Bledlow Ridge School
Medium Term Plan for Design & Technology (DT)

Year group	Autumn 1 First half term					
Reception	**Expressive arts and Design - Creating with Materials** - The children will know how to use basic tools and equipment. i.e. scissors, glue, tape, junk modelling - The children will explore large construction to plan and create different structures					
	Week 1	***Week 2***	***Week 3***	***Week 4***	***Week 5***	***Week 6***
Year 1	X	X	X	X	X	X
Year 2	X	X	X	X	X	X
Year 3	X	X	X	X	X	X
Year 4	X	X	X	X	x	X
Year 5	X	X	X	X	X	X
Year 6	**Recall nutrition** – food groups while talking about favourite meals, introduce food from different parts of the world & how migration and trade establish cuisines in new places	**Veg sticks & Dips:** Safe knife use with cucumber, carrot & peppers > veg sticks Use veg sticks to test different flavours of hummous. Talk about preferences.	**Coucous salad:** Practice safe knife use to dice veg, incl. other options eg spring onions, herbs Rehydrate coucous / bulgar wheat	**Flat bread:** Watch demonstration & make flat bread dough (cook at home) Sample range of Med/Middle Eastern flatbreads Look at Greek & Niçoise salads – identify food groups, identify alternatives Plan main own course salad.	**Prepare Main-course** salad using skills learnt & adapted with discussion at home (eg. bringing in pre-prepared ingredients if necessary)	**Contrast ingredients & dishes i**n Jordanian market/café/restaurant Identify sources = raised, grown, picked, foraged, caught, made Review learning

Year group	Autumn 2 Second half term					
Reception	**Expressive arts and Design - Creating with Materials** - Children will know how to make a flange joint - The children will explore large construction to plan and create different structures - The children will use blue prints and information books to plan and build their own structures					
	Week 1	***Week 2***	***Week 3***	***Week 4***	***Week 5***	***Week 6***
Year 1	**Exploring Fabrics:** **I can explore fabrics.** *Explore and evaluate a range of existing products in the context of exploring fabrics and fabric dolls/characters.*	**Making Hair:** **I can explore and evaluate how hair is created using different materials.** *Explore and evaluate a range of existing products in the context of exploring what has been used to make hair on fabric dolls or characters.* **I can select a material and shape it.** *Select from and use a range of textiles according to their characteristics in the context of selecting materials to represent their own hair.*	**Joining Fabrics:** **I can join fabrics together and attach different materials.** *Select from and use a range of tools and equipment to perform practical tasks, for example, joining, in the context of joining fabrics and materials.*	**Face shapes and templates:** **I can cut on a line and use a template to create my fabric face shapes.** *Select from and use a range of tools and equipment to perform practical tasks for example cutting in the context of cutting around a template to create a face shape.*	**Designing our fabric faces:** **I can create and follow design criteria.** *Design purposeful, functional, appealing products for themselves and other users based on design criteria in the context of using a design criterion to design a fabric face.* **I can think of ideas, discuss them and create a design.** *Generate, develop, model and communicate their ideas through talking, drawing and templates in the context of generating and communicating ideas for a fabric face.*	**Making our fabric faces:** **I can carefully select fabrics and materials.** *Select from and use a wide range of materials including textiles according to their characteristics in the context of selecting fabrics and materials to match their faces and join together successfully.* **I can follow my design carefully and use different tools to make my fabric face.** *Select from and use a range of tools and equipment to perform practical tasks (for example cutting,*

