

Eat More Fruit and Vegetables : DT : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out the favourite fruits and vegetables in the class and present the data in a pictogram.	Children to discuss and make lists of as many fruits and vegetables as they can. They will pick their favourite and then find out the most popular in class, presenting this data in a pictogram.	<ul style="list-style-type: none"> Can children identify and describe familiar fruits and vegetables? Can children gather data about the most popular fruits and vegetables? Can children present data in a pictogram? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C/1D/1E/1F Squares of paper (FSD? activity only) Display board (FSD? activity only)
Lesson 2	To examine, taste and describe a variety of fruits and vegetables.	Children to look closely at a variety of different fruits and vegetables. They will use their senses to describe the different features of the fruits and vegetables as well as their sense of taste. The children will also discuss safety and hygiene in relation to food.	<ul style="list-style-type: none"> Can children identify different parts of fruits and vegetables, such as the skin, flesh and seeds? Can children explore a range of fruits and vegetables using their different senses? Can children draw, label and describe a variety of fruits and vegetables? 	<ul style="list-style-type: none"> Slides Variety of fruits and vegetables to examine Word Cards Worksheet 2A/2B Picture Cards (FSD? activity only) Challenge Cards (FSD? activity only)
Lesson 3	To find out how to handle and prepare a variety of fruits and vegetables.	Children to discuss and think about food preparation. They will be practising using different tools safely, and using the appropriate language associated with food preparation.	<ul style="list-style-type: none"> Can children identify ways of working safely with sharp objects such as knives and graters? Can children identify ways of working hygienically with food? Can children follow health and safety procedures when preparing food? 	<ul style="list-style-type: none"> Slides Variety of fruits and vegetables Knives, graters, chopping boards Access to kitchen sinks Worksheet 3A Challenge Cards (FSD? activity only)
Lesson 4	To be able to design a recipe to include fruit and/or vegetables.	Children to look at variety of different foods and the importance of eating more fruit and vegetables than certain other groups of foods. They will be challenged to design some new recipes only using fruits and vegetables, making sure they are colourful, tasty and healthy.	<ul style="list-style-type: none"> Do children understand that fruits and vegetables are an important part of a healthy diet? Can children design a salad or smoothie for a particular purpose? Can children identify what ingredients and tools they will need to make their salad or smoothie? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C/4D Making a Salad sheet Picture Cards (FSD? activity only)
Lesson 5	To be able to make and evaluate a food product based on a design.	Children to recap and evaluate all they have learnt about fruits and vegetables. They will be recreating their recipe designs making sure they are being safe and hygienic.	<ul style="list-style-type: none"> Can children identify and follow rules for food safety and hygiene? Can children follow a design to make a smoothie or salad? Can children evaluate their finished products and say what they think and feel about them? 	<ul style="list-style-type: none"> Slides Designs from lesson 4 Variety of fruits and vegetables (dependent on designs) Knives, chopping boards, graters, aprons, mixing bowls, etc. Plates, bowls or cups for finished products Worksheet 5A/5B/5C/5D/5E/5F Blenders (FSD? activity only)

Moving Minibeasts : DT : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to create a sliding mechanism	In this first lesson, children will find out what a sliding mechanism is, and how it can be used to make a simple moving picture. They will then explore the sliding mechanism themselves in their independent activities, making a variety of simple moving pictures with different minibeasts using the resources provided.	<ul style="list-style-type: none"> Can children explain how a sliding mechanism works? Can children make their own moving pictures using a sliding mechanism? Can children evaluate the sliding mechanisms they have made, and identify areas where they could be improved? 	<ul style="list-style-type: none"> Slides Background Scenes 1A/1B Minibeast Pictures 1A/1B Strips of different lengths of card Scissors, glue/tape, rulers Challenge Pack A/B/C/D (FSD? activity only)
Lesson 2	To be able to use levers and pivots to create a moving mechanism	Children are first shown a moving picture with a lever and pivot mechanism, and asked to explain how they think it works. They will then explore and discuss how it has been made, looking at how to hide the lever at the back of a picture too. Children then use the resources provided to create moving pictures of minibeasts using the lever and pivot mechanism.	<ul style="list-style-type: none"> Do children understand the terms 'lever' and 'pivot'? Can children combine and join materials to make their own lever and pivot mechanisms? Can children explain how their lever and pivot mechanism works? 	<ul style="list-style-type: none"> Slides Background Scenes 2A/2B/2C Minibeasts 2B Strips of different lengths of card Scissors, glue, split-pins, hole, sticky-tack, sharp pencil Moving Parts Minibeasts (FSD? activity only)
Lesson 3	To be able to create a wheel mechanism	Children are shown a third way in which to make a moving picture by creating a wheel mechanism. They will be encouraged to discuss how it works as a class before having the chance to practise making their own moving minibeast pictures using the wheel mechanism using the resources provided.	<ul style="list-style-type: none"> Can children describe what a pivot is? Can children cut out and join components to create a wheel mechanism? Can children evaluate their work and identify areas for future development? 	<ul style="list-style-type: none"> Slides Minibeast Wheel Mechanism 3A/3B/3C Scissors, sticky tack, paper fasteners, beads Butterfly Life Cycle Poster (FSD? activity only) Butterfly Life Cycle Wheel Mechanism A/B (FSD? activity) Butterfly Life Cycle Instructions Card (FSD? activity only)
