



## Medium-Term Planning

### Subject: Design and Technology



<b>Term and Year:</b>	Year 1/2 – Autumn 2
<b>Teacher:</b>	Miss Defty
<b>Vocabulary that will be taught:</b>	Lesson 1 – Sliders, Mechanisms Lesson 2 – Adapt, Design Criteria, Design, Input, Model, Template Lesson 3 – Assemble Lesson 4 – Test
<b><u>National Curriculum Objectives:</u></b> <ul style="list-style-type: none"><li>• Explore and evaluate a range of existing products</li><li>• Explore and use mechanisms [for example, levers, sliders, wheels and axles]</li><li>• Design purposeful, functional appealing products for themselves and other users based on design criteria</li><li>• Generate, develop, model, and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li><li>• Select and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)</li><li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li><li>• Evaluate their ideas against design criteria</li></ul>	
<b><u>Design and Technology Skills that will be taught and assessed:</u></b> <ul style="list-style-type: none"><li>• Designing a moving story book for a given audience</li><li>• Creating clearly labelled drawings which illustrate movement</li><li>• Following a design to create moving models that use levers and sliders</li><li>• Adapting mechanisms</li><li>• Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed</li><li>• Reviewing the success of a product by testing it with its intended audience</li><li>• Learning that levers and sliders are mechanisms and can make things move</li><li>• Identifying whether a mechanism is a lever or slider and determining what movement the mechanism will make</li><li>• Using the vocabulary: up, down, left, right, vertical and horizontal to describe movement</li></ul>	

Focus of each lesson 'Can I...' Statement(s)		Activities/Key points
Lesson 1	<p><b>To explore making mechanisms</b></p> <ul style="list-style-type: none"> <li>• I understand that sliders are mechanisms</li> <li>• I know that sliders can make things move</li> <li>• I can create moving models that use sliders</li> <li>• I can use the words: up, down, left, right, vertical and horizontal to describe movement</li> </ul>	Children to explore side-to-side slider mechanisms and up-and-down slider mechanisms.
Lesson 2	<p><b>To design a moving story book</b></p> <ul style="list-style-type: none"> <li>• I can design three pages of my moving storybook by: <ul style="list-style-type: none"> <li>- drawing background pictures</li> <li>- drawing the moving parts</li> <li>- deciding whether I will use a side-to-side slider or an up-and-down slider on each page</li> <li>- labelling the movement of each type of slider</li> </ul> </li> </ul>	Explain that the children will be making moving picture boards and will present these to an audience Today children will plan/design their story books.
Lesson 3	<p><b>To construct a moving picture</b></p> <ul style="list-style-type: none"> <li>• I can make my moving picture by: <ul style="list-style-type: none"> <li>- drawing my background</li> <li>- drawing and cutting my moving parts</li> <li>- making sliders for my moving parts</li> <li>- putting all my parts together to create my moving picture</li> <li>- possibly making guides and bridges</li> </ul> </li> </ul>	Children to start making their moving pictures.
Lesson 4	<p><b>To evaluate my finished product</b></p> <ul style="list-style-type: none"> <li>• I can review the success of my product by testing it (reading it to reception children)</li> <li>• I can evaluate my product against the design criteria</li> <li>• I can consider what I have learnt from making my moving story book</li> </ul>	Explain that designers often make many prototypes (drafts) before they get everything right. Tell the children that making small adjustments to a design is an important part of the design process as it makes the end product better and easier to make.