



# SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



## Medium Term Planning Creative Learning Journey

Subject: D&T	Topic: Materials (Make a raincoat for Teddy)	KS1 Cycle B - Spring 1
<p><b>NC Programme of Study:</b></p> <p><u>Design:</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking and drawing templates.</p> <p><u>Make:</u> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p><u>Evaluate:</u> Evaluate their ideas and products against design criteria</p> <p><b>Working scientifically objectives:</b></p> <ul style="list-style-type: none"><li>• Observing closely, using simple equipment</li><li>• Performing simple tests</li><li>• Identifying and Classifying</li><li>• Asking simple questions</li><li>• Using their observations and ideas to suggest answers to questions</li></ul>		



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Objective	Activities	Differentiation
<p><b>Lesson 1:</b></p> <p><u>Stage 1 - Research</u></p> <p>I can explore different types of materials and their properties.</p> <p>I can identify waterproof materials and decide which material is best for a raincoat.</p>	<p>Starter activity - In small groups children draw/label as many different types of materials as possible on a piece of paper. How many can they name in 1 minute?</p> <p>Explain to chn that our D&amp;T topic for this term links to our Science topic: Everyday Materials. In D&amp;T, we will be designing and making a raincoat for Teddy to wear for when he visits the Peak District (show images and talk about how it rains a lot there).</p> <p>So today, we are going to explore different types of materials and think about which one is best for a raincoat.</p> <p>Have a range of materials and ask children to describe what they look like, feel like, what words would they use to describe each material, e.g. hard, smooth, strong, dull, soft, shiny, stretchy etc...</p> <p>What would Teddy's raincoat need to be made out of? What type of material would keep water out and stop Teddy from getting wet?</p> <p>Suggest the word waterproof - ask children what it means.</p> <p>Children investigate which materials are waterproof and which ones are not.</p>	<p>Children to work in mixed ability groups to explore different types of materials and their properties, finding out which materials are waterproof by performing a simple test.</p> <p>Record their findings on sheet provided and decide which material is best for a raincoat.</p> <p><b>Challenge:</b> Give reasons why a particular material is best for a raincoat and not a different one.</p>
	<p>Tell the children they need to make a coat for teddy. They will use ____ material to make it. This</p>	



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<p><b><u>Lesson 2:</u></b></p> <p><b><u>Stage 2 - Design</u></b> I can use design criteria. I can design a raincoat for Teddy. I can draw and label my design.</p>	<p>Explain that today we will be designing a raincoat for Teddy to wear for when he visits the Peak District.</p> <p>Recap some of the materials explored in the previous lesson and talk about which ones were waterproof. TTYP - Which material would be best to make a raincoat for Teddy and why?</p> <p>As a class, think about the design criteria when deciding on the best material for designing Teddy's raincoat, e.g. it must be waterproof, comfy, bright, it must keep Teddy dry etc...</p> <p>Teacher models how to label the design, thinking about how to keep Teddy dry and making sure he doesn't get wet on his way to the Peak District.</p>	<p>Children work independently to design their product - a raincoat for Teddy</p> <p><b>Challenge:</b> Write up their own design criteria and refer to it when designing their product.</p>
<p><b><u>Lessons 3 and 4</u></b></p> <p><b><u>Stage 3 - Make</u></b> I can select and use a range of materials and tools to make my design. I can choose appropriate resources according to the characteristics to match the criteria.</p>	<p>Resources for sewing raincoat: Fabrics Wool Plastic needle</p> <p>Remind children they will need to refer to their design and decide which part of the raincoat to work on first.</p>	<p>Take children in small groups of 6 to</p>



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<p><b><u>Lesson 5:</u></b></p> <p><b><u>Stage 4 - Evaluate</u></b> I can evaluate my ideas and my product against design criteria. I can talk about the materials I have used</p>	<p>Explain that today we are going to evaluate our designs.</p> <p>TTYP - What went well? What was difficult? How did you overcome these challenges? What would you change?</p> <p>Model how to use full sentences to complete the first two boxes on the evaluation sheet.</p>	<p>Children complete the D&amp;T evaluation sheet. Support LA and SEN pupils with key words and collating ideas.</p>
<p><b><u>Applied Write opportunities:</u></b> Children will apply this knowledge and link with science big write.</p>		
<p><b><u>Key Vocabulary:</u></b></p> <p><b><u>Tier 2:</u></b> materials, raincoat, fabric, textiles, waterproof, absorbent, dry, plastic, cut, join, sew</p> <p><b><u>Tier 3:</u></b> research, plan, design, make, evaluate, techniques, observations, improve, properties</p>		