MEDIUM TERM PLAN

TERM: Autumn 2		YEAR GROUP: Year 1		SUBJECT: DT Moving objects.	
WEEK 1 **DATE: 04/11/24**	**WEEK 2** **DATE:11/11/24**	**WEEK 3** **DATE:18/11/24**	**WEEK 4** **DATE:25/11/2024**	**WEEK 5** **DATE:02/12/2024**	**WEEK 6** **DATE:09/12/24**
LO: To explore making mechanisms. **Success Criteria:** I can understand that sliders are mechanisms. I can identify that sliders can make things move. I can create moving models that use sliders. I can use the words up, down, left and right to describe movement. **Main Event:** To make each of the demonstrated mechanisms. Pre-cut the car, rabbit and hat. Provide each child with two lolly sticks or strips of stiff card and scissors. Place the pots of PVA glue with spreaders on each table. Place modelling dough and sharp pencils on each table to allow the children to safely pierce holes in the card. Follow instructions to make Rabbit in the Hat and Moving Car. **Support:** Should be given a pre-cut hat, rabbit and car; could need further directions to insert the car into the cut grooves; could refer to the demonstration models. **Challenge:** Should begin to look at how to use guides to control the movement of the sliders better.	**LO:** To design a moving storybook. **Success Criteria:** I can draw background pictures. I can draw moving parts. I can decide which slider is best. I can label the movement of the slider. **Main Event:** Explain that they use story mountains, mind maps or paragraph plans to prepare a story but in D&T, a plan is called a **design**. Discuss what details the children's design might need to include. Display presentation. Take feedback from the children on their ideas. Hand out the most appropriate page from the *Activity: Design template* to each child and allow them to work independently, in pairs or in a group, depending on their ability. **Support:** Could be given page four of the *Activity: Design template,* the *Resource: Storybook moving parts template* and the *Resource: Storybook page template* so they only focus on designing the mechanisms. **Challenge:** Should think about including more than one type of movement, for example, Humpty and a bird moving on page one.	**LO:** To construct a moving picture. **Success Criteria:** I can make a moving storybook with a background and characters. I can make sliders for my moving parts. I can put all my parts together to create my moving storybook. **Main Event:** A4 sheets of thick paper or card, lolly sticks or strips of stiff card and scissors. Place modelling dough and sharp pencils on each table to allow the children to safely pierce holes in the card. Create their background first. Carefully pierce holes in their background and cut lines to create slots. **Support:** Have their steps recorded for them to tick off; could use the *Activity: Storybook page template* and the *Activity: Storybook moving parts template* to aid the construction process; could work together as a group supported by an adult to make a shared moving storybook. **Challenge:** Should consider the length of their mechanisms so that they do not bump into each other if they have more than one moving part in each image; should use thin pieces of card to make bridges or guides to restrict the movement of the slider and prevent it from wobbling during an up-and down movement.	**LO:** To evaluate my finished product. **Success Criteria:** I can review the success of my product by testing it (reading it to reception children). I can evaluate my product against the design criteria. I can consider what I have learnt from making my moving storybook. **Main Event:** Children will test their moving storybook designs by showing them to the **target audience** (reception children). Ask the children to remember what the reception children liked, did not like and what they found hard to use. Hand out one of the differentiated sheets from the *Activity: Evaluation* and ask them to complete the evaluation for their own product. There are three different sheets the children could use. Ask the children to explain or record what they might change about their design on the sheet. Ask the children to walk around the room and peer assess each other's finished products if appropriate for the class and time allows. **Support:** Could be prompted to help them identify what areas of their design should be adapted; should use the most appropriate version of the *Activity: Evaluation.* **Challenge:** Should be pushed to consider ways in which their design could be altered to make it easier for them to make and to be more appealing to the target audience.	**LO:** **Success Criteria:** **Main Event:** **Support:** **Challenge:**	**LO:** **Success Criteria:** **Main Event:** **Support:** **Challenge:**