

MTP – DT – Summer 2



Topic	What do aliens think of life on planet earth? (DT Kapow: Fruit and Vegetables)				
N.C Learning Objectives	<p>Cooking and nutrition</p> <ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet • Understand where food comes from <p>Design</p> <ul style="list-style-type: none"> • 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 • Evaluate their ideas and products against the design criteria 				
Vocabulary	<p>Fruit The sweet and fleshy product of a tree or a plant that contains a seed.</p>	<p>Vegetable A plant or part of a plant used as food.</p>	<p>Seed Seeds are the small parts produced by plants from which new plants grow.</p>	<p>Smoothie Smoothies are a type of cold drink.</p>	<p>Peel Peeling is when you remove the skin from something.</p>
	LEARNING OBJECTIVE	STICKY KNOWLEDGE FACT	CORE KNOWLEDGE		
Lesson 1	We are learning to identify if a food is a fruit or a vegetable.	The fruit is the part of a plant that contains seeds.	Fruit or vegetable? Children will be learning to distinguish fruits from vegetables, and putting this knowledge into practice, handling and categorising a selection of fruits and vegetables.		
Lesson 2	We are learning to identify where plants grow and which parts we eat.	Fruits and vegetables grow in one of three places: on trees or vines, above the ground or below the ground.	Having learned to sort fruits from vegetables by looking for seeds, children will learn another clue to classification, 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.		
Lesson 3	We are learning to taste and compare fruit and vegetables.	A mixture of fruit and vegetables in a smoothie can taste very nice and is also really good for you.	Children will be tasting a selection of potential fruit and vegetable smoothie ingredients, describing their appearance, smell and taste and deciding which to include in a smoothie.		

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Lesson 4	We are learning to make a fruit and vegetable smoothie.	A recipe is a set of instructions for preparing a certain dish.	Children blend chosen fruits and vegetables to make smoothies and design packaging for their drinks, to reflect the ingredients.		
Topic	What do aliens think of life on planet earth? (DT Kapow: Mechanisms making a moving story book)				
N.C Learning Objectives	<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 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 Evaluate their ideas against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products 				
Vocabulary	<p>Mechanical</p> <p>Something that can move because several pieces work together like a machine</p>	<p>Template</p> <p>A template is a model or a guide for producing something.</p>	<p>Prototype</p> <p>A prototype is the first one of your product that you make from which improvements or changes can be made.</p>	<p>Sliders</p> <p>Something that can move from side to side or up and down</p>	<p>Input</p> <p>The energy that is used to start something working</p>
	LEARNING OBJECTIVE	STICKY KNOWLEDGE FACT	CORE KNOWLEDGE		
Lesson 1	We are learning to explore making mechanisms.	There are four types of motions which are linear motion, reciprocating motion, rotatory motion and oscillating motion.	<ul style="list-style-type: none"> Children to understand that sliders are mechanisms. Children to know that sliders can make things move. Children to create moving models that use sliders. Children to use the words: up, down, left, right, vertical and horizontal to describe movement. 		

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Lesson 2	We are learning to design a moving story book	In Design and Technology, people use the word 'design'. This is what they do to plan out their ideas.	<ul style="list-style-type: none"> • Children plan their moving story books against a Design Criteria using differentiated templates, deciding on the backgrounds, moving parts, mechanisms and direction of movement required.
Lesson 3	We are learning to construct a moving picture	There is always an input and output in a mechanism.	<ul style="list-style-type: none"> • Children to design purposeful, functional appealing products for themselves and others based on their design criteria • Children to generate, develop, model, and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
Lesson 4	We are learning to evaluate our finished product	The success of a product can be reviewed by testing it and evaluating it against the design criteria.	<ul style="list-style-type: none"> • Children will test their finished storybooks with their target audience and evaluate their end result against the initial design criteria.