						shaping, joining and finishing) in the context of using tools to make a fabric face.
Year 2	**Explore and evaluate:** **I can explore and evaluate an existing product.** *Explore and evaluate a range of existing products in the context of exploring existing moving books.*	**Sliders:** **I can use a mechanism in my product.** *Explore and use mechanisms (for example sliders), in their products in the context of using a slider to make a picture move.*	**Levers:** **I can make a lever and use it in my product.** *Explore and use mechanisms (for example levers) in their products in the context of using a lever to make a picture move.*	**Wheel mechanisms:** **I can make a wheel mechanism and use it in my product.** *Explore and use mechanisms (for example levers), in their products in the context of using a lever to make a picture move.*	**Designing:** **I can design a working product, thinking about who it is for and what it needs.** *Design purposeful, functional and appealing products for themselves and other users based on design criteria in the context of designing an appealing moving picture.* **I can make decisions about my product design and use an annotated sketch to show them.** *Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups in the context of drawing an annotated sketch to show their ideas about a moving picture.*	**Making:** **I can use mechanisms to make a product.** *Explore and use mechanisms (for example levers, sliders, wheels and axles) in their products in the context of making a moving picture.* **I can evaluate my product against design criteria.** *Evaluate their ideas against design criteria in the context of evaluating a moving picture.*
Year 3	**Mechanical systems:** **I can investigate mechanical systems.** *Investigate and analyse a range of existing products, in the context of*	**Levers and linkages:** **I can make mechanical systems which use levers and linkages.**	**Designing:** **I can develop design criteria to help me design an innovative product.**	**Prototypes:** **I can use prototypes to develop my ideas.** *Generate, develop, model and communicate ideas through discussion,*	**Finishing a product:** **I can select and use the correct tools and equipment accurately.** *Select from and use a wider range of tools and*	**Evaluating our product:** **I can name the parts and functions of a lever and**

	investigating existing lever and linkage mechanisms.	*Understand and use mechanical systems in their products (for example levers and linkages), in the context of making a mechanism which uses levers and linkages.*	*Use research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose, aimed at individuals or groups, in the context of developing design criteria and design ideas for a moving poster to promote recycling.* **I can use sketches to develop and communicate ideas.** *Generate, develop, model and communicate ideas through discussion, annotated sketches, and prototypes, in the context of generating and developing ideas to make a moving poster.*	*annotated sketches, and prototypes, in the context of using the moving poster design to create a prototype.*	*equipment to perform practical tasks accurately, in the context of selecting and using the correct tools and equipment make a moving poster.* **I can carefully select materials and use different techniques.** *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, in the context of selecting materials to produce a high quality finish on a moving poster.*	**linkage mechanical system.** *Understand and use mechanical systems in their products (for example levers and linkages), in the context of knowing the name and function of the parts of a lever and linkage system.* **I can evaluate my product.** *Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work, in the context of evaluating their moving poster.*
Year 4	**The history behind Warburtons:** **I can find out about important people and events in the past that have shaped the way bread is made and sold today.** *Understand how key events and individuals in design and technology have helped shape the world in the context of the*	**Evaluating existing products:** **I can investigate and analyse existing products according to their characteristics.** *Investigate and analyse a range of existing products in the context of different breads made by Warburtons.*	**Design criteria and shaping:** **I can develop a design criteria.** **I can shape dough.** *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 in the context of creating a design criteria*	**Designing:** **I can think of original ideas for a product based on my design criteria.** *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*	**Final designs:** **I can develop designs based on my design criteria and clearly communicate my final design.** *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.*	**Making and evaluating bread:** **I can select ingredients and kitchen equipment to help me follow a bread making recipe.** **I can knead and bake.** *Prepare and cook a variety of predominantly savoury*

	history behind Warburtons.		*for a new type of bread. Select from and use a wider range of tools and equipment to perform practical tasks for example shaping accurately in the context of shaping salt dough.*	*communicate their ideas through discussion and annotated sketches in the context of creating initial designs for a new bread product.*	*Generate, develop, model and communicate their ideas through discussion and annotated sketches in the context of designing a new bread product.*	*dishes using a range of cooking techniques in the context of making a new bread product. Select from and use a wider range of equipment to perform practical tasks accurately. Evaluate their ideas and products against their own Design Criteria.*
Year 5	**Amazing Animals:** **I can research ideas about different animals to inform my design.** *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 in the context of researching animals that will be used in their mechanical models.*	**Cams and Followers:** **I can explain how simple cams mechanisms work.** *Understand and use mechanical systems in their products (for example cams) in the context of understanding how cams can be used to make a model move.*	**Exploring Cam Movement:** **I can research ideas about different animals to inform my design.** *Understand and use mechanical systems in their products (for example cams) in the context of understanding how changing the shape of the cam changes the movement of the follower.* **I can select materials according to their functional properties.** *Select from and use a wider range materials and components, including construction materials according to their functional properties and aesthetic qualities in the context of selecting*	**Designing:** **I can use research and develop design criteria to inform my design.** *Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups in the context of developing design criteria for the Automata Animals.*	**Making a Framework:** **I can build a framework, accurately using a wider range of tools and equipment.** *Select from and use a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing), accurately in the context of using tools and equipment to perform the job of cutting, joining and finishing wood to make a frame.*	**Using mechanical systems:** **I can evaluate my product.** *Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work in the context of evaluating the product design.* **I can understand and use mechanical systems.** *Understand and use mechanical systems in their products in the context of using a cam mechanism to make a model of an animal move.*

