

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

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|  | **Autumn** | **Spring** | **Summer** |
| **Unit of Work** | **Structures:**  POAP -Freestanding Structures  Design, make and evaluate – playground equipment | **Cooking and Nutrition:**  POAP - Preparing Fruit and Vegetables  Fruit Kebab | **Mechanisms:**  POAP - Sliders and Levers  Design, 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/guide  card, split pin, join, pull, push, up, down, straight, curve  design, 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. |