

DT MEDIUM TERM PLAN (MTP) YEAR 1 2023-2024: Taught 1st Half of each term

DT MTP Y1	Autumn 1: 5 LESSONS	Spring 1: 5 LESSONS	Summer 1: 5 LESSONS
	<p>Topic Title: Structures – Constructing a windmill</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To understand that the shape of materials can be changed to improve the strength and stiffness of structures. To understand that cylinders are a strong type of structure. To understand that axles are used in structures and mechanisms to make parts turn in a circle. To begin to understand that different structures are used for different purposes. To know that a structure is something that has been made and put together. <p>Key Skills:</p> <ul style="list-style-type: none"> Learn the importance of a clear design criteria. Include preferences and requirements. Make stable structures. Learn how to turn 2D nets into 3D structures. Follow instructions to cut and assemble. Make functioning turbines and axles. <p>Key vocabulary: axle, design, model, packaging, template, stable, bridge, design criteria, net, structure, unstable, strong, weak</p>	<p>Topic Title: Textiles - Puppets</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that ‘joining technique’ means connecting two pieces of material together. To know that there are various temporary methods of joining fabric by using staples, glue or pins. To understand that different techniques for joining materials can be used for different purposes. To understand that a template (or fabric pattern) is used to cut out the same shape multiple times. To know that drawing a design idea is useful to see how an idea will look. <p>Key Skills:</p> <ul style="list-style-type: none"> Use a template to create a design for a puppet. Cut fabric neatly with scissors. Use joining methods to decorate a puppet. Sequence steps for construction. Reflect on a finished product, explaining likes and dislikes. <p>Key vocabulary: Decorate, fabric, model, safety pin, stencil, design, glue, hand puppet, staple, template</p>	<p>Topic Title: Food – Fruit and vegetables</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To understand the different between fruits and vegetables. To understand that some foods typically known as vegetables are actually fruits. To know that a blender is a machine which mixes ingredients together into a smooth liquid. To know that fruit has seeds and a vegetable does not. To know that fruits grow on trees or vines. To know that vegetables can grow either above or below ground. To know that vegetables can come from different parts of the plant. <p>Key Skills:</p> <ul style="list-style-type: none"> Design smoothie carton packaging by-hand or on ICT software. Chop fruit and vegetables safely to make a smoothie. Identify if a food is a fruit or a vegetable. Learn where and how fruits and vegetables grow. Taste and evaluate different food combinations. Describe appearance, smell and taste. Suggest information to be included on packaging. <p>Key vocabulary: Fruit, seed, root, smoothie, carton, flavour, vegetable, leaf, stem, healthy, design, peel, slice</p>
Lesson 1	<p>Lesson objective (s): To include individual preferences and requirements in my design.</p>	<p>Lesson objective (s): To join fabrics together using different methods.</p>	<p>Lesson objective (s): To identify if a food is a fruit or vegetable.</p>

	<p>Brief outline of main tasks: Children will learn what a windmill is and construct a model windmill by reference to design criteria created for the client, Mouse, who lives in the windmill in Old Amsterdam.</p>	<p>Brief outline of main tasks: Children will explore and evaluate different ways to join fabrics together, including glueing, pinning and stapling.</p>	<p>Brief outline of main tasks: Children will learn to distinguish fruits from vegetables, and put this knowledge into practice, handling and categorising a selection of fruits and vegetables.</p>
Lesson 2	<p>Lesson objective (s): To make a stable structure.</p> <p>Brief outline of main tasks: Having decorated their templates, children will construct the main part of their structure, making sure that it stands freely and holds together.</p>	<p>Lesson objective (s): To use a template to create my design.</p> <p>Brief outline of main tasks: After deciding on which character their puppet will be based, children will use a simple template to cut out their felt.</p>	<p>Lesson objective (s): To identify where plants grow and which parts we eat.</p> <p>Brief outline of main tasks: Having learned to sort fruits from vegetables by looking for seeds, children learn another clue to classification is where the edible part of the plant grows, on trees, or vines, above the ground or under the soil; and explore which part of these plants we eat.</p>
Lesson 3	<p>Lesson objective (s): To assemble the components of my structure.</p> <p>Brief outline of main tasks: Children will complete their turbines, through careful cutting and folding, and attach</p>	<p>Lesson objective (s): To join two fabrics together accurately.</p> <p>Brief outline of main tasks: Children will join their pieces of fabric for their puppet, using their preferred technique of pinning, stapling and glueing.</p>	<p>Lesson objective (s): To taste and compare fruit and vegetables.</p> <p>Brief outline of main tasks: Children will taste a selection of potential fruit and vegetable smoothie ingredients, describing their appearance, smell and taste and</p>

	them to their structure, testing its strength and stability.		deciding which to include in a smoothie.
Lesson 4	<p>Lesson objective (s): To evaluate my project and adapt my design.</p> <p>Brief outline of main tasks: After adding the finishing touches to their windmills. Children test their structures to check that they would make a suitable home for the mouse.</p>	<p>Lesson objective (s): To embellish my design using joining methods.</p> <p>Brief outline of main tasks: Children will decorate their hand puppet in keeping with their chosen storybook character using a variety of carefully selected materials.</p>	<p>Lesson objective (s): To make a fruit and vegetable smoothie.</p> <p>Brief outline of main tasks: Children will prepare and blend chosen fruits and vegetables to make smoothies and design packaging for their drinks to reflect the ingredients.</p>
Lesson 5	<p>Lesson objective (s): ASSESSMENT To explain what I know about constructing a windmill.</p> <p>Brief outline of main tasks: Children will work independently to answer questions relating to the areas taught this half term.</p> <p>Assessment to be used to record progress.</p>	<p>Lesson objective (s): ASSESSMENT To explain what I know about making a puppet.</p> <p>Brief outline of main tasks: Children will work independently to answer questions relating to the areas taught this half term.</p>	<p>Lesson objective (s): ASSESSMENT To explain what I know about fruit and vegetables.</p> <p>Brief outline of main tasks: Children will work independently to answer questions relating to the areas taught this half term.</p>

Seasonal projects	<p>AUTUMN 2 – CHRISTMAS CRAFT – SALT DOUGH DECORATIONS</p> <p>Lesson objective (s): To create a salt dough Christmas decoration.</p> <p>Brief outline of main tasks: Manipulate salt dough and use a range of tools to create a Christmas decoration.</p>	<p>SPRING 2 – EASTER CRAFT – EGG THREADING</p> <p>Lesson objective (s): To independently use fine motor skills to create threaded Easter egg decorations.</p> <p>Brief outline of main tasks: Children will apply skills in threading wool; making choices about patterns and colour; creating hanging Easter decorations.</p>		
Stand-alone lessons	Mechanisms: Making a moving story book (Lesson 1)			