

## DT MEDIUM TERM PLAN (MTP) YEAR 1 2022: Taught 2<sup>nd</sup> Half of each term

DT MTP Y1	Autumn 2: 7 WEEKS	Spring 2: 6 WEEKS	Summer 2: 6 WEEKS
<p><i>Taken from the Year group curriculum map</i></p>	<p><b>Topic Title:</b> Our Fabric Faces (Who am I?)</p> <p><b>Key knowledge:</b> DT1/1.1a: To design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Explore a range of products</li> <li>• Evaluate existing products</li> <li>• Select a range of tools</li> <li>• Design</li> <li>• Make</li> <li>• Evaluate</li> </ul> <p><b>Key vocabulary:</b> Fabric faces, fabric, materials, mixed media, buttons, explore, products, plan, design, make, create, evaluate...</p>	<p><b>Topic Title:</b> Toys</p> <p><b>Key knowledge:</b> DT1/1.2a: To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Planning for a new product (toy)</li> <li>• Evaluate existing products</li> <li>• To explore and use mechanisms (for example sliders/ levers)</li> <li>• Making and evaluating moving toys.</li> <li>• Spinning tops</li> <li>• Split pin puppets</li> <li>• Shadow puppets</li> <li>• Board games</li> </ul> <p><b>Key vocabulary:</b> Planning, designing, researching, toys, sliders, levers, evaluating, creating...</p>	<p><b>Topic Title:</b> Healthy Eating</p> <p><b>Key knowledge:</b> DT1/1.2b: To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• To know where food comes from.</li> <li>• Create own health snacks</li> <li>• To use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• Create awareness of safety and hygiene when preparing food.</li> <li>• Fruit salad</li> <li>• Fruit kebabs</li> <li>• Ice a biscuit</li> <li>• Sowing</li> </ul> <p><b>Key vocabulary:</b> Cooking, healthy eating, nutrition, explore, ingredients, food, fruit, veg, safety, hygiene, prepare, snacks...</p> <p style="background-color: yellow;"><b>PIZZA EXPRESS TRIP- MAKING A HEALTHY PIZZA</b></p>
Lesson 1	<p><b>Lesson objective (s):</b> To explore and evaluate a range of existing products.</p> <p><b>Brief outline of main tasks:</b> <b>Exploring Fabrics</b> Children work in groups. Each has a numbered fabric doll or character on their table. Their job as ‘fabric investigators’ will</p>	<p><b>Lesson objective (s):</b> To create a plan for a new product (toy).</p> <p><b>Brief outline of main tasks:</b> Chn to write up a plan on what shadow puppet they will make, how they will make the puppet and what resources/materials they will need.</p>	<p><b>Lesson objective (s):</b> To understand where food comes from.</p> <p><b>Brief outline of main tasks:</b> The children will name different fruits and vegetables and explain where some food grows. Children will work in groups using the <b>Fruit and Vegetable Sorting Activity Sheet</b> to</p>

	<p>be to try to name the different fabrics used to make the doll/ character and record them on Fabric Investigators Activity Sheet.</p>	<p>Story Link: Where the wild things are.</p>	<p>have a go at sorting the foods into two groups, foods that grow above the ground and foods that grow below the ground (<i>root vegetables</i>).</p>
Lesson 2	<p><b>Lesson objective (s):</b> To explore and evaluate a range of existing products.</p> <p><b>Brief outline of main tasks:</b> The children will have a large photograph of their face. Children create a hairstyle with different materials to represent their hair. Glue the materials to the photographs. The children will use various materials such as thread, ribbon or wool which can be used to create plaits.</p>	<p><b>Lesson objective (s):</b> To explore and evaluate a range of existing products.</p> <p><b>Brief outline of main tasks:</b> Group work: each group will be given one moving book. They will explore the different pages in the book. They will then choose one page to focus on. They will answer the questions about how the books moves.</p>	<p><b>Lesson objective (s):</b> To explore and evaluate a range of existing products.</p> <p><b>Brief outline of main tasks:</b> Children use tasting spoons to sample the different salads and then write a short evaluation about the salad.</p>
Lesson 3	<p><b>Lesson objective (s):</b> To select from and use a range of tools and equipment to perform practical tasks (for example joining).</p> <p><b>Brief outline of main tasks:</b> <b>Joining Fabrics</b></p>	<p><b>Lesson objective (s):</b> To explore and use mechanisms (for example sliders).</p> <p><b>Brief outline of main tasks:</b> Children work in pairs using the Gingerbread Man Slider Activity Sheet. They will use the background</p>	<p><b>Lesson objective (s):</b> To use the basic principles of a healthy and varied diet to prepare dishes.</p> <p><b>Brief outline of main tasks:</b> The children will follow a recipe carefully by choosing the correct</p>

