

**The British School
DT Medium Term Plan**

onal Year	Autumn	Spring	Summer
R	<p>TOPIC:</p> <ol style="list-style-type: none"> 1. Me myself and I. 2. Bright Lights and Dark Nights. 	<p>TOPIC:</p> <ol style="list-style-type: none"> 1. A Winter Wonderland. 2. Ready Steady Grow. 	<p>TOPIC:</p> <ol style="list-style-type: none"> 1. Our Special World. 2. Tell Me a Story.
	<p>EYFS Framework:</p> <p>Expressive Arts and Design ELG: Creating with Materials <i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. 		

The British School

DT Medium Term Plan

Structures & junk modelling

- To explore and investigate tools for junk modelling.
- To investigate cutting different materials.
- To learn how to plan and select the correct resources needed to make a model.
- To verbally plan and create a junk model.
- To share a finished model and talk about the processes in its creation.
- To explore different ways to temporarily join materials together.

Key vocab: Join, stick, cut, bend, slot, scissors, measure, materials, fix, shake, twang, connect, join, glue, tape, attach.

Textiles

- To develop threading and weaving skills.
- To practise and apply weaving skills to a specific material (e.g. paper).
- To practise and apply threading skills with specific materials e.g. hessian and wool.
- To use threading or sewing to design a product (bookmark).
- To create a textiles product (bookmark) following their own design.
- To reflect with children on how they have achieved their aims.

Key vocab: Thread, weave, pattern, sew, sewing needle, design, evaluate, reflect, material, precise.

Structures

- To understand what waterproof means and to test whether materials are waterproof.
- To test and make predictions for which materials float or sink.
- To compare the uses of boats.
- To investigate how the shape and structure of boats affects the way they move.
- To design a boat.
- To create a boat based upon their own design.

Key vocab: Waterproof, absorb, prediction, experiment, investigation, float, sink, junk, test, float, sink, stick, join, material,

DT Cooking and nutrition

- To explore fruits and vegetables and the differences between them.
- To explore a pumpkin and describe it using the 5 senses.
- To learn how to use a knife safely.
- To safely use tools to prepare ingredients.

Key vocab: Fruit, vegetables, safety, knife, blade, tool, edge, handle, chop, slice, cut, saucepan, Blender, chopping board, hob, boil, blend, mix, packaging, recyclable, metal, plastic, reusable.

The British School DT Medium Term Plan

<p>KS1 Year A</p>	<p>Pupils should be taught:</p> <p>Design:</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> <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>Cooking and Nutrition:</p> <ul style="list-style-type: none"> - use the basic principles of a healthy and varied diet to prepare dishes. - understand where food comes from. 				
<p><u>Structures: Constructing a windmill (4 lessons)</u></p> <p>Lesson 1: Windmills.</p> <ul style="list-style-type: none"> • To create a stable structure. <p>Lesson 2: Making the sails.</p> <ul style="list-style-type: none"> • To use tools and equipment accurately to make part of a structure. <p>Lesson 3: Attaching the sails.</p> <ul style="list-style-type: none"> • To join part of a structure. <p>Lesson 4: Evaluating windmills.</p> <ul style="list-style-type: none"> • To evaluate a structure. <p>Key vocab: Axle, base, centre, design, evaluation, equal, evaluate, middle, rotate, rotor, rotor blades, sails, same, strong, structure,</p>		<p><u>Textiles: Puppets (4 lessons)</u></p> <p>Lesson 1: Joining fabrics.</p> <ul style="list-style-type: none"> • To join fabrics together using different methods. <p>Lesson 2: Designing my puppet.</p> <ul style="list-style-type: none"> • To use a template to create my design. <p>Lesson 3: Making and joining my puppet.</p> <ul style="list-style-type: none"> • To join two fabrics together accurately. <p>Lesson 4: Decorating my puppet.</p> <ul style="list-style-type: none"> • To embellish my design using joining methods. <p>Key vocab: Decorate, design, fabric, glue, model, hand puppet, safety pin, staple, stencil, template.</p>		<p><u>Cooking and nutrition: Smoothies (6 lessons)</u></p> <p>Lesson 1: Fruits.</p> <ul style="list-style-type: none"> • To identify fruits. <p>Lesson 2: Growing.</p> <ul style="list-style-type: none"> • To describe where fruits and vegetables grow. <p>Lesson 3: Cutting and juicing.</p> <ul style="list-style-type: none"> • To practise food preparation skills. <p>Lesson 4: Testing ingredients.</p> <ul style="list-style-type: none"> • To select ingredients for a recipe. <p>Lesson 5: Making smoothies.</p> <ul style="list-style-type: none"> • To apply food preparation skills to a recipe. <p>Lesson 6: Evaluating.</p> <ul style="list-style-type: none"> • To evaluate against a design brief. 	

