

DT Long Term Map 2023/24

	Autumn 2	Summer 1
<p>Phase 0</p> <p>Key Vocab to be taught across topics</p> <p><i>Like, dislike, use, different, bumpy, smooth, rough, shiny, hard, soft</i></p>	<p>Mechanisms</p> <p>Making a Moving Story Book</p> <p><i>Our pupils experiment with sliders before planning and making three pages of a moving story book, based on a familiar story. They will draw the page backgrounds, make the moving parts and assemble it.</i></p> <p>Lesson 1: Exploring Sliders and Movement Lesson 2: Design Lesson 3: Construction Lesson 4: Testing and Evaluation</p> <p>Key Vocabulary: <i>Sliders, mechanism, adapt, design, criteria, input, model template, assemble, test</i></p> <p>History Phase 1 - When my grandparents were young</p>	<p>Structures</p> <p>Constructing a Windmill</p> <p>This unit is inspired by the song, 'Mouse in a windmill', design and construct a windmill for a client (mouse) to live in. Explore various types of windmill, how they work and their key features.</p> <p>Lesson 1: Designing the Structure Lesson 2: Assembling the Structure Lesson 3: Assembling the Windmill Lesson 4: Testing and Evaluating</p> <p>Key Vocabulary: <i>Axle, bridge, design, criteria, model, net, packaging, structure, template, unstable, structure, strong, weak,</i></p> <p>Science Phase 1 – Why does a stone fall faster than a feather? Science Phase 1 – Why are most houses made of brick?</p>

<p>Phase 1</p> <p>Key Vocab to be taught across topics</p> <p><i>Like, dislike, use, healthy, unhealthy, different, bumpy, smooth, rough, shiny, hard, soft</i></p>	<p>Healthy Eating</p> <p>Fruit and Vegetables</p> <p><i>Our pupils handle and explore fruits and vegetables and learn how to identify which category they fall into, before undertaking taste testing to establish their chosen ingredients for the smoothie they will make and design packaging for.</i></p> <p>Lesson 1: Fruit or Vegetable? Lesson 2: Where Fruit and Vegetables grow Lesson 3: Smoothie Tasting Lesson 4: Making Smoothies</p> <p>Key Vocabulary: <i>Blender, Carton, Fruit, Healthy, Ingredients, Peel, Peeler, Recipe, Slice, Smoothie, Stencil, Template, Vegetable</i></p> <p>CC Links: Science Phase 1 – Is a car alive? Science Phase 2 – How does my body work? Science Phase 3 – How can I live to be 100? Science Phase 4 – Am I top of the food chain? Science Phase 5 – Am I the same as early man?</p> <p>Geography Phase 4 – Are humans damaging the world? Geography Phase 5 – Are humans damaging the world?</p> <p>History Phase 1 - When my grandparents were young</p> <p>CC - British Values Individual liberty</p>	<p>Joining / Sewing</p> <p>Puppets</p> <p><i>Our pupils explore different ways of joining fabrics before creating their own hand puppets based upon characters from a well-known fairy tale. Throughout they work to develop their technical skills of cutting, gluing, stapling and pinning.</i></p> <p>Lesson 1: Joining Fabrics Lesson 2: Designing Puppets Lesson 3: Making and Joining my Puppet Lesson 4: Decorating my Puppet</p> <p>Key Vocabulary: <i>Decorate, Design, Fabric, Glue, Model, Hand puppet, Safety pin, Staple, Stencil, Template</i></p> <p>CC Links: Science Phase 1 – Why are most houses made of brick?</p> <p>History Phase 1 - When my grandparents were young</p>
--	--	--

