


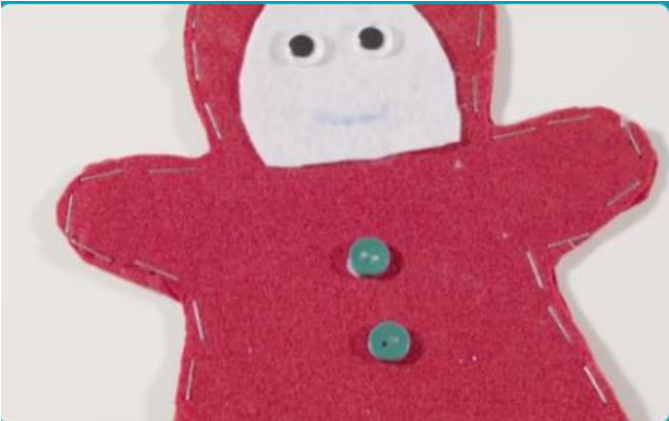
Design and Technology Long Term Plan

Year 1	Design	Make	Evaluate	Technical Knowledge	Food
Key Skills	<ul style="list-style-type: none"> • Draw on their own experience to help generate ideas • Suggest ideas and explain what they are going to do • Identify a target group for what they intend to design and make • Model their ideas in card and paper • Develop their design ideas applying findings from their earlier research 	<ul style="list-style-type: none"> • Make their design using appropriate techniques • With help measure, mark out, cut and shape a range of materials • Use tools e.g scissors and a hole punch safely • Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape • Use simple finishing techniques to improve the appearance of their product 	<ul style="list-style-type: none"> • Evaluate their product by discussing how well it works in relation to the purpose • Evaluate their products as they are developed, identifying strengths and possible changes they might make • Evaluate their product by asking questions about what they have made and how they have gone about it 	<ul style="list-style-type: none"> • Build structures, exploring how they can be made stronger, stiffer and more stable • Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	<ul style="list-style-type: none"> • Understand where food comes from. • Select and use appropriate fruit and vegetables, processes and tools • Use basic food handling, hygienic practices and personal hygiene
Assessment	<ul style="list-style-type: none"> • Can ch follow verbal instructions and explain what they are making? • Can ch name the tools they are using and select materials from a limited range that will meet the design criteria? • Are ch able to use pictures and words to convey what they want to design and make? 	<ul style="list-style-type: none"> • Are children able to cut and shape materials? • Can children explain how to join their materials using temporary, moving or fixed joints? 	<ul style="list-style-type: none"> • Can children say what they like and do not like about items they have made and attempt to say why? • Are children able to talk about changes made during the making process? 	<ul style="list-style-type: none"> • Are children able to use card linkages and paper fasteners to make a moving picture? • Are children able to build a strong sculpture with different materials? 	<ul style="list-style-type: none"> • Are ch able to group familiar food products? • Can ch cut, peel, grate or chop a range of ingredients with support to make a fruit salad? • Are children able to explain how to work safely and hygienically?

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Term	Content / Unit / Topic	Curriculum Links	Key Facts	Key Vocab
<p>Autumn 1</p>	<p><u>Kapow Unit – Fruit and Vegetables: Food</u> Making A Smoothie</p> <p>Children will first identify a variety of fruit using their 5 senses (link to Science). They will then cut food safely and this will be modelled first and explained how we can do this without harming ourselves. Children will all have a go at cutting a variety of fruit and then this will be put in the blender to create a smoothie.</p> 	<p>Science – 5 senses</p>	<p>What is a fruit? Classify and identify fruit How to hold a knife safely How to cut fruit carefully</p>	<p>Smoothie Fruit Senses Cut Safely Blender Classifying</p>

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<p>Spring 1</p>	<p><u>Kapow Unit – Textiles</u> Making a Teddy Bear</p> <p>Children will create a Teddy Bear by making a pom-pom for the body (building motor skills) and creating a felt head and other body parts. Children will design their Teddy Bear and choose appropriate resources and tools to support this.</p> <p>Children will then test different materials for an umbrella to see which successfully keep the teddy bear dry (link to Science).</p> 	<p>English – Teddy Bear story writing</p> <p>Science – Materials</p> <p>History – History of Teddy Bears</p>	<p>Children will think about how to create their pom-pom body. They will decide what resources and tools they will need to support the making of their Teddy Bear. They will then build different umbrellas and test the properties of the materials.</p>	<p>Textiles Pom-pom Resources Tools Wool Felt Umbrella Materials</p>
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<p>Summer 2</p>	<p><u>Castle Building</u></p> <p>Children will design and create a castle out of recyclable materials, i.e. cardboard. They will create a drawbridge that moves – to open and close it – using moving parts. Children will think about how they can make the drawbridge work and move successfully and what they may need to use to achieve this. They will then ensure that their castle is strong enough to withstand attack and is stuck to the base.</p>	<p>English – Castles Topic</p> <p>Science – Materials (strength)</p> <p>History – History of Castles</p> <p>Geography – Castles in the UK</p> <p>Art – Sketching a castle</p>	<p>Children will think about what materials will make a strong base and strong castle. They will think about how their drawbridge will be able to move by opening and closing – look and investigate at different objects that do the same motion. They will be able to explain how the drawbridge moves and works. They will ensure that their castle is strong.</p>	<p>Castle Material Drawbridge Moving part Strong Opening Closing Motion</p>
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