			materials to make a simple cam mechanism.			
Year 6	X	X	X	X	X	X

Year group	**Spring First half term**					
Reception	**Expressive arts and Design - Creating with Materials** - Children will know how to make an l-brace join. (DT) - The children will continue learning how to use tools and equipment in the creative area.					
	Week 1	***Week 2***	***Week 3***	***Week 4***	***Week 5***	***Week 6***
Year 1	X	X	X	X	X	X
Year 2	X	X	X	X	X	X
Year 3	**Product Analysis:** **I can investigate and evaluate existing Egyptian masks** *To investigate and evaluate a range of existing Egyptian masks. To acquire a broad range of subject knowledge and draw upon disciplines such as mathematics in the context of using graphs to analyse existing Egyptian masks*	**Designing:** **I can follow a design criteria to help me create and communicate my ideas.** *To generate, develop, model and communicate ideas through discussion and annotated sketches in the context of creating an Egyptian mask*		**Making:** **I can use To plan and develop understanding of different adhesives and methods of construction** *Children to use their design sheets to begin to construct a base template for their Egyptian death mask. Children to use card, masking tape and newspaper to create the initial mask template.* *To select from and use a range of tools and equipment to perform practical tasks accurately in the context of creating an Egyptian mask*	**Decorative Fabric:** **I can use a functional technique to carefully decorate my Egyptian mask.** *To select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities in the context of creating an Egyptian mask.*	**Evaluate:** **I can evaluate my product.** *Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.*

Year 4	X	X	X	X	X	X
Year 5	X	X	X	X	X	X
Year 6	X	X	X	X	X	X

Year group	**Spring Second half term**					
Reception	**Expressive arts and Design - Creating with Materials** - Children will know how to make a slot join.					
	Week 1	***Week 2***	***Week 3***	***Week 4***	***Week 5***	***Week 6***
Year 1	**Who not keep the basket?** **To evaluate a product's ability to do a job well.** *Explore and evaluate a range of existing products in the context of evaluating the basket used to transport the pirates' lunch.*	**Evaluating lunch boxes:** **To investigate and evaluate existing products.** *Explore and evaluate a range of existing products in the context of evaluating existing lunch boxes.*	**Exploring materials:** **To explore different materials and decide which will be useful for making my product.** *Select from and use a wide range of materials according to their characteristics in the context of exploring materials that could be used to make the lunch box.* **To design a new product that meets the design criteria.** *Design purposeful, functional, appealing products for themselves and other users based on design criteria in the context of designing a new lunch box that can*	**Making the lunch box:** **To select and use tools and equipment to make a product.** *Select from and use a wide range of materials according to their characteristics in the context of selecting and using the correct tools and equipment to make a lunch box.*	**Testing the lunch box:** **To test a product and then evaluate.** *Explore their ideas and products against design criteria in the context of testing the lunch box and then evaluating it against the design criteria.*	**Improving the lunch box:** **To use my evaluations to make improvements to my product and then retest and evaluate it.** *Explore their ideas and products against design criteria in the context of testing the lunch box and then evaluating it against the design criteria.* **To improve my product by making it stronger, stiffer, more stable and more waterproof.** *Build structures, exploring how they can be made stronger, stiffer and more stable in the context of making improvements to my product.*

