Badger Hill PRIMARY SCHOOL

DT Long Term Plan Year One 2023-24

	Autumn Term	Spring Term-A Wonderful World	Summer Term-Back to the Future
Topic	**Structure: Constructing a Windmill (links to Holgate Windmill)**	**Textiles: Puppets (link to English/Traditional Tales)**	**Cooking and Nutrition: Fruit and Vegetables**
Sticky Knowledge	To know how a windmill harnesses the power of the wind To know the three main parts of a windmill- axle, structure and turbine To know a cylinder is a strong structure	To make an accurate template To know what a good 'join' looks like To sequence steps to create a puppet	To know some vegetables are actually fruits To understand the term 'blend' To know fruit have seeds and vegetables do not To know fruit grows on trees or vines To know vegetables grow above or underground and come from different parts of the plant
Vocabulary	axle bridge design criteria model net packaging structure template unstable stable strong weak	Decorate design fabric glue model hand puppet safety pin staple stencil template	fruit vegetable seed leaf root stem smoothie healthy carton design flavour peel slice
Suggested Tasks	**Wow-** Look at Holgate Windmill as an example of a local windmill (pe Organise a visit or a visitor to talk about the windmill. Share a range From around the country. Where might they have seen windmills be **Design-** Identify some features that would appeal to the client and create a suitable design. Explain how their design appeals to the client. **Make-**Make stable structures, which will eventually support the turbine, out of card, tape and glue. Make functioning turbines and axles that are assembled into the main supporting structure. **Evaluate-** Say what is good about their windmill and what they could do better.	**Wow-** Introduce class to a range of famous puppets. Can they name any puppets? Bring a puppet into the classroom as a special visitor. **Design-** Design and choose a puppet that suits the story. **Make-** Create a puppet using careful joins and sequencing **Evaluate-** Think about their own and others puppets, does their puppet reflect the story	**Wow-** Children to investigate and experiment with different fruits and vegetables, this could be linked to favourites or examples of fruit and vegetables they have never heard of. Possible visit to local green grocers. **Design-** Evaluate a range of packaging for smoothies **Make-** Learning safe techniques for chopping! **Evaluate-** Tasting different flavour combinations, offering tasting sessions to parents!
Skills linked to outcomes	**Design** To know the importance of a clear design criteria **Make** To make stable structures To use 2D nets and change **Evaluate** To evaluate their design according to the criteria and change the **Technical (knowledge)** To know what a client is	**Design** To use a template to create a design for a puppet **Make** To cut fabric neatly with scissors **Evaluate** To reflect on a finished product , explaining **Technical (knowledge)** To know that a joining technique means connecting two	**Design** Design a smoothie carton packaging by hand or with ICT links **Make** Chopping fruit and vegetables safely to make a smoothie **Evaluate** Tasting and evaluating different food combination **Technical (knowledge)** Understanding the different between

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	To include the individual preferences and requirements in a design	them into 3D structures To follow simple instructions and to be able to cut and assemble different parts To make functioning parts and use in an assembled structure	design if needed To suggest points to improve	To understand design criteria		To use joining methods to decorate a puppet To sequence the steps taken during construction	likes and dislikes	pieces of material together To know that there are various methods of joining fabric together To understand different techniques for joining To understand that a template is used to cut the same shape multiple times To understand why a design is important		Identifying if a food is a fruit or vegetable Learning where and how fruits and vegetables grow	Describing appearance, smell and taste Suggesting information to be included on packaging	fruit and vegetables
Assessment Opportunities	Use the quiz at the beginning and end of the unit. Adapt the knowledge catcher to suit the needs/outcomes of your class. Use as part of the evaluation within the unit.				Use the quiz at the beginning and end of the unit. Adapt the knowledge catcher to suit the needs/outcomes of your class. Use as part of the evaluation within the unit.				Use the quiz at the beginning and end of the unit. Adapt the knowledge catcher to suit the needs/outcomes of your class. Use as part of the evaluation within the unit.			

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Previous and Past learning experiences	**Why this topic now? This topic follows on from EYFS topic Structures: Boats** **Next Steps Learning:** Bay Bear's Chair(Yr2) Constructing a castle (Yr3) Pavilions (Yr5)	**Why this topic now? This topic follows on from EYFS topic Textiles: Bookmarks** **Next Steps Learning:** Waistcoats (Y6)	**Why this topic now? This topic is the first linked to cooking and nutrition** **Next Steps Learning:** Eating seasonally (Y3) What could be healthier? (Y5)
National Curriculum Links	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. 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 their ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	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. 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 their ideas and products against design criteria.	Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology. 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 their ideas and products against design criteria. Understand where food comes from