

## Oak Class DT Plan

| Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Spring 2 | Summer 1 | Summer 2 |
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| <p>Textiles</p> <ul style="list-style-type: none"> <li>• Produce a 3-D textile product from a combination of accurately made pattern pieces, fabric shapes and different fabrics. • Understand how fabrics can be strengthened, stiffened and reinforced where appropriate.</li> <li>• Know and use technical vocabulary relevant to the project – seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings,</li> </ul> <p>Taks</p> <p>Children to design and make an artefact which is appropriate for Mexican Day of the Dead celebrations</p> <p>Artefact – a textile 3D skull which is sewn and decorated</p> | <p>Food Technology</p> <p>Plant Based Food and Mexican cuisine</p> <p>Thomasina Myers</p> <p>Food Production</p> <ul style="list-style-type: none"> <li>• To understand that a variety of crops are grown in the UK</li> <li>• To understand that crops need certain climate conditions to do well and thrive</li> <li>• To understand that some crops in the UK are grown in specialist conditions</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>• To name an increasing range of cooking equipment</li> </ul> | <p>Brilliant Britain</p> <p>Structures – bridges</p> <ul style="list-style-type: none"> <li>• Understand how to strengthen, stiffen and reinforce</li> <li>• 3-D frameworks. Know and use technical vocabulary relevant to the project.</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>• Competently select from and use appropriate tools to accurately measure, mark, cut and assemble materials, to produce reliable, functional products</li> </ul> <p>Evaluating</p> <ul style="list-style-type: none"> <li>• Continually evaluate and modify the working features of the product to match the initial design specification. • Critically evaluate their products against their design specification, intended user</li> </ul> |          |          |          |

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| <ul style="list-style-type: none"> <li>To understand that ingredients are prepared in different ways according to culture and taste</li> </ul> | <p>Task</p> <p>To design a recipe for a vegetable burrito based on research and tasting.</p> <p>Cook and construct vegetable burritos using a range of vegetables and spices</p> | <p>and purpose, identifying strengths and areas for development, and carrying out appropriate tests. • Test the system to demonstrate its effectiveness for the intended user and purpose.</p> <p>Tasks</p> <p>Explore and find out about bridges across the Thames – discuss the variety in terms of age, construction, design, materials used, purpose etc. Understand the terms – beam, arch, suspension, truss, cantilever and be able to identify types of construction</p> <p>Pupils progress to designing a bridge which will be secure enough to hold a designated weight</p> <p>They will plan and experiment with construction using a variety of techniques to strengthen their structures – this can be constructed using</p> |  |  |  |
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|  |  | <p>kits such as lego or junk materials depending upon pupil preference - children will use diagrams during the design process</p> <p>Pupils will then evaluate their structures suggesting how they could enhance etc. if the project were to be repeated</p>  |  |  |  |
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