

DT Medium Term Plan Summer Term		
NC Objectives	Key Knowledge	Vocabulary
<p>EYFS</p> <ul style="list-style-type: none"> To return to and build on their previous learning, refining ideas and developing their ability to represent them. To provide a range of materials and tools and teach children to use them with care and precision. 	<p>To know how to develop their own ideas through selecting and using materials and working on processes that interest them.</p> <p>To know how media and materials can be combined and changed.</p>	<p>model, construction, material, tool, plan, glue, scissors</p>
<p>Year 1</p> <p>Summer 2 - Design and make a healthy vegetable salad</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] evaluate their ideas and products against design criteria use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from. 	<p>To know possible ingredients that would be used in a salad: lettuce, cucumber, onion, radish, tomato, beetroot, olives</p> <p>To evaluate a range of salads based on their appearance and healthiness.</p> <p>To understand how we share our ideas by drawing a plan with labels.</p> <p>To understand how different tools are suited to different jobs; a small sharp knife is better for cutting small foods.</p> <p>To know how to peel, slice and chop foods for their salad.</p> <p>To understand the safety rules for using these tools.</p>	<p>Ingredients, salad, healthy, appearance, idea/s, share, plan, draw, label, tools, knife, peeler, chopping board, dish, plate, slice, chop, peel, safe/safety, present, taste, evaluate.</p>

	<p>To know how to present our salad to make it appealing to others to eat.</p> <p>To evaluate their finished product according to appearance and taste.</p>	
<p>Year 2 Design & Technology</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> 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>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria <p>Technical knowledge</p>	<p>To know the key features of an expedition vehicle.</p> <p>To know how to draw and label a design of an expedition vehicle.</p> <p>To know how to use scissors to cut cardboard to create an expedition vehicle.</p> <p>To know how to use tape to join materials (cardboard) together.</p> <p>To know when it is appropriate to use glue or tape to join materials.</p> <p>To know how to select appropriate materials to construct an expedition vehicle (cardboard boxes).</p> <p>To know what a range of expedition vehicles look like and what key features they have.</p> <p>To know what has worked well with their vehicle and to be able to talk about ways to improve it.</p> <p>To know how cardboard and tape can make a vehicle stronger and stiffer.</p> <p>To know how wheels and axles work together to create a vehicle.</p> <p>To know how to create and attach wheels an axles to an expedition vehicle.</p>	<p>Expedition vehicle, plough, wheels, axles, draw, label.</p> <p>Scissors, cut, cardboard, tape, join, materials, construct, glue.</p> <p>Key features, appearance, functions, uses, improvement.</p> <p>Stronger, stiffer, wheels, axles, attach.</p>

<ul style="list-style-type: none"> • Build structures, exploring how they can be made stronger, stiffer and more stable ☒ • Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products 		
<p>Year 3</p> <p>Summer 2 – Pumpkin/Barley Soup</p> <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> • Understand and apply the principles of a healthy and varied diet • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate <p>Make</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<p>To know what a balanced diet is and compare the Roman diet to present day.</p> <p>To know there are different food groups and which ingredients of the soup belong to which group.</p> <p>To know the basic principles of preparing food.</p> <p>To know about food hygiene</p> <p>To know how to use the correct tools required to prepare a soup (peeler, chopping board, vegetable knife).</p> <p>To know that foods grow in different seasons.</p> <p>To know how some foods are grown, processed.</p> <p>To know how to evaluate their soup and suggest different ingredients that could be used relative to the era.</p>	<p>Balanced, diet, prepare, dishes, utensils barley, onions, pumpkin (individually named) food groups, nutrition, healthy, unhealthy, hygiene, seasons, grown, reared, processed. domestic; edible; extracted; seasoning, nourishing; <i>nutritious</i>; vitamins, minerals</p>

<p>Outcome pumpkin/barley soup (Roman food)</p>		
<p>Year 4</p> <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Technical knowledge</p>	<ul style="list-style-type: none"> • To understand why Ancient Egyptians made Death Masks and Canopic jars, what their purpose was and to choose and design an appropriate style. • To know how to create an Egyptian Death Mask using cardboard, tape and a Canopic jar using papier mache. • To understand how planning and preparation will improve the outcome and make a product that can be used for it's original purpose. • To use tools such as newspaper, wallpaper paste, brushes and knives to perform the practical task. • To understand how to evaluate their work, does their mask reflect their personality and which organs will be held in their jar. To understand how to use tape, scissors, small pieces of paper and glue to strengthen, stiffen or reinforce their structure. 	<p>Purpose, appropriate materials, structure, practical, evaluate, strengthen, stiffen, reinforce, product, papier mache</p>

<ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures 		
<p>Year 5 Summer 2</p> <ul style="list-style-type: none"> • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • apply their understanding of how to strengthen, stiffen and reinforce more complex structures <ul style="list-style-type: none"> • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<p>Know how cardboard structures can be reinforced using stiffened corners, perpendicular supports and layering.</p> <p>Know that painting cardboard can weaken structures, and understand how to adapt a model to prevent this.</p> <p>Know which materials are best suited for creating large models (such as a Trojan horse), and smaller items (e.g. armour).</p> <p>Know that a Mediterranean diet such as that eaten by the Ancient Greeks, contained lots of vegetables and fish.</p> <p>Know how to prepare a Greek salad safely and hygienically.</p> <p>Know where olives are grown and how they are processed to make olive oil, tapenade and jarred olives.</p>	<p>cardboard, reinforced, stiffened, perpendicular, supports, layering, weaken, adapt, best suited</p> <p>Mediterranean diet, vegetables, fish, prepare safely, hygienically, olives, processed, olive oil, tapenade, jarred</p>
<p>Year 6</p>		

Not covered this term.		
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