			move between the pirate ships.			
Year 2	**Evaluating dips:** **I can evaluate different dips.** **I can start to think about where different foods come from.** *Explore and evaluate a range of existing products in the context of comparing different dips. To understand where foods comes from.*	**Exploring dippers:** **I can explore different dippers and describe them.** *Explore a range of existing products in the context of comparing different dippers.*	**Food groups:** **I can explain why I need to eat a balance and variety of food groups to stay healthy.** *Use the basic principles of a healthy and varied diet in the context of comparing different ingredients in dips and dippers.*	**Modelling dips and dippers:** **I can make dips and dippers.** *To select from and use a range of tools and equipment to perform practical tasks (for example, cutting) in the context of making a Dip and Dipper.*	**Designing a dip:** **I can plan my own appealing dip and dipper and clearly show my ideas.** *Design purposeful, functional, appealing products for themselves and other users based on design criteria in the context of designing a new dip. Generate, develop, model and communicate their ideas through talking and drawings.*	**Making and evaluating:** **I can follow a plan to make my own dip and dipper.** **I can evaluate my dip and dipper.** *Use the principles of a healthy and varied diet to prepare dishes in the context of following a design to make a new dip and dipper and then evaluating it. Evaluate their ideas and products against design criteria.*
Year 3	X	X	X	X	X	X
Year 4	**Key events and individuals:** **I can explain how key events and individuals in design and technology have helped to shape the world.** *Understand how key events and individuals in design and technology have helped shape the world in the context of how kites have helped shape the world.*	**Parts of a kite:** **I can name and explain the function of different parts of a kite.** *Investigate and analyse a range of existing products in the context of investigating the different parts of a kite and their functions.*	**Kite shapes:** **I can investigate kite shapes.** *Investigate and analyse a range of existing products in the context of investigating the different shapes of kites.* **I can select from and use different materials and components.** *Select from and use a wide range of materials and components, including construction*	**Designing:** **I can develop design criteria.** *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 in the context of developing design criteria for a kite.* **I can develop and communicate a design for my kite.**	**Making the shape and structure of the kite:** **I can accurately measure and cut the shape of the body of the kite and join it to the frame structure.** *Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately in the context of measuring*	**Evaluating the kite:** **I can evaluate my kite.** *Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work in the context of testing the kite and then using their own design criteria to evaluate it.*

			materials, textiles and ingredients, according to their functional properties and aesthetic qualities in the context of selecting materials and components to make kite shapes out of.	*Generate, develop, model and communicate their ideas through annotated sketches in the context of sketching a design for a kite.*	*and cutting the body of the kite.* **I can make a strong and stiff frame structure to support the kite.** *Apply their understanding of how to strengthen, stiffen and reinforce more complex structures in the context of strengthening a frame structure to support the kite.*	
Year 5	**Seasonal Calendar:** **I can explain what seasonality means and know when different fruit and vegetables are in season in the United Kingdom.** *Understand seasonality in the context of when fruit and vegetables are in season in Britain.*	**Reared, caught and processed food:** **I can explain where, when and how a variety of ingredients are reared, caught and processed.** *Understand seasonality and know where and how a variety of ingredients are reared caught and processed in the context of where food is reared, caught and processed in the United Kingdom.*	**Tasting Seasonal Food:** **I can taste and evaluate seasonal foods and recognise that sometimes we need to try a new food a few times to find out if we like it.** *To understand seasonality in the context of tasting food that is in season.*	**Plate, proportions and protein:** **I can explain the importance of protein as a proportion of a healthy varied diet.** *Understand and apply the principles of a healthy and varied diet in the context of the importance of protein in the diet.*	**Design a Seasonal Meal:** **I can work as a group to generate, evaluate and refine recipe ideas.** *Select from a wider range of ingredients, according to their functional properties and aesthetic qualities in the context of selecting ingredients for a seasonal meal. Consider the views of others to improve their work in the context of improving their design for a seasonal meal.* **I can take feedback and improve my designs.**	**Making and Evaluating:** **I can explain how to correctly store and handle meat and fish.** **I can prepare, cook and evaluate a healthy seasonal meal.** *Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques in the context of preparing and cooking a healthy seasonal meal. Evaluate their products against their own design criteria in the context of evaluating their seasonal meal.*

