



## Stanburn Curriculum Coverage Medium Term Plan

# DT



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<b><i>Expressive Arts and Design</i></b>					
	<p><i>Creating with Materials (ELG)</i>  <b>Structures:</b>  <b>Junk Modelling</b></p> <ol style="list-style-type: none"> <li>1. To explore and investigate the tools and materials in the junk modelling area.</li> <li>2. To develop scissor skills and investigate cutting different materials.</li> <li>3. To learn how to plan and select the correct resources needed to make a model.</li> <li>4. To verbally plan and create a junk model.</li> <li>5. To share a finished model and talk about the processes in its creation.</li> <li>6. To explore different ways to temporarily join materials together.</li> </ol>		<p><i>Creating with Materials (ELG)</i>  <b>Textiles:</b>  <b>Bookmarks</b></p> <ol style="list-style-type: none"> <li>1. To develop threading and weaving skills.</li> <li>2. To practise and apply weaving skills to a specific material e.g. paper.</li> <li>3. To practise and apply threading skills with specific materials e.g. hessian and wool.</li> <li>4. To use threading or sewing to design a product (bookmark).</li> <li>5. To create a textiles product (bookmark) following their own design.</li> <li>6. To reflect with children on how they have achieved their aims.</li> </ol>		<p><i>Creating with Materials (ELG)</i>  <b>Cooking &amp; Nutrition:</b>  <b>Rainbow Salad</b></p> <ol style="list-style-type: none"> <li>1. To explore fruits and the differences between them.</li> <li>2. To explore fruit and describe it using the five senses.</li> <li>3. To design a rainbow salad recipe.</li> <li>4. To practise cutting with a knife. To learn how to use a knife safely.</li> <li>5. To observe and help (where appropriate) with the use of tools to prepare ingredients.</li> <li>6. To describe the finished product and evaluate the process.</li> <li>7. To design food packaging.</li> </ol>	



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YR1		<p><b>Cooking &amp; Nutrition: Smoothies</b></p> <ol style="list-style-type: none"><li>1. To identify fruits.</li><li>2. To describe where fruits and vegetables grow.</li><li>3. To practise food preparation skills.</li><li>4. To select ingredients for a recipe.</li><li>5. To apply food preparation skills to a recipe.</li><li>6. To evaluate against the design brief.</li></ol>		<p><b>Structures: Constructing a Windmill</b></p> <ol style="list-style-type: none"><li>1. To create a stable structure.</li><li>2. To use tools and equipment accurately to make part of a structure.</li><li>3. To join parts of a structure.</li><li>4. To evaluate a structure.</li></ol>		<p><b>Mechanisms: Making a Moving Storybook</b></p> <ol style="list-style-type: none"><li>1. To explore making mechanisms.</li><li>2. To design a moving storybook.</li><li>3. To construct a moving picture.</li><li>4. To evaluate my finished product.</li></ol>
YR2	<p><b>Mechanisms: Fairground Wheel</b></p> <ol style="list-style-type: none"><li>1. To explore wheel mechanisms and design a fairground wheel.</li><li>2. To select materials</li></ol>		<p><b>Cooking &amp; Nutrition: Balanced Diet</b></p> <ol style="list-style-type: none"><li>1. To recognise foods and their food groups.</li><li>2. To identify the balance of food groups in a meal.</li></ol>		<p><b>Textiles: Pouches</b></p> <ol style="list-style-type: none"><li>1. To sew a running stitch.</li><li>2. To sew a running stitch (using a template).</li><li>3. To join fabrics using a running stitch.</li></ol>	



