

KS2 Diamond Year 3 and 4 Design & Technology Medium Term Plan Year A

<p>-Differentiation by input see the weekly planning sheet</p> <p>-Key vocabulary – weekly planning sheet</p> <p>-Resources - see the weekly planning</p> <p>-<u>Minimum</u> Assessment for Learning strategies for <u>all</u> topics = output by implementation of feedback in lesson and future lessons, confidence in using correct vocabulary in class discussion</p> <p>- Long term memory development strategies = Recap previous skills focuses, questioning to make links on how to implement prior learning.</p> <p>- Design & technology Cultural Capital = use a wide range of tools and processes with confidence, use resilience to complete objectives, express ideas and use terminology correctly = Try to embed these into all lessons – where applicable</p>							
<p>EYFS Objectives: LO: Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Use large-muscle movements to wave flags and streamers, paint and make marks. LO: Choose the right resources to carry out their own plan. LO: Use one-handed tools and equipment, for example, making snips in paper with scissors. LO: Explore how things work. LO: Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. LO: Explore different materials freely, in order to develop their ideas about how to use them and what to make. LO: Develop their own ideas and then decide which materials to use to express them. LO: Create closed shapes with continuous lines, and begin to use these shapes to represent objects. LO: Progress towards a more fluent style of moving, with developing control and grace. LO: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. LO: Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. LO: Explore, use and refine a variety of artistic effects to express their ideas and feelings. LO: Return to and build on their previous learning, refining ideas and developing their ability to represent them. LO: Create collaboratively, sharing ideas, resources and skills. LO: Use a range of small tools, including scissors, paintbrushes and cutlery. LO: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. LO: Share their creations, explaining the process they have used.</p>							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>- Each half term’s focus may be changed around if needed</p> <p>- Due to the complicated and time-consuming activities in design and technology projects, the half terms lessons and learning objectives may be consolidated into a few days of learning where the children spend the whole time creating a big project (E.g.: Saxon houses)</p> <p>- Each year the children will complete 3 half terms of Art and Design and 3 half terms of D&T.</p>							
<p>Autumn Term</p> <p><i>Snacks from other cultures</i></p> <p>Humanities topic link: The Water Cycle The Stone Age</p> <p>(Year A)</p>	LO: To understand and apply the principles of a healthy and varied diet.	LO: To investigate and analyse a range of existing products.	LO: To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	LO: To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	LO: To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	LO: To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	<u>Assessment, Review and Consolidation</u>
<p>Spring Term</p> <p><i>Photo Frames</i></p> <p>Humanities topic link: Plate Tectonics Bronze + Iron Age</p> <p>(Year A)</p>	LO: To 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.	LO: To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	LO: To 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.	LO: To apply their understanding of how to strengthen, stiffen and reinforce more complex structures	LO: To understand and use mechanical systems in their products for example, gears, pulleys, cams, levers and linkages.	LO: To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	<u>Assessment, Consolidation and Review</u>
<p>Summer Term</p> <p><i>Money Containers</i></p> <p>Humanities topic link: Plastic Pollution The Romans</p> <p>(Year A)</p>	LO: To 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.	LO: To investigate and analyse a range of existing products.	LO: To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided.	LO: To 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.	LO: To understand and use mechanical systems in their products for example, gears, pulleys, cams, levers and linkages.	LO: To understand how key events and individuals in design and technology have helped shape the world	<u>Assessment, Consolidation. and Review</u>

KS2 Diamond Year 3 and 4 Design & Technology Medium Term Plan Year B

<p>-Differentiation by input see the weekly planning sheet</p> <p>-Key vocabulary – weekly planning sheet</p> <p>-Resources - see the weekly planning</p> <p>-<u>Minimum</u> Assessment for Learning strategies for <u>all</u> topics = output by implementation of feedback in lesson and future lessons, confidence in using correct vocabulary in class discussion</p> <p>- Long term memory development strategies = Recap previous skills focuses, questioning to make links on how to implement prior learning.</p> <p>- Design & technology Cultural Capital = use a wide range of tools and processes with confidence, use resilience to complete objectives, express ideas and use terminology correctly = Try to embed these into all lessons – where applicable</p>							
<p>EYFS Objectives: LO: Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Use large-muscle movements to wave flags and streamers, paint and make marks. LO: Choose the right resources to carry out their own plan. LO: Use one-handed tools and equipment, for example, making snips in paper with scissors. LO: Explore how things work. LO: Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. LO: Explore different materials freely, in order to develop their ideas about how to use them and what to make. LO: Develop their own ideas and then decide which materials to use to express them. LO: Create closed shapes with continuous lines, and begin to use these shapes to represent objects. LO: Progress towards a more fluent style of moving, with developing control and grace. LO: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. LO: Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. LO: Explore, use and refine a variety of artistic effects to express their ideas and feelings. LO: Return to and build on their previous learning, refining ideas and developing their ability to represent them. LO: Create collaboratively, sharing ideas, resources and skills. LO: Use a range of small tools, including scissors, paintbrushes and cutlery. LO: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. LO: Share their creations, explaining the process they have used.</p>							
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<p>Autumn Term</p> <p><i>Sandwich Snacks</i></p> <p>Humanities topic link: Where are on earth are we? Ancient Egypt</p> <p>(Year B)</p>	LO: To understand and apply the principles of a healthy and varied diet.	LO: To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	LO: To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	LO: To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	LO: To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	LO: To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	<u>Assessment, Review and Consolidation</u>
<p>Spring Term</p> <p><i>Moving Monsters</i></p> <p>Humanities topic link: Is climate cool? Victorians</p> <p>(Year B)</p>	LO: To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	LO: To 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.	LO: To understand and use mechanical systems in their products for example, gears, pulleys, cams, levers and linkages.	LO: To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].	LO: To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	LO: To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].	<u>Assessment, Consolidation and Review</u>
<p>Summer Term</p> <p><i>Take a seat (Cushions)</i></p> <p>Humanities topic link: Deforestation Local History</p> <p>Money Containers (Year A)</p>	LO: To 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.	LO: To investigate and analyse a range of existing products.	LO: To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided	LO: To 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.	LO: To understand and use mechanical systems in their products for example, gears, pulleys, cams, levers and linkages.	LO: To understand how key events and individuals in design and technology have helped shape the world	<u>Assessment, Consolidation, and Review</u>