Lesson 4	To design a picture with a moving mechanism	In this lesson children will apply what they have learnt about the three different types of moving mechanisms to design their own moving minibeast picture for an author who is creating a children's book about minibeasts.	<ul style="list-style-type: none"> Can children design their own moving picture? Can children choose a suitable moving mechanism for their design? Can children explain how the mechanism will make their picture move? 	<ul style="list-style-type: none"> Slides Design Sheet 4A/4B/4C Tom's Sentences (FSD? activity only) Sentence & Picture Design Sheet (FSD? activity only)
Lesson 5	To make a minibeast-themed moving picture	Children will be encouraged to think carefully about the mechanism they are going to make, the equipment they will need, and their order of work, before beginning to create their moving picture based on their design from the previous lesson.	<ul style="list-style-type: none"> Can children follow a design to create a picture with a moving mechanism? Can children work safely with a variety of tools and materials to create a moving mechanism? Can children identify ways in which they can improve their finished products? 	<ul style="list-style-type: none"> Slides Design Sheets from the previous lesson Card, scissors, rulers, glue, paper fasteners, tape, sticky-tack, coloured pencils Minibeast Pictures (optional) Blank Wheel Mechanisms (optional)
Lesson 6	To evaluate a moving minibeast picture	In this final lesson, children will evaluate their completed moving minibeast picture. After beginning to discuss some evaluative questions with a partner and the class, children will then continue this self-assessment in their independent activities.	<ul style="list-style-type: none"> Do children understand what it means to evaluate? Can children evaluate their own moving picture? Can children identify ways to improve their moving picture? 	<ul style="list-style-type: none"> Slides Completed moving minibeast pictures from previous lesson Evaluation Worksheet 6A/6B/C Evaluation Question Cards (FSD? activity only)

Stable Structures : DT : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore the features of stable structures, including toy car garages.	Children will explore and compare existing toy car garage structures. They will look at the materials, features and think about their purpose as they begin to think about their own designs.	<ul style="list-style-type: none"> Can children evaluate existing products? Can children communicate their ideas through talking? Can children compare existing products? 	<ul style="list-style-type: none"> Slides Question Cards 1A/1B/1C Worksheet 1A A range of car garages Picture Cards 1A/1B/1C/1D (FSD...? activity only) Checklist 1A/1B (FSD...? activity only)
Lesson 2	To design and plan a stable structure.	Children will examine the different parts of toy garage structures and think about their features and purposes. Then they will compare a picture of a product to a plan and begin to think about their own design ideas as they modify existing plans.	<ul style="list-style-type: none"> Can children design a functional product? Can children communicate their ideas through talking and drawing? Can children think about the purpose of the end product? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Design Ideas 2A Criteria Sheet 2A (FSD...? activity only) Plans 2A (FSD...? activity only) Paper mock-up of design (Plenary only)
Lesson 3	To explore a range of materials and make decisions based on the end product.	Children will explore the properties of different materials and think about which ones are suitable for each section of their stable structure. They will think about strength, stability, malleability and other features in this exploration lesson.	<ul style="list-style-type: none"> Can children investigate the properties and characteristics of materials? Can children explore how materials can be made stronger and stiffer? Can children select appropriate materials based on the purpose of their product? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Worksheet 3D (FSD...? activity only) Teacher Notes 3A (FSD...? activity only) Workstation Cards 3A (FSD...? activity only)
Lesson 4	To follow a design plan and make a product.	Children will follow their own design plans and use the helpful resources provided to build their own stable structures. They will develop their fine motor skills, concentration and perseverance as they draw, cut and stick with precision.	<ul style="list-style-type: none"> Can children follow a design plan? Can children manipulate materials? Can children use tools accurately? 	<ul style="list-style-type: none"> Slides Plans from lesson 2 Instruction Cards 4A Design Plan 4A (FSD...? activity only)
Lesson 5	To evaluate products.	Children will look at different criteria and assess whether their structures are successful. They will think about features including the stability and firmness of their structure as well as features specific to their own design criteria.	<ul style="list-style-type: none"> Can children make purposeful functional products? Can children evaluate their products? Can children use technical language when talking about their product? 	<ul style="list-style-type: none"> Slides Checklist 5A/5B/5C Statement Cards 5A (FSD...? activity only)

Puppets : DT : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To investigate a range of puppets and their features.	Children to discuss and explore a range of puppets, their features, what materials are used and what they are used for. They will have the opportunity to choose their favourite puppet, draw and label it.	<ul style="list-style-type: none"> Can children describe what puppets are and how they are used? Can children recognise and describe a variety of different types of puppets? Can children identify the features of a variety of puppets? 	<ul style="list-style-type: none"> Slides Picture Cards Worksheet 1A/1B/1C/1D Variety of puppets (FSD? activity only)
Lesson 2	To be able to work with fabric to create a finger puppet.	Children will to explore and discuss a variety of different finger puppets. Using the template provided, they will work with fabric to create, make and decorate a finger puppet.	<ul style="list-style-type: none"> Can children use a template to cut out appropriate sizes of fabric? Can children develop ideas by putting components together? Can children discuss their finished work and evaluate what went well and what could be improved? 	<ul style="list-style-type: none"> Slides Finger Puppet Templates Challenge Cards (FSD? activity only) Felt Felt glue/fabric glue Items for decoration, e.g. sequins, buttons, ribbon, etc.