<p>Phase 2</p> <p>Key Vocab to be taught across topics</p> <p><i>Design, criteria, hygiene, shape, decorate, measure, material, evaluate, healthy, unhealthy,</i></p>	<p style="text-align: center;">Healthy Eating</p> <p style="text-align: center;">A Balanced Diet</p> <p><i>Through their exploration of what makes a balanced diet, Our pupils taste test food combinations of different food groups. They will also aim to make a wrap that includes a healthy mix of protein, vegetables and dairy, and learn about the term 'hidden sugars'.</i></p> <p>Lesson 1: Fruit or Vegetable? Lesson 2: Where Fruit and Vegetables grow Lesson 3: Smoothie Tasting Lesson 4: Making Smoothies</p> <p><u>Key Vocabulary:</u> <i>Balanced Diet, Carbohydrate, Dairy, Fruit, Ingredients, Oils, Sugar, Protein, Vegetables, Design Criteria, Alternative, Evaluation, Expensive, Healthy, Nutrients, Packaging, Refrigerator, Sugar, Substitute</i></p> <p><u>CC Links -</u> Science Phase 1 – Is a car alive? Science Phase 2 – How does my body work? Science Phase 3 – How can I live to be 100? Science Phase 4 – Am I top of the food chain? Science Phase 5 – Am I the same as early man?</p> <p>Geography Phase 4 – Are humans damaging the world? Geography Phase 5 – Are humans damaging the world?</p> <p>History Phase 1 - When my grandparents were young</p> <p><u>CC - British Values</u> Individual liberty</p>	<p style="text-align: center;">Mechanisms</p> <p style="text-align: center;">Fairground Wheels</p> <p><i>This unit brings together the Our pupils' knowledge of mechanisms and structures. They design and create their own Ferris wheels, considering how the different components fit together so that their wheels rotate and their structures stand freely. Pupils select appropriate materials and develop their cutting and joining skills to create a final product.</i></p> <p>Lesson 1: Design a Ferris Wheel Lesson 2: Planning the Build Lesson 3: Building the Frame and Wheels Lesson 4: Adding Pods</p> <p><u>Key Vocabulary:</u> <i>Design, Criteria, Wheel, Ferris Wheel, Pods, Axel, Frame Holder, Pod, Mechanism, Axle holder, Chassis, Evaluation, Fix, Mechanic, Model, Test, Waterproof,</i></p> <p><u>CC Links -</u> Science Phase 1 – Why are most houses made of brick?</p> <p>History Phase 1 - When my grandparents were young</p>
--	--	---

<p>Phase 3</p> <p>Key Vocab to be taught across topics</p> <p><i>Appealing, product, preference, purpose, tools, materials, function, evaluate,</i></p>	<p style="text-align: center;">Healthy Eating</p> <p style="text-align: center;">Eating Seasonally</p> <p><i>Our pupils discover when and where fruits and vegetables are grown and also learn about seasonality in the UK. They will also learn about the relationship between the colour of fruits and vegetables and their health benefits by making three dishes using seasonal ingredients.</i></p> <p>Lesson 1: Where in the World? Lesson 2: British Seasonal Foods Lesson 3: Rainbow Foods Lesson 4: Making Tarts</p> <p><u>Key Vocabulary:</u> <i>Balanced Diet, Climate, Natural, Processed, Reared, Seasons, Exported, Imported, Nationality, Nutrients, Polar climate, Recipe, Seasonal food, Seasons, Temperate climate, Tropical climate</i></p> <p><u>CC Links -</u> Science Phase 1 – Is a car alive? Science Phase 2 – How does my body work? Science Phase 3 – How can I live to be 100? Science Phase 4 – Am I top of the food chain? Science Phase 5 – Am I the same as early man?</p> <p>Geography Phase 1 – My local area Geography Phase 1 – Why can't meerkats live in the North Pole? Geography Phase 2 – Enfield / Hatfield Heath Geography Phase 3 – Cities on river banks Geography Phase 3 – London as a global city Geography Phase 4 – Are humans damaging the world? Geography Phase 5 – Are humans damaging the world?</p> <p>History Phase 1 - When my grandparents were young</p> <p><u>CC - British Values</u> Individual liberty</p>	<p style="text-align: center;">Electrical Systems</p> <p style="text-align: center;">Static Electricity</p> <p><i>Our pupils are introduced to static electricity and based on scientific understanding of positive and negative charges. They observe the effects of static electricity on objects such as plastic straws, tissue paper and glitter. They will then consider ways of using static electricity as part of a simple game that they will make.</i></p> <p>Lesson 1: Static Magic Lesson 2: Electrostatic Game Design Lesson 3: Electrostatic Game Manufacture Lesson 4: Electrostatic Game Evaluation</p> <p><u>Key Vocabulary:</u> <i>Attract, Electricity, Electrostatic, Repel, Innovative, Motion, Research, Stable, Template, Component, Constructive-criticism, Design criteria, Electrostatic, Evaluation, Feedback, Motion, Repel, Target audience, Test</i></p> <p><u>CC Links -</u> Science Phase 1 – Why are most houses made of brick? Science Phase 4 – What happens when I turn my light on? Science Phase 5 – Can I help save the planet?</p> <p>Geography Phase 4 – Are humans damaging the world? Geography Phase 5 – Are humans damaging the world?</p>
--	--	---