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	<p>with appropriate properties.</p> <ol style="list-style-type: none"> <li>3. To build and test a moving wheel.</li> <li>4. To conduct a simple survey to gather opinions.</li> <li>5. To finish and evaluate a structure with a rotating wheel.</li> </ol>		<ol style="list-style-type: none"> <li>3. To identify an appropriate piece of equipment to prepare a given food.</li> <li>4. To select balanced combinations of ingredients.</li> <li>5. To design based on criteria.</li> <li>6. To evaluate a dish based on design criteria.</li> </ol>		<ol style="list-style-type: none"> <li>4. To decorate a pouch using fabric glue or stitching.</li> </ol>	
YR3		<p><b>Electrical Systems: Electrical Poster</b></p> <ol style="list-style-type: none"> <li>1. To understand the purpose of information design.</li> <li>2. To research a set topic to develop a range of initial ideas.</li> <li>3. To develop an initial idea into a final design.</li> <li>4. To assemble my final product and incorporate a simple circuit.</li> </ol>		<p><b>Cooking &amp; Nutrition: Eating Seasonally</b></p> <ol style="list-style-type: none"> <li>1. To explain why food comes from different places around the world.</li> <li>2. To explain the benefits of seasonal foods.</li> <li>3. To develop cutting and peeling skills.</li> <li>4. To evaluate seasonal ingredients.</li> <li>5. To design a mock-up using a criteria.</li> <li>6. To evaluate a dish.</li> </ol>		<p><b>Digital World: Wearable Technology</b></p> <ol style="list-style-type: none"> <li>1. To research and evaluate existing products.</li> <li>2. To develop design criteria.</li> <li>3. To use code to program and control a product.</li> <li>4. To develop and communicate ideas.</li> <li>5. To develop ideas through computer aided design.</li> </ol>



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						6. To improve a design based on feedback.
YR4	<b>Mechanical Systems: Making a Slingshot Car</b> <ol style="list-style-type: none"> <li>1. To build a car chassis.</li> <li>2. To design a shape that reduces air resistance.</li> <li>3. To make a model based on a chosen design.</li> <li>4. To assemble and test my completed product.</li> </ol>		<b>Textiles: Fastenings</b> <ol style="list-style-type: none"> <li>1. To explain the advantages and disadvantages of different types of fastening type.</li> <li>2. To design a product to meet design criteria.</li> <li>3. To make and test a paper template.</li> <li>4. To assemble a book jacket.</li> </ol>		<b>Cooking and Nutrition: Adapting a Recipe</b> <ol style="list-style-type: none"> <li>1. To evaluate existing biscuit products.</li> <li>2. To prepare and cook a dish.</li> <li>3. To select ingredients and follow a budget.</li> <li>4. To take inspiration from existing products.</li> <li>5. To make and test a prototype biscuit.</li> <li>6. To evaluate a final product.</li> </ol>	
YR5		<b>Mechanical Systems: Making a Pop-Up Book</b> <ol style="list-style-type: none"> <li>1. To design a pop-up book.</li> <li>2. To follow my design brief to make my pop-up book.</li> <li>3. To use layers and spacers to cover the working of mechanisms.</li> </ol>		<b>Digital World: Monitoring Devices</b> <ol style="list-style-type: none"> <li>1. To carry out research to develop design criteria.</li> <li>2. To write a program to monitor the ambient temperature, including an alert.</li> <li>3. To generate</li> </ol>		<b>Cooking &amp; Nutrition: Developing a Recipe</b> <ol style="list-style-type: none"> <li>1. To understand how ingredients are reared and processed.</li> <li>2. To make adaptations to design a recipe.</li> <li>3. To evaluate</li> </ol>



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		4. To create a high-quality product suitable for a target user.		creative and unique micro:bit case, stand or housing ideas. 4. To learn about and practise 3D CAD skills.		nutritional content. 4. To practise food preparation skills. 5. To design a product label. 6. To follow and make an adapted recipe.
YR6	<b>Cooking &amp; Nutrition: Come Dine with Me</b> 1. To explain the use of complementary flavours. 2. To research and design a three-course meal. 3. To explain recipe choices. 4. To apply culinary skills and knowledge. 5. To apply culinary skills and knowledge (1). 6. To apply culinary skills and knowledge (2).		<b>Structures: Playgrounds</b> 1. To design a playground with a variety of structures. 2. To build a range of structures. 3. To improve and add detail to structures. 4. To create a surrounding landscape.		<b>Electrical Systems: Steady Hand Game</b> 1. To research and analyse a range of children's toys. 2. To design a steady hand game. 3. To construct a stable base. 4. To assemble electronics and complete their electronic game.	