The British School DT Medium Term Plan

	test, weak, wind, windmill.				Key vocab: Blender, fruit, healthy, ingredients, recipe, smoothie, vegetable, seed, root, leaf, stem, flavour, design, cut, juice, table knife, juicer, plant, bush tree, chopping board, fork, taste, select blend, evaluate, compare.	
KS1 Year B	NATIONAL CURRICULUM: DESIGN AND TECHNOLOGY					
	<p>Pupils should be taught:</p> <p>Design:</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> <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>Cooking and Nutrition:</p> <ul style="list-style-type: none"> - use the basic principles of a healthy and varied diet to prepare dishes. - understand where food comes from. 					
	<p><u>Structures: Baby bear's chair (4 lessons)</u></p> <p>Lesson 1: Exploring stability.</p> <ul style="list-style-type: none"> • To explore the concept and features of structures and the stability of different shapes. <p>Lesson 2: Strengthening materials.</p> <ul style="list-style-type: none"> • To understand that the shape of a structure 		<p><u>Textiles: Pouches (4 lessons)</u></p> <p>Lesson 1: Running stitch.</p> <ul style="list-style-type: none"> • To sew a running stitch. <p>Lesson 2: Using a template.</p> <ul style="list-style-type: none"> • To sew a running stitch. <p>Lesson 3: Making a pouch.</p> <ul style="list-style-type: none"> • To join fabrics using running stitch. <p>Lesson 4: Decorating a pouch.</p> <ul style="list-style-type: none"> • To decorate a pouch using fabric glue or stitching. 		<p><u>Mechanisms: Making a moving monster (4 lessons)</u></p> <p>Lesson 1: Pivots, levers and linkages.</p> <ul style="list-style-type: none"> • To look at objects and understand how they move. <p>Lesson 2: Making linkages.</p> <ul style="list-style-type: none"> • To look at objects and understand how they move. <p>Lesson 3: Designing my monster.</p>	

The British School DT Medium Term Plan

	<p>affects its strength.</p> <p>Lesson 3: Making Baby Bear's chair.</p> <ul style="list-style-type: none"> To make a structure according to design criteria. <p>Lesson 4: Fixing and testing Baby Bear's chair.</p> <ul style="list-style-type: none"> To produce a finished structure and evaluate its strength, stiffness and stability. <p>Key vocab: Function, man-made, mould, natural, stable, stiff, strong, structure, test, weak.</p>		<p>Accurate, fabric, knot, pouch, running-stitch, sew, shape, stencil, template, thimble.</p>		<ul style="list-style-type: none"> To explore different design options. <p>Lesson 4: Making my monster.</p> <ul style="list-style-type: none"> To make a moving monster. <p>Key vocab: Evaluation, input, lever, linear motion, linkage, mechanical, mechanism, motion, oscillating, output, pivot, reciprocating motion, rotary motion, survey.</p>	
<p><u>Cooking and nutrition: A balanced diet (6 lessons)</u></p> <p>Lesson 1: Food groups.</p> <ul style="list-style-type: none"> To recognise foods and their food groups. <p>Lesson 2: balanced meals.</p> <ul style="list-style-type: none"> To identify the balance of food groups in a meal. <p>Lesson 3: Preparing ingredients.</p> <ul style="list-style-type: none"> To identify an appropriate piece of equipment to prepare a given food. <p>Lesson 4: Taste testing ingredients.</p> <ul style="list-style-type: none"> To select balanced combinations of ingredients. <p>Lesson 5: Planning recipes.</p> <ul style="list-style-type: none"> To design based on criteria. <p>Lesson 6: Creating and evaluating warps.</p> <ul style="list-style-type: none"> To evaluate a dish based on design criteria. <p>Key vocab: Appearance, balanced, carbohydrates, combination, dairy, design, design brief, diet, feel, grate, grater, menu, oils, prepare, protein, review, scissors, smell, snip, spread, spreads.</p>						
<p>LKS2 Year A</p>	<p><i>NATIONAL CURRICULUM: DESIGN AND TECHNOLOGY</i></p> <p><i>Pupils should be taught:</i> <i>Design:</i> <i>- 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.</i></p>					

The British School DT Medium Term Plan

- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make:

- 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.

