Pioneer Federation
Medium term plan
LKS1 Cycle 1, Term 2
D.T

Subject: D.T			
Key Concept/ Theme: **Toys-** Why do we have toys?			
Prior Learning links: EYFS- construction and experimenting with materials **CYCLE 2 KS1-** Plastic sculptures D.T Cycle 2			
Vocabulary: axel, wheel, chassis, vehicle,			
School specific areas to cover (Add in any local areas of study, trips and people) Toy museum			
CP	EH	SMV	PM
Create simple designs for a product. Use pictures and words to describe what he/she wants to do. Ask simple questions about existing products and those that he/she has made. Design purposeful, functional, appealing products for him/herself and other users, based on design criteria. Choose appropriate tools, equipment, techniques and materials from a wide range. Safely measure, mark out and cut and shape materials and components using a range of tools. Evaluate and assess existing products and those that he/she has made using a design criterion Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products Use wheels and axles in a product			
1.	Prior learning reconnection (year group, cycle & term): **EYFS -** construction and experimenting with materials **CYCLE 2 KS1-** Plastic sculptures LO: **Let's learn about the features of vehicles.** What is a vehicle what features do they have? Look at images of historical toys specifically toy vehicles. What materials do the children think they are made from? What features do they notice? How do they think they work? Then look at design. How have the designs changed? Why do you think children enjoyed playing with toy vehicles?		

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	Activity: Children to label features of a vehicle. Additionally, the children need to understand the mechanisms that make a toy vehicle move so they understand how the inner workings of a toy function e.g. wheel, axel, chassis
2. (design)	Reconnection: What key parts do you need to ensure wheels will work on a toy? LO: Let's learn to design a toy vehicle. Look at some examples of toy vehicles. What materials were used? How were the mechanisms attached? Why did they use those materials for the wheels, axel and chassis? Why have materials changed over the years? Explain that the children will be designing their own toy vehicle. What will be special about their toy design? You might wish to show some adverts of toy vehicles, to show how toys are promoted and marketed to excite the purchaser. When planning their design children will need to think about any adaptions they might need to make e.g. if it has three wheels, how will that impact on the shape of the mechanism? What materials have they used to make their designs look realistic? What will make an appealing toy? Why would people choose their toy over others? Activity: The children need to create an annotated design of their toy vehicle. Can they think of a name for their product? How will their design be eye-catching and encourage someone to buy it?
3 and 4 (making)	Reconnection: Share designs WAGOLL. LO: Let's learn how to make our model vehicle. Demonstrate how to make a toy vehicle, so the children feel secure before making their model. You could have wooden parts to make the moving mechanism to ensure the stability and sturdiness of the toy. Children can then chose from boxes and other materials to finish the body of their toy. It might be that you have mini led balloon lights available for headlights or sirens (amazon LED Balloon lights 100). Children to evaluate throughout the making process. You may wish to complete a 'D.T Day' to enable the children to focus without interruption.
5 (evaluate)	Reconnection: Share finished work. Start the lesson with a class walk so the children can see everyone else's finished pieces. They could leave complement slips for each other. If any children are yet to finish give them a space to complete finishing touches. LO: Let's evaluate our toy vehicle. Ask children to place their finished vehicles on their tables. Give the class some time to walk around the classroom to look at the work other children have done. Which vehicles particularly catch your eye? Why? Do all these vehicles move? Children to discuss ideas. • Tell children that today they will be evaluating their work. What does the word 'evaluate' mean and why do you think it is important to evaluate a finished product? Children to discuss ideas as a class then go through the explanation on the slides. Ask children to get into a circle. Look at the questions on the board: What was your favourite part about making your vehicle? What did you find most difficult? For each question, pass around a 'talking object'. As each child takes the object, they give their answer to the question and then pass onto the next child. Use design stars to support with evaluation of product. Make time to allow for the children to make adjustments to their models after feedback.
End points To know that structures can be made by joining simple objects.	

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To know some differences and similarities in the design of old toys and current toys.
To know some features of toys they'd like to include in their own design
To know what materials would suit the toy they are designing.