

DT Medium Term Planning

Cycle A

Year group 1/2	Design	Make	Evaluate	Technical knowledge	Cooking and nutrition
Autumn 2 Puppets (Textiles)	<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 	<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 	<ul style="list-style-type: none"> • Evaluate their ideas and products against design criteria 		
GDS Opportunities	Textiles <ul style="list-style-type: none"> • Can they describe how different textiles feel? • Can they make a product from textiles by glueing? 				
Spring 2 Fruit and Vegetables Smoothie (Food and Nutrition)		<ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks 	<ul style="list-style-type: none"> • Explore and evaluate a range of existing products 		<ul style="list-style-type: none"> • Use basic principles of a healthy and varied diet to prepare dishes • Understand

		<p>[for example, cutting, shaping, joining and finishing]</p> <ul style="list-style-type: none"> • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 			<p>where does it come from</p>
<p>GDS Opportunities</p>	<p>Cooking and nutrition</p> <ul style="list-style-type: none"> • Can they cut food safely? • Can they describe the texture of foods? • Do they wash their hands and make sure that surfaces are clean? • Can they think of interesting ways of decorating food they have made, eg, cakes? 				
<p>Summer 2 Baby bears chair (Structures)</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, 	<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 	<ul style="list-style-type: none"> • Evaluate their ideas and products against design criteria 	<ul style="list-style-type: none"> • Build structures, exploring how they can be made stronger, stiffer and more stable 	

	<p>templates, mock- ups and, where appropriate, information and communication technology</p>	<p>construction materials, textiles and ingredients, according to their characteristics</p>			
<p>GDS Opportunities</p>	<p>Construction</p> <ul style="list-style-type: none"> • Can they talk with others about how they want to construct their product? • Can they select appropriate resources and tools for their building projects? • Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building? <p>Use of materials</p> <ul style="list-style-type: none"> • Can they make a structure/model using different materials? • Is their work tidy? • Can they make their model stronger if it needs to be? • Can they cut materials using scissors? • Can they describe the materials using different words? • Can they describe how different textiles feel? • Can they make a product from textile by glueing? 				

Cycle B

Year group 1/2	Design	Make	Evaluate	Technical knowledge	Cooking and nutrition
Autumn 2 Pouches (Textiles)	<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 	<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 	<ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria 		
GDS Opportunities	Use of materials <ul style="list-style-type: none"> Can they measure materials to use in a model or structure? Can they join material in different ways? Can they use joining, folding or rolling to make it stronger? 				
Spring 2 Moving storybook (Mechanisms)	<ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users 	<ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, 	<ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against 	<ul style="list-style-type: none"> Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	

	<p>based on design criteria</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>cutting, shaping, joining and finishing]</p> <ul style="list-style-type: none"> • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<p>design criteria</p>		
<p>GDS Opportunities</p>	<p>Mechanisms Mechanisms</p> <ul style="list-style-type: none"> • Can they join materials together as part of a moving product? • Can they add some kind of design to their product? • Can they describe the materials using different words? • Can they say why they have chosen moving parts? 				
<p>Summer 2 A balanced diet (Food and Nutrition)</p>		<ul style="list-style-type: none"> • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<ul style="list-style-type: none"> • Explore and evaluate a range of existing products 		<ul style="list-style-type: none"> • Use basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from

GDS Opportunities

Cooking and nutrition

- Can they describe the properties of the ingredients they are using?
- Can they explain what it means to be hygienic?
- Are they hygienic in the kitchen?