Evaluate:

- 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.

- understand how key events and individuals in design and technology have helped shape the world.

Technical knowledge:

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].

- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].

- apply their understanding of computing to program, monitor and control their products.

Cooking and Nutrition:

- 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.

- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Cooking and nutrition: Eating seasonally (4 lessons)

Lesson 1: Food around the world.

- To explain why food comes from different places around the world.

Lesson 2: Seasonal food.

- To explain the benefits of seasonal food.

Lesson 3: Cutting and peeling.

- To develop cutting and peeling skills.

Lesson 4: Tasting seasonal ingredients.

- To evaluate seasonal ingredients.

Structures: Pavilions (4 lessons)

Lesson 1: Exploring frame structures.

- To create a range of different shaped frame structures.

Lesson 2: Designing a pavilion.

- To design a structure.

Lesson 3: Pavilion frame.

- To build a frame structure.

Lesson 4: Pavilion cladding.

- To add cladding to a frame structure.

Key vocab: Aesthetic, cladding, design criteria, evaluation, frame structure, function, inspiration, pavilion, reinforce, stable, structure, target audience, target customer, texture, theme.

Mechanical systems: Making a slingshot car (4 lessons)

Lesson 1: Chassis and launch mechanisms.

- To build car chassis.

Lesson 2: Designing the car body.

- To design a shape that reduces air resistance.

Lesson 3: Making the car body.

- To make a model based on a chosen design.

Lesson 4: Assembly and testing.

- To assemble and test my completed product.

The British School DT Medium Term Plan

	<p>Lesson 5: Making a mock up.</p> <ul style="list-style-type: none"> To design a mock-up using criteria. <p>Lesson 6: Evaluating seasonal tarts.</p> <ul style="list-style-type: none"> To evaluate a dish. <p>Key vocab: Arid, climate, complementary, country, export, import, Mediterranean, mock-up, mountain, peel, polar, seasonal, seasons, snip, template, temperate, texture, tropical, weather.</p>				<p>Key vocab: Aesthetic, air resistance, chassis, design, design criteria, function, graphics, kinetic energy, mechanism, net, structure.</p>	
<p>LKS2 Year B</p>	<p>NATIONAL CURRICULUM: DESIGN AND TECHNOLOGY</p> <p>Pupils should be taught:</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. - understand how key events and individuals in design and technology have helped shape the world. <p>Technical knowledge:</p> <ul style="list-style-type: none"> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures. - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. - apply their understanding of computing to program, monitor and control their products. <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. - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 					
	<p><u>Digital world: Wearable Technology (6 lessons)</u></p>		<p><u>Textiles: Fastenings (4 lessons)</u></p>		<p><u>Electrical systems: Torches (4 lessons)</u></p>	

The British School DT Medium Term Plan

<p>Lesson 1: Evaluating wearable technology</p> <ul style="list-style-type: none"> To research and evaluate existing products <p>Lesson 2: Light-up wearables</p> <ul style="list-style-type: none"> To develop design criteria <p>Lesson 3: Programming wearable technology</p> <ul style="list-style-type: none"> To use code to programme and control a product <p>Lesson 4: Product concept</p> <ul style="list-style-type: none"> To develop and communicate ideas. <p>Lesson 5: Point of scale displays</p> <ul style="list-style-type: none"> To develop ideas through computer-aided design. <p>Lesson 6: Focus groups</p> <ul style="list-style-type: none"> To improve a design based on feedback <p>Key vocab: analogue analyse, annotate, badge, computer-aided design (CAD), control, design criteria, develop, digital, digital, revolution, digital world, display, electronic, electronic products, fastening, feature, Feedback, form, function, initiate, layers, monitor, net, opinion,</p>		<p>Lesson 1: Evaluating fastenings</p> <ul style="list-style-type: none"> To explain the advantages and disadvantages of different types of fastening type <p>Lesson 2: Designing my book sleeve</p> <ul style="list-style-type: none"> To design a product t meet design criteria <p>Lesson 3: Paper mock-up and preparing fabric</p> <ul style="list-style-type: none"> To make and test a paper template <p>Lesson 4: Assembling my book sleeve.</p> <ul style="list-style-type: none"> To assemble a book jacket. <p>Key vocab: criteria, fabric Fastening, fix, mock-up, stitch, template</p>		<p>Lesson 1: Electrical products.</p> <ul style="list-style-type: none"> To learn about electrical items and how they work. <p>Lesson 2: Evaluating torches.</p> <ul style="list-style-type: none"> To analyse and evaluate electrical products. <p>Lesson 3: Torch design.</p> <ul style="list-style-type: none"> To design a product to fit a set of specific user needs. <p>Lesson 4: Torch assembly.</p> <ul style="list-style-type: none"> To make and evaluate a torch. <p>Key vocab: Battery, bulb, buzzer, cell, component, conductor, copper, design criteria, electrical item, electricity, electronic item, function, insulator, series circuit, switch, test, torch, wire.</p>	
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The British School DT Medium Term Plan

