



## Oakfield Primary School Design and Technology Medium Term Plan- SPRING

EYFS						
<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>						
Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring	<p><b>Food</b></p> <p>To know how to measure or weigh using measuring cups or electronic scales. To know what hygiene means. To know the terms cut, peel, grate and to use these techniques safely.</p>	<p><b>Food</b></p> <p>To know the term, assemble. To know some simple methods of cooking and follow these with support.</p> <p><b>Construction</b></p> <p>To know different techniques to make and strengthen products such as drilling, screwing, gluing and nailing and begin to use these. To know how to use a range of cutting and shaping techniques (such as tearing, cutting, folding and curling) and to demonstrate these.</p>	<p><b>Food</b></p> <p>To know how to measure ingredients to the nearest gram accurately. To know how to follow a recipe.</p> <p><b>Mechanics</b></p> <p>To begin to know about different circuits such as series and parallel circuits and to begin to know how to create these. To begin to make links between science and forces (in particular the transference of forces) and to begin to use this knowledge to choose appropriate mechanisms for a product (such as pulleys, levers, winding</p>	<p><b>Food</b></p> <p>To know how to prepare ingredients hygienically using appropriate utensils. To know how to assemble or cook ingredients controlling the temperature of the oven or hob in cooking.</p> <p><b>Mechanics</b></p> <p>To know how to create series and parallel circuits. To know how to control and monitor models using software designed for this purpose. To know how to use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product such as</p>	<p><b>Food</b></p> <p>To know a range of baking and cooking techniques and to demonstrate these. To know how to create and refine recipes including ingredients, methods, cooking times and temperatures.</p> <p><b>Construction</b></p> <p>To know and identify qualities of materials. To know how to use properties of materials to choose appropriate tools to cut and shape. To begin know how to develop a range of practical skills to create products (such as cutting, drilling, screwing, nailing, gluing, filing and</p>	<p><b>Textiles</b></p> <p>To know how to cut materials with precision and refine the finish with appropriate tools such as a more precise scissor cut after roughly cutting out a shape. To know how to create objects (such as a cushion) that employ a seam allowance. To know how to join textiles with a combination of stitching techniques (such as back stitch or seams and running stitch to attach decoration).</p> <p><b>Construction</b></p> <p>To know how to cut materials with precision and refine the finish with appropriate tools such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape. To know how to develop a range</p>



			<p>mechanisms and gears). To begin to control and monitor models using software designed for this purpose. To know how to design a net using Microsoft Word.</p>	<p>levers, winding mechanisms, pulleys and gears. To use software to design and represent product designs.</p>	<p>sanding).</p>	<p>of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).</p>
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