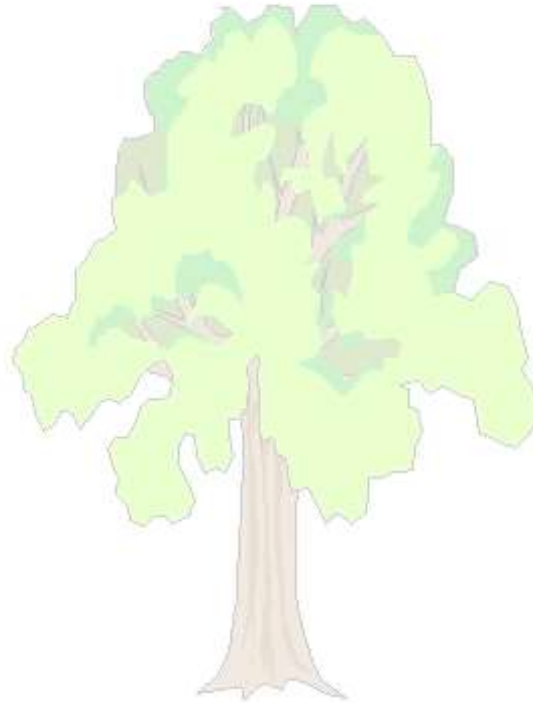


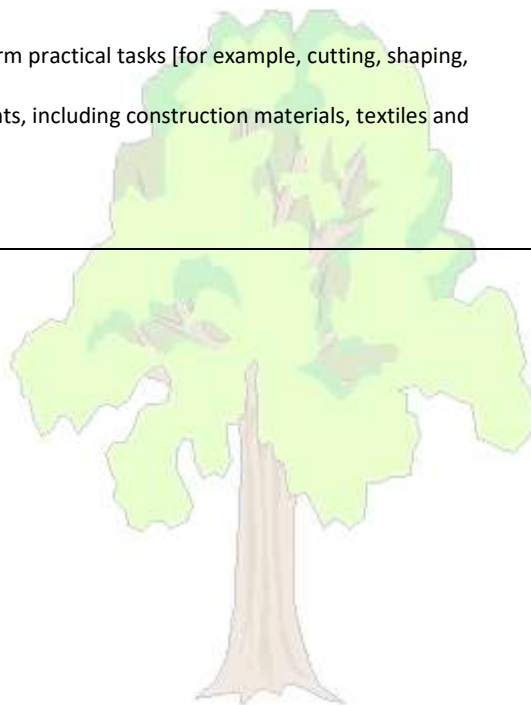
Year 1 DT Long Term Plan

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
A platform for a crown				Making sandwiches	Sewing fish



Year 1 Medium Term Plan

Term 1 DT – Platform for Crown Structures		
National Curriculum Links	Key Vocabulary	Pupil Offer
<p>Design</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products 	<ul style="list-style-type: none"> • cutting • joining • gluing • stiffer • stronger • weaker • weight • heavy • light 	<p>To make a platform for a crown, whilst considering an intended user.</p>



