

**KS1 Cycle A Design and Technology Medium Term Plan**

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|  | **Autumn** | **Spring** | **Summer** |
| **Unit of Work**  | **Structures:** POAP -Freestanding StructuresDesign, make and evaluate – playground equipment | **Cooking and Nutrition:**POAP - Preparing Fruit and VegetablesFruit Kebab | **Mechanisms:** POAP - Sliders and LeversDesign, make and evaluate – moving picture |
| **Vocabulary to support Substantive and Disciplinary Knowledge** | cut, fold, join, fix, structure, wall, tower, framework, weak, strong,base, top, underneath, side, edge, surface, thinner, thicker, corner,point, straight, curved design, make, evaluate, user, purpose, ideas, design criteria, product,function | knife, chopping board, safety, bridge hold, claw grip, fruit and vegetable names, sensory, vocabulary e.g. soft, juicy, crunchy, sweet, healthy diet, eat well plate, ingredients, tasting, preferences, design criteria, evaluate | slider, lever, pivot, slot, bridge/guidecard, split pin, join, pull, push, up, down, straight, curvedesign, make, evaluate, user, purpose, ideas, design criteria, product, function |
| **I will know….** | Design* I can explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.
* I can generate ideas based on simple design criteria and my own experiences, explaining what I could make.
* I can develop, model and communicate my ideas through talking, mock-ups and drawings.
* I can plan by suggesting what to do next.

Make* 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.
* I can use simple finishing techniques suitable for the structure I am creating.
* I know how to make freestanding structures stronger, stiffer and more stable.
* I know and use technical vocabulary relevant to the project.

Evaluate* 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.
 | Design* I can design appealing products for a particular user based on simple design criteria.
* I can generate initial ideas and design criteria through investigating a variety of fruit.
* I can taste and evaluate a range of fruit to determine the intended user’s preferences.
* I can select from a range of fruit according to their characteristics e.g. colour, texture and taste to create a chosen product.
* I can communicate my ideas through talk and drawings.

Make* I can use simple utensils and equipment to cut safely.
* I understand where a range of fruit and vegetables come from e.g. farmed or grown at home.
* 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.
* I know and use technical and sensory vocabulary relevant to the project.

Evaluate* I can evaluate ideas and finished products against design criteria, including intended user and purpose.
 | Design* I can explore a range of existing books and everyday products that use simple sliders and levers.
* I can explore and use sliders and levers.
* I can generate ideas based on simple design criteria and my own experiences, explaining what I could make.
* I can develop, model and communicate my ideas through drawings and mock-ups with card and paper.
* I can plan by suggesting what to do next.
* I can understand that different mechanisms produce different types of movement.

Make* I can select and use tools, explaining my choices, to cut, shape and join paper and card.
* I can use simple finishing techniques suitable for the product I am creating.
* I know and use technical vocabulary relevant to the project.

Evaluate* 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.
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