

**HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL
DESIGN AND TECHNOLOGY MEDIUM TERM PLAN TERM 1 2022-2023**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Hedgehog	<p>Designing the structure Learning what a windmill is and constructing a model windmill by reference to design criteria created for the client, Mouse, who lives in the windmill in Old Amsterdam.</p>	<p>Assembling the structure Having decorated their templates, pupils construct the main part of their structure, making sure that it stands freely and holds together.</p>	<p>Assembling the windmill Children complete their turbines, through careful cutting and folding, and attach them to their structure, testing its strength and stability.</p>	<p>Testing and evaluating After adding the finishing touches to their windmills, children test their structures to check that they would make a suitable home for the mouse.</p>	POP Task	
Fox						
Badger	<p>Where in the world? Children identify the different climates in which fruits and vegetables grow and follow a recipe to make Japanese fruit skewers with plum sauce</p>	<p>British seasonal foods Children learn that we have to import some foods from other countries, then the children bake a fruit crumble using seasonal British fruits</p>	<p>Rainbow food Children learn that fruits and vegetables of the same colour have similar health benefits and design a seasonal tart using a variety of local seasonal vegetables to provide a range of nutrients</p>	<p>Making tarts Children bring together the lessons from this unit to make their seasonal tart.</p>	POP Task	
Otter						
Deer	Electrical systems and motors	Meet the Doodlers	Doodler Design and Construction	Doodler DIY kits Determine what	POP Task	

	<p>Learn about series circuits and a new circuit component - the motor. Understand the motor's purpose to convert electrical energy into rotational movement and revisit wheel and axle knowledge. Identify and look at a range of products that make use of a motor.</p>	<p>Explore how the design cycle can be approached from a different starting point and investigate an existing product (the Doodler) to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own.</p>	<p>Determine what makes an effective, functional Doodler, write design criteria based on the knowledge learned from the investigation in the previous lesson and develop a new Doodler design and construct it.</p>	<p>makes an effective, functional Doodler, write design criteria based on the knowledge learned from the investigation in the previous lesson and develop a new Doodler design and construct it.</p>		
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