

Key Vocabulary

Lollipop sticks, wood, paper, card; types of material

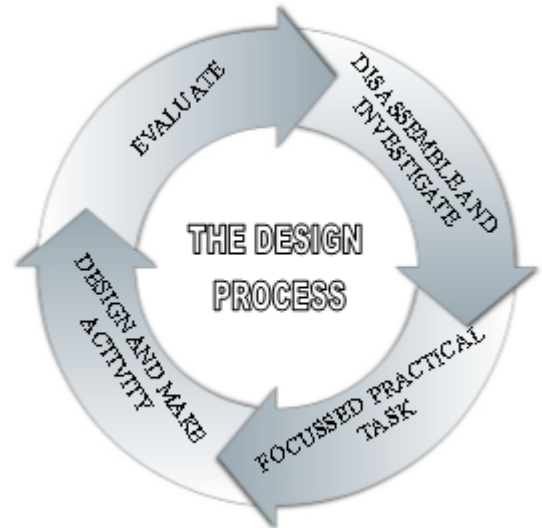
Float: to stay on the surface of liquid.

Sink; to go below the surface of liquid.

Hold: grasp, carry or support with arms or hands.

Waterproof: something that keeps water out.

Attach: to fasten, join or connect something.



Key activities that MUST take place

Stage 1: Disassemble and investigate; Look at different types of rafts that have been made. 1 per table. Children to take apart and investigate how they were built.

Stage 2: FPT: Learn about rafts: what are they used for? Why are they waterproof? Do they need to float?

Stage 3: DMA: Design a raft that will float and hold a small character on water.

Stage 4: evaluate.

Key skills:

1. Understand the use of a raft.
2. Know the best materials to use to make an object waterproof and float.
3. Join materials together.
4. Make a raft that is waterproof.
5. Make a raft that can float.

Sources of support:

- Raft building guide in the DT subject folder
- <https://www.youtube.com/watch?v=nAz1w2ti2xo>
raft planning and building clip



Key Vocabulary

Axle: a rod in the middle of a wheel or fixed area

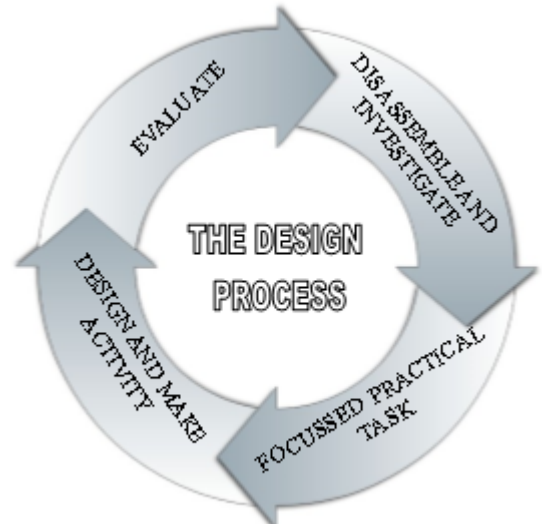
Lever; a simple machine, which pivots on a fulcrum

Moat: a deep, wide ditch surrounding a castle.

Drawbridge: a type of bridge of a moat which can be raised and lowered to protect the castle.

Pierce: sharp pointed object goes through something.

Attach: (tie/wrap) to fasten, join or connect something.



Key skills:

1. Understand the use of a drawbridge.
2. Know the best materials to make a working lever / pivot point.
3. Join materials together.
4. Make a drawbridge that is strong.
5. Make a drawbridge that raises up and lowers down.

Sources of support:

- <https://www.youtube.com/watch?v=4wDJphwRbg4> BBC engineers castle pulley clip
- <https://www.youtube.com/watch?v=LiBcur1aqcg> pulley clip

Key activities that MUST take place

Stage 1: Disassemble and investigate; Look at different types of pivot points and drawbridges that have been made. 1 per table. Children to take apart and investigate how they were built.

Stage 2: FPT: Learn about drawbridges: what are they used for? Why are they strong? How does the axle aid the movement?

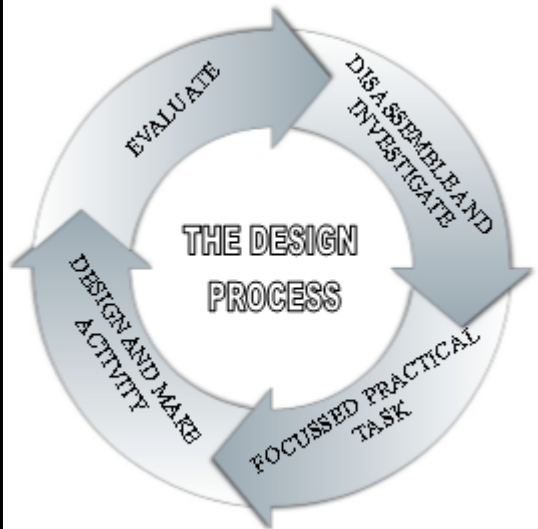
Stage 3: DMA: Design a drawbridge that can be raised or lowered..

Stage 4: Evaluate.



Key Vocabulary

- Grown:** food which has been planted in soil.
- Reared;** an animal which has been raised for the purpose of being killed to produce food.
- Healthy plate:** an imaginary plate which shows the correct amount of nutrients needed to be healthy.
- Balanced meal:** a meal that provides the right amount and type of nutrients.
- Bread:** food made from flour, water and yeast.
- Bread rolls;** bread shaped into small individual pieces.
- Slice of bread:** bread that has already been sliced.
- Butter:** edible fatty substance made by churning cream
- Cutlery knife:** an instrument with a blade used for cutting soft items or spreading



Key activities that MUST take place

- Stage 1:** Disassemble and investigate; Look at a healthy sandwich. Investigate how it is made up and what ingredients have been used, which were grown and which were raised?
- Stage 2:** FPT: learn the different food groups and healthy plate. Which ingredients could be included in the sandwich?
- Stage 3:** DMA: design a healthy sandwich including a balance of ingredients, write out the recipe. Make it and eat it.

Key skills:

1. Talk about what they like & dislike in terms of taste, texture, appearance.
2. Understand where food comes from
3. Understand the importance of a balanced diet and how to achieve this.
4. Choose their own ingredients and make a healthy sandwich.
5. Learn how to spread with a cutlery knife.
6. Write out a recipe (year 2's only).

Sources of support:

- Healthy eating guide in the DT subject folder
- Healthy sandwich guide in the DT subject folder
- <https://www.warburtons.co.uk/corporate/teaching-resources/sandwich-making-project#> Warburtons healthy sandwich project