<p>point of sale, product, product design, program, sense, simulator, smart, technology, test, user</p>					
<p><u>Cooking and nutrition: Adapting a recipe (6 lessons)</u></p> <p>Lesson 1: Existing biscuits.</p> <ul style="list-style-type: none"> To evaluate existing biscuit products. <p>Lesson 2: Basic biscuits.</p> <ul style="list-style-type: none"> To prepare and cook a dish. <p>Lesson 3: Budgeting.</p> <ul style="list-style-type: none"> To select ingredients and follow a budget. <p>Lesson 4: Packaging.</p> <ul style="list-style-type: none"> To take inspiration from existing products. <p>Lesson 5: Market research.</p> <ul style="list-style-type: none"> To make and test a prototype biscuit. <p>Evaluating biscuits.</p> <ul style="list-style-type: none"> To evaluate a final product. <p>Key vocab: Adapt, addition, budget, buttery, combine, comment, construct, cream, crunchy, cuboid, fold, hygiene, layout, market research, modify, multiplication, opinion, pounds, sieve, sift, target audience, texture, unique, wooden spoon.</p>					
<p>UKS2 Year A</p>	<p>NATIONAL CURRICULUM: DESIGN AND TECHNOLOGY</p> <p><i>Pupils should be taught:</i></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. - understand how key events and individuals in design and technology have helped shape the world. <p>Technical knowledge:</p> <ul style="list-style-type: none"> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures. - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. - apply their understanding of computing to program, monitor and control their products. <p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> - understand and apply the principles of a healthy and varied diet. 				

The British School DT Medium Term Plan

- 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.

Digital World: **Monitoring devices (4 lessons)**

Lesson 1: Monitoring devices.

- To carry out research to develop design criteria.

Lesson 2: Programming an animal monitor.

- To write a program to monitor the ambient temperature, including an alert.

Lesson 3: Plastic.

- To generate creative and unique micro:bit case, stand or housing ideas.

Lesson 4: 3D CAD skills.

- To learn about and practise 3D CAD skills.

Key vocab: alert, ambient, Boolean, consumables, decompose, development, device, duplicate, durable, electronic, inventor, lightweight, man-made, manipulate, manoeuvre, micro plastics, model, monitor, monitoring device, moulded, plastic, plastic pollution, programming,

Mechanical systems: **Making a pop-up book (4 lessons)**

Lesson 1: Pop-up book page design.

- To design a pop-up book.

Lesson 2: Making my pop-up book.

- To follow my design brief to make my pop-up book.

Lesson 3: Using layers and spacers.

- To use layers and spacers to cover the working of mechanisms.

Lesson 4: Writing and illustrating.

- To create a high-quality product suitable for a target user.

Key vocab: Aesthetic, computer-aided design, CAD, caption, design, design brief, exploded diagram, function, input, linkage, mechanism, motion, output, pivot prototype, slider, structure, template.

Cooking and nutrition: **Developing a Recipe (6 lessons)**

Lesson 1: From farm to fork.

- To understand how ingredients are reared and processed.

Lesson 2: Different choices.

- To make adaptations to design a recipe.

Lesson 3: Nutritional value.

- To evaluate nutritional content.

Lesson 4: Preparing ingredients.

- To practise food preparation skills.

Lesson 5: Designing labels.

- To design a product label.

Lesson 6: Making bolognaise.

- To follow and make an adapted recipe.