Stretton Primary School

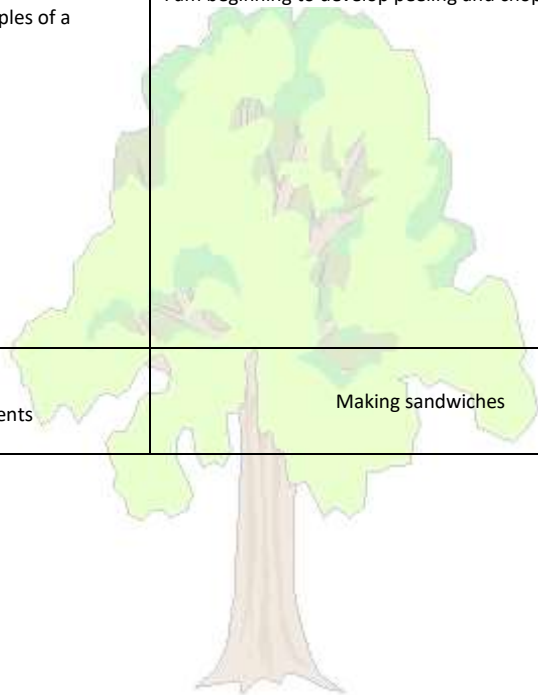
Term 1	Session 1	Session 2	Session 3
<p>Lesson overview and substantive knowledge</p>	<p>Research</p> <p>Children will be presented with the crown inside a box. How can visitors to the Tower of London view the crown in a better way?</p> <p>With adult support, chn will research platforms. We will discuss their purpose, aesthetic and building material</p> <p>Design</p> <p>The chn will then create a set of criteria as a class that their design will need to meet in order to be successful</p> <p>The children will be offered a selection of materials to choose from to create this (cardboard, paper and stickle bricks)</p> <p>Based on their choice, children will create a scale plan (A3) that includes a picture of their platform and a word bank with material choices (chn to circle their material choice)</p>	<p>Make</p> <p>Can you design a product that showcases the King's crown for all of the visitors to admire?</p> <p>Using the resources they have chosen in their plan, chn will create their platform, thinking carefully about how they will join the structure together</p> <p>The children will be offered a selection of materials to choose from to create this (cardboard, paper and stickle bricks) Which material will be best? Why? What does the platform need to be able to do?</p> <p>The children will think about how to make the crown visually accessible and raised off of the table, using the resources provided</p> <p>8 weeks – 2 weeks on DT</p>	<p>Evaluate</p> <p>What went well and what could be improved?</p> <p>Looking at their plan and what they created in the 'make phase' chn will talk about what worked well with the material they chose and what could be developed next time.</p> <p>We will think about the criteria we set out in the 'design phase'. Does your design meet this criteria? Why? Why not?</p> <p>Chn to record their evaluations on Seesaw with adult support.</p>
<p>Skills</p>	<p>I can plan a purposeful product.</p> <p>I can talk about my design ideas and what I am making.</p>	<p>I can select and use simple tools to perform practical tasks for example cutting and joining.</p> <p>To be able to use scissors and glue/ tape effectively.</p> <p>To know which materials and joining techniques will be most effective for the product outcome.</p>	<p>I can evaluate my ideas and products against design a criteria.</p>
<p>Organisation and Communication</p>	<p>Designing a platform for the King's crown</p>	<p>Making a platform for the King's crown</p>	<p>Evaluate our platform</p>

Year 1 Medium Term Plan

Term 5 DT – Making Sandwiches <i>Cooking and Nutrition</i>		
National Curriculum Links	Key Vocabulary	Pupil Offer
<ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to prepare dishes • To understand where food comes from. 	<ul style="list-style-type: none"> • Food, knives, forks, spoons, mix, stir, combine, recipe, whisk, pour, empty, fill, chop 	Making sandwiches for Mr Grinling

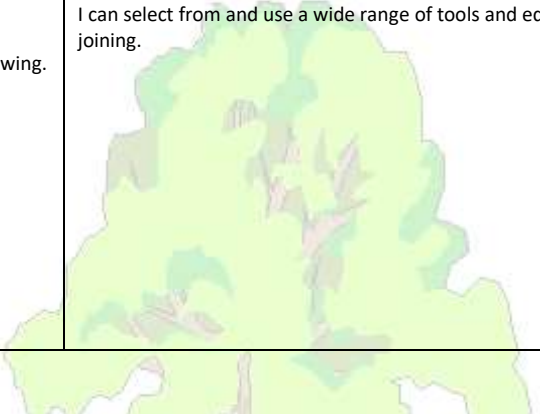
Term 5	Session 1	Session 2	Session 3
Lesson overview and substantive knowledge	<p style="text-align: center;">Research</p> <p>Chn will explore where different foods come from by completing a 'cold' multiple choice task</p> <p>We will then explore one food from each of the main food groups and discuss where it comes from and how it makes its way to the supermarket. Then chn will then complete a matching activity to match the food with its starting point.</p> <p>As part of this exploration, we will think about our diets and how these should be balanced and contain each of the main food groups</p> <p>Using this knowledge the chn will then choose the ingredients they would like to make their sandwiches. This will be recorded as a short video on Seesaw.</p>	<p style="text-align: center;">Make</p> <p>The children will all prepare the ingredients for their sandwich and then choose the ingredients for their own sandwich based on their plan.</p> <p>The children will then be able to eat their sandwiches, talking about how it tasted.</p>	<p style="text-align: center;">Evaluate</p> <p>The chn will evaluate the process of chopping and peeling on Seesaw. What went well and how could you improve next time?</p>