<p>Phase 4</p> <p>Key Vocab to be taught across topics</p> <p><i>Component, preference, innovative, equipment, ingredients, strengths, evaluate, quality, manufacture, preparation,</i></p>	<p style="text-align: center;">Healthy Eating</p> <p style="text-align: center;">Adapting a Recipe</p> <p><i>Our pupils work in groups to adapt a simple biscuit recipe, to create the tastiest biscuit. While making they will also ensure that their creation comes within the given budget of overheads and costs of ingredients</i></p> <p>Lesson 1: Following a Recipe Lesson 2: Testing Ingredients Lesson 3: Final Design and Budget Lesson 4: Biscuit Bake-Off</p> <p><u>Key Vocabulary:</u> <i>Balanced Diet, Design Criteria, Research, Texture, Innovative, Aesthetic, Measure, Cross-Contamination, Diet, Processed, Packaging, Adapt, Budget, Cooling rack, Creaming, Equipment, Evaluation, Flavour, Ingredients, Method, Net, Packaging, Prototype, Quantity, Recipe, Rubbing, Sieving, Target audience, Unit of measurement, Utilities</i></p> <p><u>CC Links -</u> Science Phase 1 – Is a car alive? Science Phase 2 – How does my body work? Science Phase 3 – How can I live to be 100? Science Phase 4 – Am I top of the food chain? Science Phase 5 – Am I the same as early man?</p> <p>Geography Phase 4 – Are humans damaging the world? Geography Phase 5 – Are humans damaging the world?</p> <p><u>CC - British Values</u> Individual liberty</p>	<p style="text-align: center;">Mechanical Systems</p> <p style="text-align: center;">Slingshot Cars</p> <p><i>Our pupils transform lollipop sticks, wheels, dowels and straws into a moving car. They will be using a glue gun to construct the materials, making the launch mechanism, designing and also making the body of the vehicle using nets and assembling these to the chassis</i></p> <p>Lesson 1: Chassis and Launch Mechanisms Lesson 2: Designing the Car Body Lesson 3: Making the Car Body Lesson 4: Assembly and Testing</p> <p><u>Key Vocabulary:</u> <i>Chassis, Energy, Kinetic, Mechanism, Air Resistance, Design, Structure, Graphics, Research, Model, Template, Aesthetic, Air resistance, Chassis Design, Design criteria, Function Graphics, Kinetic energy, Mechanism, Net, Structure</i></p> <p><u>CC Links -</u> Science Phase 1 – Why does a stone fall faster than a feather? Science Phase 1 – Why are most houses made of brick?</p> <p>Geography Phase 4 – Are humans damaging the world? Geography Phase 5 – Are humans damaging the world?</p>
--	--	---

<p>Phase 5</p> <p>Key Vocab to be taught across topics</p> <p><i>Component, preference, innovative, equipment, suitable, strengths, evaluate, quality, manufacture, preparation, functional, technique,</i></p>	<p>Healthy Eating</p> <p>What Could Be Healthier?</p> <p><i>Focusing on nutrition, our pupils research and modify a traditional Bolognese sauce recipe to make it healthier. They will cook their new and improved versions, making appropriate packaging and also learn about the ethical considerations of farming cattle.</i></p> <p>Lesson 1: From Farm to Fork Lesson 2: What Does Healthy Look Like? Lesson 3: Adapting and Improving a Recipe Lesson 4: Mamma Mia – What a Tasty Bolognese!</p> <p>Key Vocabulary: <i>Beef, Reared, Processed, Ethical, Diet, Ingredients, Supermarket, Farm, Balanced, Cross-contamination, Healthy, Method, Nutrients, Packaging, Reared, Recipe, Research, Substitute, Vegan, Vegetarian, Welfare</i></p> <p>CC Links – Science Phase 1 – Is a car alive? Science Phase 2 – How does my body work? Science Phase 3 – How can I live to be 100? Science Phase 4 – Am I top of the food chain? Science Phase 5 – Am I the same as early man?</p> <p>History Phase 5 – World War II</p> <p>Geography Phase 4 – Are humans damaging the world? Geography Phase 5 – Are humans damaging the world?</p> <p>CC – British Values Individual liberty</p>	<p>Electrical Systems</p> <p>Electronic Cards</p> <p><i>This unit builds on pupils' knowledge of how to incorporate electrical circuits into products from Y4. Our pupils explore how circuits can be adapted to suit different purposes, explore series circuits and recreate one using conductive adhesive tape. They then apply this knowledge to design and create an electronic greeting card.</i></p> <p>Lesson 1: Greetings Cards Lesson 2: Series Circuits Lesson 3: Inspired Design Lesson 4: Electronic Greetings Cards</p> <p>Key Vocabulary: <i>Greeting Card, Purpose, Seasonal, Commemorative, Sentimental, Personalised, Development, Commercial, Invention, Penny Black, Bespoke, Mass Production, Design Brief, Design Criteria, Circuit, LED, Cell, Current, Flow, Positive, Negative, Switch, Battery, Buzzer, Component, Conductor, Copper, Function, Innovative, Insulator, LED, Modify, Series circuit, Switch, Target audience, Test, Wire</i></p> <p>CC Links – Science Phase 1 – Why are most houses made of brick? Science Phase 4 – What happens when I turn my light on? Science Phase 5 – Can I help save the planet?</p> <p>History Phase 5 – World War II</p> <p>Geography Phase 4 – Are humans damaging the world? Geography Phase 5 – Are humans damaging the world?</p>
--	---	---