pictures and words to convey what they want to design & make. - Discuss their ideas as they develop and say what their design has to do to achieve the design criteria. - Use drawings to record ideas as they are developed. - Add notes to drawings to help explanations. - Test designs as they go along and solve any problems that occur. Adapt if necessary.
--	--	---	---

		Decorate using a variety of techniques.	MAKE: - Follow a design plan to make a model of a Ferris wheel. - Select appropriate material based on their properties and characteristics. - Select from and use a range of tools and equipment to perform practical tasks. - Start to use technical vocabulary: Axle, Decorate, Evaluation, Ferris wheel, Mechanism, Stable, Strong, Test, Waterproof, Weak. - Test the Ferris wheel for motion. TECHNICAL KNOWLEDGE: - Start to use technical vocabulary. - Join materials using a variety of techniques. - Know some ways of making structures stronger. - Show how to stiffen some materials. - Know how to make a simple structure more stable. - Attach wheel using an axle. EVALUATE: - Evaluate their product saying what they like and what they could improve. - Record their evaluations using words and / or pictures.
Summer	Moving Pictures (English) - To be able to create a sliding mechanism. - To be able to use levers to create a moving mechanism.	Seaside snacks (History) - To think about healthy seaside snacks - To design and create frozen seaside snacks - To design a seaside picnic	Sensational Salads To explain that the food they eat can be split into different groups and know they should eat a balance of foods, including fish, to have a healthy and varied diet.

	• To investigate and create wheel mechanisms. • To be able to design a picture with a moving mechanism. • To be able to make a moving picture based on a design. • To be able to evaluate a moving picture. DESIGN: • Use pictures and words to convey what they want to design make. • Explore ideas by rearranging materials. • Select pictures to help develop ideas. • Use mock-ups e.g. recycled material trial models to try out their ideas. MAKE: • Select materials from a limited range. • Explain what they are making. • Name the tools they are using. EVALUATE: • Explore existing products and investigate how they have been made (including teacher-made examples). • Talk about their design as they develop and identify good and bad points. • Say what they like and do not like about items they have made and attempt to say why. TECHNICAL KNOWLEDGE: • Start to use technical vocabulary.	• To make fruit sculptures COOKING & NUTRITION: • Group familiar food products e.g. fruit and vegetables. • Cut and chop a range of ingredients. • Work safely and hygienically. Know about the need for a variety of foods in a diet. DESIGN: • Propose more than one idea for their product. • Use ICT to communicate ideas. • Use drawings to record ideas as they are developed. • Add notes to drawings to help explanations. MAKE: • Start to use technical vocabulary. • Discuss their work as it progresses. • Select and name the tools needed to work the materials. • Explain which materials they are using and why. EVALUATE: • Talk about their design as they develop and identify good and bad points. • Say what they like and do not like about items they have made and attempt to say why. • Decide how existing products do / do not achieve their purpose. • Discuss how closely their finished product meets their own design criteria. TECHNICAL KNOWLEDGE: • Start to use technical vocabulary.	• To use the basic principles of a healthy diet to prepare dishes and start to understand why it is healthy. • To follow a simple recipe. • To work with some independence to correctly use measuring spoons, zesters and juicers when preparing dishes. • To understand that fruit and vegetables are grown in different places and that fish is caught in seas, rivers and lakes. COOKING & NUTRITION: • Understand where food comes from (fruits, vegetables & fish) • Cut, chop and combine a range of ingredients. • To follow a simple recipe. • Work safely and hygienically. • Know about the need for a variety of foods in a diet. DESIGN: • To explore and evaluate a range of existing products (a variety of different salads) • Use the basic principles of a healthy and varied diet to prepare dishes (a variety of salad dishes) • Follow a simple recipe. • Use kitchen equipment safely and hygienically. • Understand where food comes from in the context of the fish we eat. • Design a fruit salad.
--	--	--	--

	• Cut out shapes which have been created by drawing round a template. • Join materials in a variety of ways. • Decorate using a variety of techniques. • Know some ways of making structures stronger. • Show how to stiffen some materials. • Know how to make a simple structure more stable. • Attach wheels to a chassis using an axle.		• Use pictures and words to convey what they want to design & make. • Discuss their ideas as they develop and say what their design has to do to achieve the design criteria. • Use drawings to record ideas as they are developed. • Add notes to drawings to help explanations. TECHNICAL KNOWLEDGE: • Start to use technical vocabulary. MAKE: • Select from and use a range of kitchen tools and equipment to perform practical tasks in the context of preparing fruit salads. • Work safely and hygienically. • Follow a design plan and own recipe to make a fruit salad. • Use technical vocabulary: Peel, cut, chop, combine, hygiene, recipe. EVALUATE: • Evaluate their product saying what they like and what they could improve. • Record their evaluations using words and / or pictures.
--	---	--	--