	<p>Children practice sewing a running stitch around the outside of their fabric using large plastic needles.</p>	<p>template. Children will need to decide which character they want to use to chase the Gingerbread Man. They will then follow the Slider Instructions Activity Sheet to make their slider.</p> <p>English story link: The Ginger bread man.</p>	<p>ingredients and equipment and create their own healthy salad.</p>
Lesson 4	<p><b>Lesson objective (s):</b> Select from and use a range of tools and equipment to perform practical tasks for example cutting (in the context of cutting around a template to create a face shape).</p> <p><b>Brief outline of main tasks:</b> <b>Face Shapes</b> Children use mirrors to carefully look at their face shape then, re-create the shape on to paper. Children will then cut around the template for their face shape. Children choose a piece of coloured fabric to represent their own face. They pin down the template, draw around it and cut around their face shape</p>	<p><b>Lesson objective (s):</b> To explore and use mechanisms (for example levers).</p> <p><b>Brief outline of main tasks:</b> Children will work in pairs using the Jack and the Beanstalk Lever Activity Sheet. They will use the background and cut around the template of Jack. They will then follow the Lever Instructions Activity Sheet to make their lever.</p> <p>English story link: Jack and the Beanstalk</p>	<p><b>Lesson objective (s):</b> To understand where food comes from.</p> <p><b>Brief outline of main tasks:</b> The children will learn about where fish comes from and why it is important to eat fish. They will also discuss at least two health benefits of eating fish. The children will then create a little paper fish to take home and share what they have learn with their parents.</p>

	template. <i>(This will be needed in lesson 6.)</i>			
Lesson 5	<p><b>Lesson objective (s):</b> To design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p><b>Brief outline of main tasks:</b> <b>Designing Our Fabric Faces</b> Children use the differentiated 'My Final Design' Activity Sheets to design their fabric faces. Children first talk about their ideas, then create a simple annotated drawing of their design. Annotations will include the techniques they will use to join the different fabrics and materials together. They then list the tools, fabrics and materials needed to create their final designs.</p>	<p><b>Lesson objective (s):</b> To design purposeful, functional and appealing products for themselves and other users based on design criteria.</p> <p><b>Brief outline of main tasks:</b> The children will follow basic design criteria to create their own moving picture with at least one mechanism.</p> <p>English story link: The Three Billy Goats Gruff.</p>	<p><b>Lesson objective (s):</b> To use the basic principles of a healthy and varied diet to prepare dishes.</p> <p><b>Brief outline of main tasks:</b> The children will follow a recipe carefully by choosing the correct ingredients and equipment and create their own fish salad.</p>	
Lesson 6	<p><b>Lesson objective (s):</b> To select from and use a wide range of materials including</p>	<p><b>Lesson objective (s):</b> To explore and use mechanisms (for example wheels).</p>	<p><b>Lesson objective (s):</b> To select from and use a range of tools and equipment to perform practical tasks.</p>	

	<p>textiles according to their characteristics.</p> <p><b>Brief outline of main tasks:</b>  <b>Making Our Fabric Faces</b>  Children closely follow their designs (from lesson 5) to make their fabric faces.  Children share and celebrate the finished pieces, discussing the differences in the chosen fabrics, materials and joining techniques. Explain that they now need to use the design criteria to help them evaluate their face. Children then work with a partner to complete the Evaluating Our Fabric Faces Activity Sheet. Each child will write down two positive things about their fabric face and one thing they would improve next time.</p>	<p><b>Brief outline of main tasks:</b>  Children will work in pairs using the background and pictures on the <b>Little Red Riding Hood Wheel Activity Sheet</b>. They will then follow the <b>Wheel Instructions Activity Sheet</b> to make their <u>wheel</u>.</p> <p>English story link: Little Red Riding Hood</p> <p><i>INCLUDE: FINAL PRODUCT / ASSESSMENT AND EVALUATIONS</i></p>	<p><b>Brief outline of main tasks:</b>  The children learn about where different fruits come from and work in groups to prepare a tasty fruit salad.</p> <p><i>INCLUDE: FINAL PRODUCT / ASSESSMENT AND EVALUATIONS</i></p>	
Lesson 7	<p><b>Lesson objective (s):</b>  To select from and use a wide range of materials including textiles according to their characteristics.</p> <p><b>Brief outline of main tasks:</b></p>	<p><b>TERM END</b></p>	<p><b>Lesson objective:</b>  To select from and use a range of tools and equipment to perform practical tasks.</p> <p><b>Outline of tasks:</b></p>	

	<p>Children closely follow design criteria to make a Christmas decoration (stocking).</p> <p><i>INCLUDE: FINAL PRODUCT / ASSESSMENT AND EVALUATIONS</i></p>		<p>Using knowledge of the main food groups from science lessons, the children should design a 'balanced pizza' including foods that provide carbohydrate, vitamins and minerals, protein and fat.</p> <p><b>TERM END</b></p>
Lesson 8	<p><b>Lesson objective:</b> To select from and use a wide range of materials including textiles according to their characteristics.</p> <p><b>Outline of tasks:</b> Children closely follow design criteria to make a Christmas decoration.</p>	<p><b>Lesson objective:</b></p> <p><b>Outline of tasks:</b></p>	<p><b>Lesson objective:</b></p> <p><b>TRANSITION</b></p> <p><b>Outline of tasks:</b></p>