<p>Skills</p>	<p>I am beginning to understand that all food comes from plants or animals.</p> <p>I am starting to understand the basic principles of a healthy and varied diet.</p>	<p>I am beginning to develop peeling and chopping skills.</p>	<p>I can talk what I am making.</p> <p>I am thinking about what I like and dislike.</p>
<p>Organisation and Communication</p>	<p>Matching activity Video plan for selecting ingredients</p>	<p>Making sandwiches</p>	<p>Video recording of chopping and peeling evaluation</p>



Serlacre Wood
Primary School

Term 6 DT – Sewing Fish Textiles				
National Curriculum Links		Key Vocabulary		Pupil Offer
Design <ul style="list-style-type: none"> I can design purposeful, functional, appealing products for themselves and other users based on design criteria. I can generate ideas through talking and drawing. Make <ul style="list-style-type: none"> I can select from and use a wide range of tools and equipment for tasks such as cutting and joining. Evaluate <ul style="list-style-type: none"> I can evaluate my product against design criteria. 		planning, investigating design, evaluate, make, user, purpose, ideas, product, joining and finishing techniques, tools, , felt buttons, sequins, join, decorate, finish, sew, needle, thread, knot		To make a mobile for a baby.
Term 6	Session 1	Session 2	Session 3	Session 4
Lesson overview and substantive knowledge	Research Chn will explore the purpose of a mobile and the materials that could be used. Look at the pictures of the fish mobile and answer the questions as a class: <u>What is the purpose of a mobile?</u> Decorative/looks nice, helps babies to learn about the world (the senses - sounds, sights, touch etc) <u>What are the mobiles made out of?</u> Which skills will you need to learn to make a mobile? This can be printed off and stuck in all the art books. Show the children how to do running stitch. Explain that half the class will work with the adults whilst the other half draw some fish in their art books.	Make ½ CLASS: Get the children to sew around the edge to complete the fish, stuff some stuffing in it and the adult can finish it off. ½ CLASS: Model how to draw several different fish using different material (they can also have some fish to cut out and stick in). When finished they can do some colouring in. *Additional sessions may be required to complete sewing.	Make Show the children the different materials that they will use to decorate their fish. Talk about how the children will need to decorate both sides of their fish because they'll be hanging up. First of all the children can all cut some felt shapes (they may be pre-cut) and stick them on. They can then choose how to decorate the rest of their fish.	Evaluate Ask the children how they think we should hang them .We could either use canes (crossed over or one straight one) or hoops. Hang the fish and photograph them so the photos can go in their books. Get the children to draw a picture of their fish and label the materials that they used to make it. Photograph finished fish for evaluations. I liked the colours of my fish. The sequins looked pretty. The sewing looked neat. The mobile looks pretty on the ceiling. There are lots of colours on the mobile. The fish were all different colours.

<p>Skills</p>	<p>I can design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>I can generate ideas through talking and drawing.</p>	<p>I can select from and use a wide range of tools and equipment for tasks such as cutting and joining.</p> 	<p>I can evaluate my product against design criteria.</p>
<p>Organisation and Communication</p>			