					Generate, develop, model and communicate their ideas through discussion and annotated sketches in the context of designing a healthy seasonal meal.	
Year 6	X	X	X	X	X	X

Year group	**Summer First half term**					
Reception	**Expressive arts and Design - Creating with Materials** - Children will know how to make a tab join.					
	Week 1	***Week 2 and 3***		***Week 4 and 5***		***Week 6***
Year 1	X	X		X		X
Year 2	X	X		X		X
Year 3	**Naming and growing herbs:** **I can name Italian Herbs and know how to grow them.** *Understand seasonality and know where and how a variety of ingredients are grown in the context of where and how herbs are grown.*	**Pesto and pasta:** **I can explain what makes a diet healthy and varied and can cook a healthy balanced meal.** *Understand and apply the principles of a healthy and varied diet in the context of making a balanced meal made from herbs. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques in the context of cooking a pesto and pasta dish.*		**Alternative meals:** **I can use kitchen tools correctly to prepare and make a tasty and nutritious food.** *Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques in the context of an alternative meal to pesto pasta. Select from and use a wider range of tools and equipment to perform practical tasks accurately in the context of kitchen tools.*		**Cooking with tomatoes:** **I can prepare and cook/assemble a healthy and tasty meal using tomatoes as my main ingredient (Tomato and Pasta Salad.)** *Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques in the context of cooking a dish made with tomatoes.*
Year 4	X	X	X	X	X	X
Year 5	X	X	X	X	X	X
Year 6	**Block for making Fairground Ride Models**					

	Science – application of K&U of electrical circuits, conductivity & insulating materials. DT – Choice of materials, joining materials, thinking about stability & movement, decorating completed ride. Reviewing project**.**

Year group	**Summer Second half term**					
Reception	Expressive arts and Design – Creating with materials - Children will know how to make a split pin join. - Children will know how to sew to join.					
	Week 1	***Week 2***	***Week 3 and 4***		***Week 5***	***Week 6***
Year 1	**Where our food comes from:** **I can name different fruits and vegetables. I can explain where some food grows.** *Understand where food comes from in the context of looking at different fruits and vegetables.*	**Sorting Fruit and Vegetables:** **I can explore and evaluate existing products.** **I can explain why I need to eat fruits and vegetables.** *To explore and evaluate a range of existing products in the context of tasting salads made mainly from root vegetables. To use the basic principles of a healthy and varied diet to prepare dishes.*	**Summer Fruits Design:** **I can prepare and make a healthy salad made from summer fruits.** *Use the basic principles of a healthy and varied diet to prepare dishes in the context of preparing a salad made from root vegetables.*		**Making a fruit salad:** **I can prepare a tasty fruit salad.** *Use the basic principles of a healthy and varied diet to prepare dishes in the context of preparing fish salads Select from and use a range of tools and equipment to perform practical tasks.*	**Fabulous fruit salad evaluation:** **I can explain where different fruits come from.** **I can prepare a tasty fruit salad.** *Select from and use a range of tools and equipment to perform practical tasks in the context of preparing fruit salads. Understand where food comes from,.*
Year 2	**Evaluating bunting:** **I can evaluate bunting.** *Explore and evaluate a range of existing products in the context of evaluating bunting designs.*	**Designing our own bunting:** **I can design my bunting flag.** *Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where*	**Templates:** **I can use a paper template to help cut out a fabric shape.** *Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping*	**Running stitch:** **I can use a running stitch to join fabric.** *Select from and use a range of tools and equipment to perform practical tasks (for example joining) in the*	**Selecting fabrics:** **I can select fabrics that are suitable for decorating my bunting.** *Select from and use a wide range of materials and components, including textiles,*	**Joining fabrics:** **I can join fabrics.** *Select from and use a wide range of tools and equipment to perform practical tasks (for example joining and finishing) in the context of*