Lesson 3	To develop and practise sewing skills.	Children will learn different sewing techniques to use when creating a puppet. They will practise these skills before making their actual puppet.	<ul style="list-style-type: none"> Can children use running stitch and/or over stitch to join two pieces of fabric together? Can children use a needle and thread to attach buttons and other features to material? Do children know how to work safely with a variety of sharp tools, such as needles and scissors? 	<ul style="list-style-type: none"> Slides Felt and other fabrics Buttons and sequins Needles and thread Challenge Cards (FSD? activity only)
Lesson 4	To be able to design a glove puppet.	Children to use the skills they have acquired to design their own glove puppet. They will recap the possible techniques to use and share their ideas to help create their designs.	<ul style="list-style-type: none"> Can children design a glove puppet for a particular purpose? Can children describe what materials and tools they will need to make their puppet? Can children describe the steps they will need to take to make their puppet? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Design Criteria Cards (FSD? activity only)
Lesson 5	To be able to follow a design to make a puppet.	Children to follow their designs to create their glove puppet. They should think about the appropriate materials to use and to work safely and carefully.	<ul style="list-style-type: none"> Can children describe the steps they will need to take to create their puppet? Can children follow their designs to create their puppets? Can children work safely and sensibly when working with a variety of materials and tools? 	<ul style="list-style-type: none"> Slides Designs from lesson 4 Puppet Template Felt Needles Thread Felt glue/fabric glue Variety of other fabrics and objects for decoration (e.g. buttons, sequins, ribbons, wool, etc.)
Lesson 6	To be able to evaluate a finished product.	Children to share and demonstrate their puppets. They will then evaluate their own puppets using the worksheet provided.	<ul style="list-style-type: none"> Can children evaluate their own finished products and say what they think and feel about them? Can children comment on the work of others and offer their opinions? Can children identify ways in which they could improve their work in the future? 	<ul style="list-style-type: none"> Slides Finished puppets Worksheet 6A/6B Question Cards (FSD? activity only)

Vehicles : DT : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To investigate a variety of vehicles and their uses and features.	Children to explore and discuss a variety of different vehicles, their features and what they are used for. They will choose their favourite vehicle to compare, draw and label.	<ul style="list-style-type: none"> • Can children identify a variety of different types of vehicles? • Can children identify the main features of a variety of vehicles? • Can children identify the uses for a variety of vehicles? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A/1B/1C • Picture Cards • Domino Cards (FSD? activity only) • Sticky notes (FSD? activity only)
Lesson 2	To investigate wheels, axles and chassis.	Children to understand how different parts of a vehicles help to make them work. They will practise attaching wheels to axles and chassis.	<ul style="list-style-type: none"> • Do children know what wheels, axles and chassis are? • Do children know that there are two different ways of attaching wheels to axles? • Can children experiment with a range of materials and techniques to combine wheels, axles and chassis? 	<ul style="list-style-type: none"> • Slides • Challenge Sheet • Worksheet 2A/2B • Wheels and axles (and/or materials that can be used as such) • Card and cardboard boxes
Lesson 3	To be able to investigate ways of creating and decorating the body of a vehicle.	Children to explore and discuss the different ways of creating the vehicle's body. They will use a variety of different boxes and modelling equipment to explore different ways of creating the bodies of vehicles.	<ul style="list-style-type: none"> • Can children choose materials to use as the body of a vehicle? • Can children identify different ways of combining materials to create the body of a vehicle? • Can children identify different ways of decorating the body of a vehicle including ICT? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B • Variety of materials, e.g. cardboard boxes, cartons, plastic bottles, card, etc. • Variety of tools, e.g. scissors, glue, masking tape, etc. • Access to computers (FSD? activity only)
Lesson 4	To be able to design a vehicle.	Children to design their own vehicle using the techniques previously explored, as well as following the success criteria.	<ul style="list-style-type: none"> • Can children design a vehicle to include wheels, axles, chassis and bodies? • Can children describe which materials and tools they will need to make their vehicles? • Can children discuss their designs and say what they think and feel about them? 	<ul style="list-style-type: none"> • Slides • Worksheet 4A/4B/4C • Picture Cards (FSD? activity only)
