



## Y1 Design and Technology Medium Term Plan

	Autumn 1	Spring 1	Summer 1
Topic	<i><b>We Are Explorers</b></i>	<i><b>Blast From the Past</b></i>	<i><b>Over and Under the Sea</b></i>
Unit of Work	<b>Structures:</b> Freestanding Structures	<b>Cooking and Nutrition:</b> Preparing Fruit and Vegetables	<b>Mechanisms:</b> Sliders and Levers
Vocabulary	cut, fold, join, fix, structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic, circle, triangle, square, rectangle, cuboid, cube, cylinder, design, make, evaluate, user, purpose, ideas, design criteria, product, function	fruit and vegetable names, names of equipment and utensils, sensory, vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating, tasting, arranging, popular, design, evaluate, criteria	slider, lever, pivot, slot, bridge/guide card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards, design, make, evaluate, user, purpose, ideas, design criteria, product, function

<p><b>I will know....</b></p>	<p>I can generate ideas based on simple design criteria and my own experiences, explaining what I could make.</p> <p>I can develop, model and communicate my ideas through talking, mock-ups and drawings.</p> <p>I can plan by suggesting what to do next.</p> <p>I can select and use tools, skills and techniques, explaining my choices. I can select new and reclaimed materials and construction kits to build their structures.</p> <p>I can use simple finishing techniques suitable for the structure I am creating.</p> <p>I can explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.</p> <p>I can evaluate my product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.</p>	<p>I can design appealing products for a particular user based on simple design criteria.</p> <p>I can generate initial ideas and design criteria through investigating a variety of fruit and vegetables.</p> <p>I can communicate my ideas through talk and drawings.</p> <p>I can use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.</p> <p>I can select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</p> <p>I can taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.</p> <p>I can evaluate ideas and finished products against design criteria, including intended user and purpose.</p> <p>I understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</p>	<p>I can generate ideas based on simple design criteria and my own experiences, explaining what I could make.</p> <p>I can develop, model and communicate my ideas through drawings and mock-ups with card and paper.</p> <p>I can plan by suggesting what to do next.</p> <p>I can select and use tools, explaining my choices, to cut, shape and join paper and card.</p> <p>I can use simple finishing techniques suitable for the product I am creating.</p> <p>I can explore a range of existing books and everyday products that use simple sliders and levers.</p> <p>I can evaluate my product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.</p> <p>I can explore and use sliders and levers.</p>
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	<p>I know how to make freestanding structures stronger, stiffer and more stable.</p> <p>I know and use technical vocabulary relevant to the project.</p>	<p>I can understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell Guide.</p> <p>I know and use technical and sensory vocabulary relevant to the project.</p>	<p>I can understand that different mechanisms produce different types of movement.</p> <p>I know and use technical vocabulary relevant to the project.</p>
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