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| **Design and Food Technology**  **Medium Term Planning** | | | |
| **Year 1** | | | |
| **Throughout the year**   * State what products they are designing & making and say whether their products are for themselves or other users. * Use finishing techniques, including those from art and design * Talk about their design ideas and what they are making and why * Make simple judgements about their products and ideas against design criteria * Suggest how their products could be improved * Evaluate: How products work, how products are used, what materials products are made from and what they like and dislike about products * Begin to talk about what could make product better | | | |
| **Autumn**  **Nibbles – Food Technology** | | | |
| **Design Brief**  **User/Purpose** | **Key Learning** | **Key Vocab** | **End Points** |
| Nibbles has escaped again! We need a tasty snack to get him back to his cage. Can you design and make a healthy snack (wrap) to tempt him back to his cage? | Design   * 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   Make   * select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic   Evaluate   * evaluate their ideas and products against design criteria   Cooking and Nutrition   * use the basic principles of a healthy and varied diet to prepare dishes | * Balanced plate * Healthy * Unhealthy * Cut * Hygiene * Clean * Safe * Equipment * fruit * vegetable * seed * leaf * root * stem * smoothie * healthy * design * flavour * peel * slice | * Understanding the key components that make up a balanced plate. * Prepare foods and work spaces using correct hygiene practices. * Cut safely and appropriately using the correct equipment and techniques. * Tasting and evaluating different food combinations. * Describing appearance, smell and taste. * To create a product that fits the design brief. |
| **Spring**  **The Curious Case of the Missing Mammoth – Structures** | | | |
| **Design Brief**  **User/Purpose** | **Key Learning** | **Key Vocab** | **End Points** |
| The mammoth has escaped from the museum! Can you design and make a cage to help Oscar catch the mammoth and return him to the museum? | Design   * 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   Make   * 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   Evaluate   * explore and evaluate a range of existing products * evaluate their ideas and products against design criteria   Technical Knowledge   * build structures, exploring how they can be made stronger, stiffer and more stable | * Structure * Strong(er) * Stable * Join * design * design criteria * model * unstable * stable * weak | * To research and evaluate existing products. * Understand which materials are best for strength and stability. * Understand which materials are best to use to join and assemble. * Cutting and shaping materials. * Learning the importance of a clear design criteria. * Including individual preferences and requirements in a design. * Making stable structures from card, tape and glue. * To create a product that fits the design brief. |
| **Summer**  **Toys in Space - Mechanisms** | | | |
| **Design Brief**  **User/Purpose** | **Key Learning** | **Key Vocab** | **End Points** |
| The toys are lost in space. They are starting feel sad and want to return home to their garden. Can you design and make a rocket to help them to orbit the Earth and return safely to their garden? | Design   * 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   Make   * 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   Evaluate   * explore and evaluate a range of existing products * evaluate their ideas and products against design criteria   Technical Knowledge   * explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. | * Slider * Mechanism * Functional * Working | * To research previous design models. * Understand how to make doors that open. * Understand how to make a simple slider. * Understand that their model needs to be able to fly. * Cutting and shaping materials. * Understand which materials are best for strength and stability. * Understand which materials are best to use to join and assemble. * Understand which materials to use to make their product look appealing. * To create a product that fits the design brief. |