		appropriate, information and communication technology in the context of using a basic graphics program to design a bunting flag.	*and finishing) in the context of cutting a template and using it to shape a piece of fabric.*	*context of using running stitch to join fabric.*	*according to their characteristics in the context of selecting materials to join to fabric bunting.*	*joining fabrics using different techniques.* **I can evaluate my product.** *Evaluate their ideas and products against a design criterion in the context of evaluating the bunting flag.*
Year 3	X	X	X	X	X	X
Year 4	**Our changing technologies:** **I can explain how key events and individuals in design and technology have helped shape the world.** *Understand how key events and individuals in design and technology have helped shape the world in the context of looking at technological developments in the way we light our homes.*	**Electrical systems:** **I can make and represent different types of circuits.** *Understand and use electrical systems in their products (for example, series circuits, incorporating switches, and bulbs) in the context of understanding how a series and parallel circuit can be used to light a bulb.*	**Switches:** **I can make and use switches.** *Understand and use electrical systems in their products (for example, incorporating switches) in the context of understanding how switches can be made and used in circuits.*	**Designing:** **I can develop design criteria and a design.** *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 in the context of developing design criteria for a light.* **I can develop and communicate a design for my light.** *Generate, develop, model and communicate their ideas through annotated sketches and cross sectional in the context of sketching a design for a light.*	**Making the light:** **I can select materials and components to make my light.** *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 in the context of choosing materials and components to make the main structure of the light.*	**Finishing and evaluating:** **I can create a well finished product.** *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 in the context of selecting materials and components which will create a well finished light.* **I can complete a detailed evaluation of my finished product.** *Evaluate their ideas and products against design criteria and consider the views of others to improve their work in the*

						context of evaluating a battery operated light.
Year 5	**The Design Criteria:** **I can write design criteria for a textiles based product.** *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 in the context of creating a design criteria for a textiles product.*	**Designs:** **I can generate a range of design ideas and clearly communicate my final design.** *To generate, develop and communicate their ideas through discussion, prototypes and pattern pieces in the context of making a paper template for a textiles product.*	**Making a Template:** **I can make a paper template.** *To generate, develop and communicate their ideas through discussion, prototypes and pattern pieces in the context of making a paper template for a textiles product.*	**Selecting Stitches:** **I can practise using different types of stitches and choose the best one to use on my final textiles product.** *To generate, develop, model and communicate their ideas through prototypes in the context of practising different stitches to inform the final design.*	**Step by Step Plan:** **I can organise my ideas in a step by step plan.** *To generate, develop, model and communicate their ideas through discussion and annotated sketches in the context of creating a step by step plan to communicate the making process.*	**Decoration and Fastenings:** **I can select decorative techniques and fastenings according to their functional properties and aesthetic qualities.** *To select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities in the context of selecting decorative techniques and fastenings for a textiles product.* **I can evaluate my product.** *To evaluate their ideas and products against their own design criteria in the context of evaluating a textiles product against a design criteria created.*
Year 6	**Hidden Worlds Mascot:** inspired by microscopic detail: Observing carefully, drawing, using	Microscopic lifeforms show simple shapes. Demonstrate basic techniques: Pattern pieces	Complete design Create paper pattern pieces. Cut out felt.	Join main pieces – pin. Teach backstitch Begin to sew main pieces.	Stuff mascot and sew up gap.	Review learning and product. Discuss adaptations for different audiences eg.

	handheld microscopes to observe detail Quiz on ways to join materials > what is made by sewing materials together?	• Seam allowance • Sewing on wrong side Think about design for mascot.	Teach sewing on buttons > sew on eyes, add any additional decoration with stitching.	Teach how to sew tails, flagellae etc. into seam.		small child, football crowd.

Use your subject Road Map so you know the theme

How do you make sure that the curriculum is carefully sequenced to build knowledge and skills?: **Add the knowledge, skills and understanding** you want pupils to gain in your **medium-term** plan for each year group

Where the National Curriculum (or equivalent) doesn't describe in detail 'what' you should teach, you have flexibility, have you made your choices clear?

For example:

- What texts pupils will read in English
- What **knowledge** you'll include in a unit about the Vikings
- What 'local history' project you'll undertake
- Which artists or designers you'll study

Are subject-specific skills (or any wider skills, such as oracy) clearly laid out in your medium-term plan? (This is particularly critical in some subjects, e.g. art)

Does learning build towards clear **end points**?

How is your curriculum coverage progressive throughout the school?

Is the sequencing of lessons supporting **all** children's progress?