Key vocab: Abattoir, adaptation, balanced, beef, brand, cook, cross-contamination, develop, enhance, equipment, farm, label, measure, nutrient, nutrition, nutritional value, preference, press, process, safety, theme.

The British School DT Medium Term Plan

	<p>programming loop, reformed, replica, research, sensor, strong, sustainability, synthetic, thermometer, thermoscope, value, variable, versatile, water-resistant, workplace.</p>				
UKS2 Year B	<p>NATIONAL CURRICULUM: DESIGN AND TECHNOLOGY</p> <p>Pupils should be taught:</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. - understand how key events and individuals in design and technology have helped shape the world. <p>Technical knowledge:</p> <ul style="list-style-type: none"> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures. - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. - apply their understanding of computing to program, monitor and control their products. <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. - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 				
	<p><u>Textiles: Waistcoats (4 lessons)</u></p> <p>Lesson 1: Waistcoat design.</p> <ul style="list-style-type: none"> • To design a waistcoat. <p>Lesson 2: Preparing fabric.</p> <ul style="list-style-type: none"> • To mark and cut fabric according to a design. 	<p><u>Structure: Playgrounds (4 lessons)</u></p> <p>Lesson 1: Design a new playground.</p> <ul style="list-style-type: none"> • To design a playground with a variety of structures. <p>Lesson 2: Building structures.</p> <ul style="list-style-type: none"> • To build a range of structures. 	<p><u>Digital World: Create a biome using Tinkercad (5 lessons – not Kapow – resources on Sharepoint)</u></p> <p>Lesson 1: Researching biomes.</p> <ul style="list-style-type: none"> • Look at 17 Goals site; life on land 		

The British School DT Medium Term Plan

<p>Lesson 3: Assembling my waistcoat.</p> <ul style="list-style-type: none"> To assemble a waistcoat. <p>Lesson 4: Decorating my waistcoat.</p> <ul style="list-style-type: none"> To decorate your waistcoat. <p>Key vocab: Accurate, adapt, annotate, design, design criteria, detail, fabric, fastening, knot, properties, running-stitch, seam, sew, shape, target audience, target customer, template, thread, unique, waistcoat.</p>		<p>Lesson 3: Perfecting structures.</p> <ul style="list-style-type: none"> To improve and add detail to structures. <p>Lesson 4: Playground landscapes.</p> <ul style="list-style-type: none"> To create a surrounding landscape. <p>Key vocab: Adapt, apparatus, bench hook, cladding, coping saw, design, dowel, evaluation, feedback, idea, Jelutong, landscape, mark out, measure, modify, natural materials, plan view, playground, prototype, reinforce, sketch, strong, structure, Tenon saw, texture, user, vice, weak.</p>		<p>infographic; look at Green Goals.</p> <p>Lesson 2: Planning your biome.</p> <ul style="list-style-type: none"> In groups decide on 8-12 goals; research biomes. <p>Lesson 3: Designing your biome.</p> <ul style="list-style-type: none"> To sketch sustainable biomes. <p>Lesson 4: Using software (Tinkercad) to create your biome.</p> <ul style="list-style-type: none"> To create biomes. <p>Lesson 5: Evaluating your biome.</p> <ul style="list-style-type: none"> To evaluate biomes. <p>Key vocab: pandemic, ecosystems, deforestation, biome, terrarium, 3D design, computer aided design, dimensions, scale, enlarge, reduce, software, flip, rotate, zoom</p>	
<p><u>Cooking and nutrition: Come Dine With Me (6 lessons)</u></p> <p>Lesson 1: Complementary flavours (optional).</p> <ul style="list-style-type: none"> To explain the use of complimentary flavours. <p>Lesson 2: Three ingredients; three courses.</p> <ul style="list-style-type: none"> To research and design a 3 course meal. <p>Lesson 3: Ingredients and skills (optional).</p> <ul style="list-style-type: none"> To explain recipe choices. <p>Lesson 4: To start...</p> <ul style="list-style-type: none"> To apply culinary skills and knowledge. <p>Lesson 5: The main course.</p>					

The British School DT Medium Term Plan

- To apply culinary skills and knowledge.
- Lesson 6: Dessert.
- To apply culinary skills and knowledge.

Key vocab: Balance, bitter, bridge method, complement, cookbook, farm to fork, method, nationality, reared, research, pairing, preparation, salty, sour, storyboard, sweet, Umami.