Lesson 5	To be able to make a vehicle based on a design.	Children to follow their designs to create and make their vehicles using a range of craft materials. They will need to make sure they are working safely and carefully.	<ul style="list-style-type: none"> • Can children follow a design to create a vehicle? • Can children use a variety of materials and tools safely and effectively to create a vehicle? • Can children identify ways in which they could improve their products and amend accordingly? 	<ul style="list-style-type: none"> • Slides • Designs from lesson 4 • Variety of materials dependent on designs, e.g. cardboard boxes, cartons, card, plastic bottles, paper, etc. • Variety of tools e.g. scissors, masking tape, glue, etc. • Materials for decoration, e.g. paint, crayons, ICT-based designs, etc.
Lesson 6	To be able to evaluate a finished product.	Children will share their vehicles with their friends, making sure that wheels are working and the chassis is strong. They will then evaluate their vehicle using the worksheets provided, explaining how their vehicle could be improved if they were to make it again.	<ul style="list-style-type: none"> • Can children evaluate a finished product by identifying what they did well? • Can children evaluate a finished product by identifying what could be improved? • Can children identify ways in which they could improve their work with DT in the future? 	<ul style="list-style-type: none"> • Slides • Completed vehicles • Worksheet 6A/6B • Digital cameras (FSD? activity only) • A4 paper (FSD? activity only) • Question Cards (FSD? activity only)

Perfect Pizzas : DT : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out what the favourite pizzas in the class are.	Children to discuss their favourite pizza and compile information into a pictogram. They will also consider healthy eating and complete a balanced plate by sorting their favourite pizza ingredients.	<ul style="list-style-type: none"> Can the children identify the different parts of a pizza? Can the children sort foods into different food groups? Can the children discuss different types of pizzas and begin to categorise them into healthy and unhealthy? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C/1D/1E Pizza Sheet Balanced Plate
Lesson 2	To examine, describe and categorise a variety of bread-based products.	Children to explore and discuss what pizza bases are made from and where they would be placed on the balanced diet plate. They will explore a variety of bread-based products and decide which would make a good base for a pizza.	<ul style="list-style-type: none"> Can the children name and describe a variety of breads? Can the children say which breads they like? Can the children use the features of the bread to decide if it is fit for purpose? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C/2D Name Cards A selection of breads Picture Cards (FSD? activity only) Clue Cards (FSD? activity only)
Lesson 3	To examine, describe and categorise a variety of pizza toppings.	Children to explore and discuss a variety of pizza toppings. They will look at food categories and balanced diets, and be challenged to sort pizza toppings into groups.	<ul style="list-style-type: none"> Can the children name and describe a variety of toppings? Can the children state their opinions and preferences about different toppings? Do the children understand eating healthily means having a balanced diet? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C/3D/3E Topping Card A/B/C A selection of toppings (FSD? activity only)
Lesson 4	To design a balanced healthy pizza.	Children to design a healthy and balanced pizza, making sure they remember to follow the pizza criteria.	<ul style="list-style-type: none"> Do children understand that pizzas can be part of a healthy diet? Can children design a healthy pizza? Can children identify what ingredients and tools they will need to make their pizza? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C/4D Word Bank A/B
Lesson 5	To be able to make and evaluate a food product based on a design.	Children to make their pizza following their designs, being sure to work safely and hygienically. They will evaluate their pizzas once they have been made.	<ul style="list-style-type: none"> Can children identify and follow rules for food safety and hygiene? Can children follow a design to make a pizza? Can children evaluate their finished products and say what they think and feel about them? 	<ul style="list-style-type: none"> Slides Designs or instructions from lesson 4 Variety of pizza toppings and bases Aprons, chopping boards, knives, graters, baking trays, oven Plates for finished product Worksheet 5A/5B/5C/5D/5E/5F/5G