

Design Technology - Medium term plan			
Year group: Year 1		Topic: A Chair for Baby Bear	
Focus: strengthening structures			
<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 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 design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable 			
<p>Prior learning experiences</p> <ul style="list-style-type: none"> Design - Plan a model with a simple drawing Make - Make a model using basic equipment and joining methods Evaluate - Talk about what they like about their model Evaluate -Talk about how to make it better Technical knowledge – joining, cutting and testing (vocabulary) 		<p>Endpoints</p> <ul style="list-style-type: none"> Design – create a design using design criteria {a chair suitable for a bear} Make – make a chair for baby bear that is strong enough for a bear Make – find ways of making the structures strong enough for the bear Evaluate – Explain what they like and dislike, show how to improve chair Evaluate – identify key features of a chair Technical knowledge – how to make structures stronger 	
<p>Sticky vocabulary</p> <p>Design, design criteria, evaluate, strengthen structures, testing,</p>			
Design	Make	Evaluate	Technical knowledge
<p>Can design their own product thinking about how it will work.</p> <p>Can generate a simple plan communicating their ideas through talking and drawing.</p> <p>Can begin to use knowledge of existing products</p>	<p>Begin to make their design using scissors, zester, juicer and knife as appropriate</p> <p>With help measure, mark out, cut and shape a range of materials, such as card, paper, felt and other fabric.</p> <p>Begin to assemble, join and combine materials and components together using a variety of temporary methods, such as glue, tape, split pins, needle and thread.</p>	<p>Can start to evaluate their product by discussing how well it works in relation to the purpose (design criteria), and identify strengths and possible changes they might make</p> <p>When looking at existing products (salads, Christmas stockings, boats and rockets) and begin to explain what they like and dislike about them and why.</p>	<p>Can begin to build structures, exploring how they can be made stronger.</p> <p>Safely use equipment</p>

