Hartford Primary School						
YEAR GROUP	Year 1	Year 1 SUBJECT Design and Technology TERM Autumn				
Prior Learning	EYFS: Building skills					
(What should they						
already know)						
Key themes and	Structures: Freestanding structures					
threads						
RETRIEVAL	cut, fold, join, fix, wall, tower weak, strong, top, NEW structure, framework, base, edge, surface, thinner,					
VOCABULARY	underneath, side, straight, wood, plastic circle, triangle, VOCABULARY thicker, corner, point, curved metal, cuboid, cube,					
	square, rectangle,			cylinder, design,	make, evaluate, user, purpose, ideas,	
				design criteria, p	product, function	

	Essential Learning for this lesson	Suggested teaching tasks/approaches	New Knowledge – What I'm leaving the lesson with
LESSON 1	Research and evaluate existing products and design criteria I can talk about our trip to the park and what structures we saw.	Look at photos from the park and show park ppt. Ask questions, e.g. What are the structures called and what is their purpose? Who might use them? What materials have been used? Why have these been chosen? How have the parts been joined together? How have the structures been made strong enough? How have they been made stable? Discuss materials used for each piece of equipment and children design their own parks. Where possible, ask the children to draw or photograph the structures they have been exploring and label with the correct technical vocabulary in relation to the structure, materials used and shapes e.g. wall, tower, framework, base, joint, metal, wood, plastic, brick, triangle, square, rectangle, cuboid, cube	I know what the strongest shape in a structure is. I know examples of strong and weak materials. I know why some materials work better than others in different structures.
LESSON 2	Focused practical tasks I can demonstrate a variety of construction skills	Ask the children to build and explore a variety of freestanding structures using construction kits, such as wooden blocks, interconnecting plastic bricks and those that make frameworks e.g.	I know how to make a structure stand well. I know how to make a structure stronger. I know how to make a structure that can carry something.

How can you stop your structures from falling over? How they can be made stronger and stiffer in order to carry a load? Children could make models of the structures they have seen in school and the local area. Carousel of the making equipment with lego, wooden blocks, linking cubes or mobile with cardboard and masking tape. Discuss playground equipment the children like. I can experiment with different joining techniques Focused practical tasks (skill development) I can experiment with different joining techniques I can experiment with different joining techniques Materials to use Explain that today we are going to experiment with different joining techniques: Model cutting a tollet paper tube with little slots to attach to a piece of card. Model creating a pipe cleaner join. Model using plasticine to attach straws to a cardboard base. Explore the paper straws worksheet and children experiment with different joins. EESSON 4 Design and elaborate design brief (personalise their own) From the plant of the properties of the paper straws worksheet and children experiment with different joins. Show children available materials. I can create design criteria for a specific purpose and user. I can show my ideas through a labelled drawing. I can show my ideas through a labelled drawing. How could you make it stronger? Create some simple design criteria with the children e.g. the structure should stand up on its own, it should be strong enough to carry a playmobile person.				
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LESSON 5	Make		I know how to follow my design and alter if necessary.
	I can make a piece of park	Follow their design to make their equipment.	I know how to use scissors safely and purposefully.
	equipment for a specific		I know how to use presentation skills to make my park equipment
	purpose and user.		look appealing.
			I know how to follow a process step by step, making changes if
			necessary.
LESSON	Evaluate	Test children's equipment. Is it the right size and	I know how my park equipment met its design criteria.
6	I can evaluate my product	strength for the toy?	I know how to explain why my park equipment was suited to its
	against my design criteria	What did you do well? What could you improve?	purpose and audience.
	I can explain why or why not	Fill in evaluation sheet – stick photo of	I know how I could improve my product to make it better.
	my park equipment is suited to	equipment on the sheet	
	its purpose and user		

Helpful resources to reference	CURRICULUM DT MTP AUTUMN
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