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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
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| **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.
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| **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.
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| **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.
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