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| Lewknor Medium Term Plan – Cycle A |
| DT – Year 1/2 |
| Progression from EYFS |  |
|  | Autumn  | Spring  | Summer  |
| Theme/Unit | Delightful Decorations | Perfect Pizzas | Moving Pictures |
| Week 1 | To explore different decorations. | To find out what the favourite pizzas in the class are. | To be able to create a sliding mechanism. |
| Week 2 | To practise cutting skills. | To examine, describe and categorise a variety of bread-based products. | To be able to use levers to create a moving mechanism. |
| Week 3 | To practise sewing skills. | To examine, describe and categorise a variety of pizza toppings. | To investigate and create wheel mechanisms. |
| Week 4 | To design a Christmas tree decoration. | To design a balanced healthy pizza. | To be able to design a picture with a moving mechanism. |
| Week 5 | To make a Christmas decoration. | To be able to make and evaluate a food product based on a design. | To be able to make a moving picture based on a design. |
| Week 6 | To evaluate a Christmas decoration. |  | To be able to evaluate a moving picture. |

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| Lewknor Medium Term Plan – Cycle B |
| DT – Year 1/2 |
| Progression from EYFS |  |
|  | Autumn  | Spring  | Summer  |
| Theme/Unit | Wacky Windmills | Seaside Snacks | Puppets |
| Week 1 | To explore what windmills are and what they are used for. | To follow instructions to make a sandwich. | To investigate a range of puppets and their features. |
| Week 2 | To explore ways of making strong bases. | To make edible boats. | To be able to work with fabric to create a finger puppet. |
| Week 3 | To explore how to make sails for windmills | To make fruit sculptures. | To develop and practise sewing skills. |
| Week 4 | To be able to design your own windmills. | To make edible cake decorations. | To be able to design a glove puppet. |
| Week 5 | To be able to follow a plan to make a windmill. | To create frozen seaside snacks. | To be able to follow a design to make a puppet. |
| Week 6 | To be able to evaluate your finished windmill. | To design a seaside picnic. | To be able to evaluate a finished product. |

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| Lewknor Medium Term Plan – Cycle A |
| DT – Year 3/4 |
|  | Autumn  | Spring  | Summer  |
| Theme/Unit | Seasonal Stockings | Sandwich Snacks | Making Mini Greenhouses |
| Week 1 | To explore and analyse existing products. | To learn that food can be divided into different groups and that sandwiches can form part of a healthy diet. | To explore existing greenhouses. |
| Week 2 | To explore different ways to join fabric using sewing skills. | To taste a variety of different breads and sandwiches and examine flavours and textures. | To investigate stable structures. |
| Week 3 | To explore different ways to decorate a fabric using sewing skills. | To design and plan a sandwich for a particular purpose. | To investigate materials for making a mini greenhouse. |
| Week 4 | To design a Christmas stocking. | To be able to create a healthy sandwich. | To design a mini greenhouse. |
| Week 5 | To use sewing skills to make a Christmas stocking. | To be able to evaluate a finished product. | To make a mini greenhouse. |
| Week 6 | To evaluate a finished product. |  | To evaluate a finished product. |

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| Lewknor Medium Term Plan – Cycle B |
| DT – Year 3/4 |
|  | Autumn  | Spring  | Summer  |
| Theme/Unit | Light-up Signs | Pencil Cases | American Food |
| Week 1 | To investigate and analyse illuminated signs. | To investigate a range of pencil cases. | To find out abot the diversity of foods grown in American’s diverse climates, and develop cooking skills, while following a recipe for a traditional American food. |
| Week 2 | To understand how LEDs may be used instead of traditional incandescent bulbs in series circuits. | To practise and compare sewing stitches. | To discover some ways in which indigenous Americans grew, caught, gathered, prepared and cooked food. |
| Week 3 | To develop ideas for a decorative illuminated sign. | To investigate ways of opening and closing pencil cases. | To find out about important, traditional staple foods in American, and how the slave trade influenced American cuisine. |
| Week 4 | To select and use tools, equipment, materials and components to make the enclosure of a decorative illuminated sign. | To be able to sew embellishments to a piece of fabric. | To learn about the cultural significance of chillies in Mexican cooking, and about how American food is heavily influenced by food from other cultures. |
| Week 5 | To construct a working circuit with one or more lights and fit it in a decorative illuminated sign. | To be able to design a pencil case. | To consider why certain foods are unhealthy if eaten regularly, and recognise the value of eating food together. |
| Week 6 | To investigate ways in which computers can be used to program and control lights in a product. | To be able to make and evaluate a pencil case based on a design. |  |

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| Lewknor Medium Term Plan – Cycle A |
| DT – Year 5/6 |
|  | Autumn  | Spring  | Summer  |
| Theme/Unit | Gingerbread Houses | Fashion and Textiles | Programming Pioneers |
| Week 1 | To investigate edible houses to inspire a design. | To investigate and analyse items made using textiles, the materials used and how they are made. | To explore how computers and programs are used in a variety of products. |
| Week 2 | To use a computer to design a pattern template. | To explore some ways in which textiles are joined and decorated. | To develop ideas for a product with an embedded computer system that controls it. |
| Week 3 | To test and improve a design. | To design an item made using textiles, and draw pattern pieces. | To develop, model and communicate ideas for an embedded system which monitors and controls a door, a room or both. |
| Week 4 | To construct a house out of edible resources. | To use pattern pieces to measure, mark and cut fabric; to sew design elements according to a design. | To develop ideas for a product and start to write programs to monitor and control them. |
| Week 5 | To construct and decorate a house out of edible resources using a variety of tools. | To join fabric pieces by hand sewing. | To model and communicate ideas, using either prototype models or computer-aided design. |
| Week 6 | To evaluate their product against a design criteria. | To sew hems on an item made using textiles; to add design details. | To evaluate your design for a computer-controlled system and consider the views of others to improve your work. |

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| Lewknor Medium Term Plan – Cycle B |
| DT – Year 5/6 |
|  | Autumn  | Spring  | Summer  |
| Theme/Unit | Moving Toys | Great British Dishes | Building Bridges |
| Week 1 | To investigate toys with moving cam mechanisms. | To learn about some national English savour dishes. | To explore ways in which pillars and beams are used to span gaps. |
| Week 2 | To investigate different types of mechanisms. | To know about and make some traditional English sweet dishes. | To explore ways in which trusses can be used to strengthen bridges. |
| Week 3 | To investigate ways of strengthening structures for a moving toy. | To learn about an make some national Scottish dishes. | To explore ways in which arches are used to strengthen bridges. |
| Week 4 | To be able to design a moving toy with a cam mechanism. | To learn about and make some national Welsh dishes. | To understand how suspension bridges are able to span long distances. |
| Week 5 | To be able to follow a design to create a moving toy with a cam mechanism. | To learn about the influences of and similarities between cuisines from other countries. | To develop criteria and design a prototype bridge for a purpose. |
| Week 6 | To be able to evaluate a finished moving toy. | To know how to plan and shop for a meal. | To analyse and evaluate products according to design criteria. |