

Year 6 DT Long Term Plan

| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|--------|--------|--------------------------------|--|--------|------------------------------|
| | | WW2 cookery Food Technology | Create a burglar alarm Electrical systems | | Make do and mend Textiles |

Year 6 Medium Term Plan Term 3

| Term 3 As part of history- Wartime cookery | | |
|--|---|----------------|
| National Curriculum Links | Key Vocabulary | Pupil Offer |
| <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. | chop, measure, slice, boil, grill, bake, combine, | Cooking a meal |

| Term 2 | Week 4 | Week 5 |
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| Lesson Overview including Substantive knowledge | To understand the scarcity of foods during WW2 To plan a meal using available ingredients | To understand the importance of food hygiene To prepare and cook a wartime dish |
| Organisation and Communication | Research dishes popular in WW2 Plan a meal List ingredients and equipment | Cook and evaluate the meal |
| Famous People | | |

Year 6 Medium Term Plan Term 4

| Term 4 (link to history and science) Make a burglar alarm | | |
|--|---|-------------------------------------|
| National Curriculum Links | Key Vocabulary | Pupil Offer |
| <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 Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams. Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] | function, innovative, design specification, design brief, user, purpose annotated sketch, innovation, research, | Create a product to solve a problem |

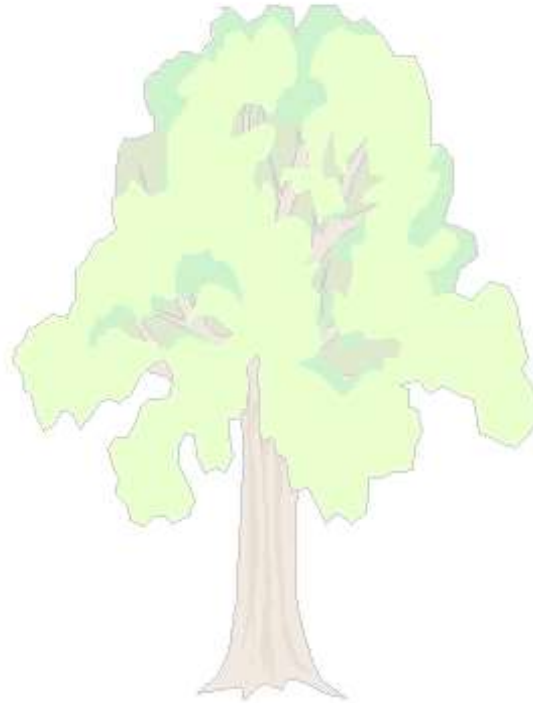
| Term 3 | Week 5 | Week 6 |
|---|---|---|
| Lesson Overview including Substantive knowledge | Research how burglar alarms work. Look at how we can use our electrical knowledge from science to create a burglar alarm. Plan the investigation. | Carry out the investigation and evaluate the product; how did it work? how could it be improved? what would be the uses for it? |
| Organisation and Communication | Plan the investigation by creating an annotated sketch of the circuit. | Written evaluation of the product |
| Famous People | | |

Year 6 Medium Term Plan Term 6

| Term 6 (link to history) Make do and Mend | | |
|--|--|---|
| National Curriculum Links | Key Vocabulary | Pupil Offer |
| <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, cross-sectional and exploded diagrams, prototypes, pattern pieces. 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 textiles according to their functional properties and aesthetic qualities Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | function, design specification, prototype, purpose, user, innovation, research, functional, mock-up, prototype | Creating an item of clothing/ a toy from recycled textiles. |

| Term 6 | Week 3 | Week 4 | Week 5 | Week 6 |
|---------------------------|---|--|--|--------------------------|
| Lesson Overview including | To investigate and speak about textile-based object | To design a functional product from recycled materials. If time, create a prototype. | To learn new techniques for creating textiles with different materials | To evaluate the product. |

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|--------------------------------|---|---|---|--|
| Substantive knowledge | To make observations and simple comparisons with modern textile | | To produce a useful textile | |
| Organisation and Communication | Research notes and mood boards sharing research and ideas. | Design with exploded diagram and/or cross sectional drawing | Time to be spent this week creating the item. | Written evaluation about whether the product is suitable for the user, how can it be improved. |
| Famous People | | | | |



Senacre Wood Primary School