

## DT MEDIUM TERM PLAN (MTP) YEAR 4 2020: Taught 2<sup>nd</sup> Half of each term

DT MTP Y4	Autumn 2: 7 WEEKS	Spring 2: 6 WEEKS	Summer 2: 6 WEEKS
<p><i>Taken from the Year group curriculum map</i></p>	<p><b>Topic Title:</b> Anglo Saxons and Scots</p> <p><b>Key knowledge:</b>            DT2/1.1a: 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</p> <p>DT2/1.2a: To select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.3b: To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Design</li> <li>• Plan material needed</li> <li>• Design</li> <li>• Label</li> <li>• Construction – Anglo Saxon money carrier</li> <li>• Evaluate the outcome of project</li> </ul> <p><b>Key vocabulary:</b>            Anglo Saxon, design, money carrier, plan, construct, fabric, material, evaluate.</p>	<p><b>Topic Title:</b> Boats</p> <p><b>Key knowledge:</b>            DT2/1.1a: 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</p> <p>DT1/1.2b: To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>DT2/1.2a: To select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.1a: 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.</p> <p>DT2/1.3b: To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Design</li> <li>• Plan material needed</li> <li>• Design - boat</li> <li>• Label</li> <li>• Construction – boat</li> <li>• Evaluate the outcome of project</li> </ul> <p><b>Key vocabulary:</b>            Boat, float, construction, material, Viking longship, prototype, stable, design, evaluate, model, structure, reinforce.</p>	<p><b>Topic Title:</b> Super seasonal cooking (twinkl)</p> <p><b>Key knowledge:</b>            DT2/2.1a: To understand and apply the principles of a healthy and varied diet            DT2/2.1b: To cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet            DT2/2.1c: To become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients;            DT2/2.1c: To understand the source, seasonality and characteristics of a broad range of ingredients            DT1/1.3b: To evaluate their ideas and products against design criteria</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Research- seasonal foods</li> <li>• Annotate</li> <li>• Plan</li> <li>• Design- seasonal meal</li> <li>• Make</li> <li>• Evaluate</li> <li>• Cooking and nutrition</li> </ul> <p><b>Key vocabulary:</b>            Nutrition, protein, carbohydrate, dairy, design, evaluate, sustainable, reared, caught, ripe, seasonal, winter, autumn, summer, spring.</p>
Lesson 1	<p><b>Lesson objective (s):</b>            To understand how to research existing money carriers</p> <p><b>Brief outline of main tasks:</b></p>	<p><b>Lesson objective (s):</b>            To research features of boats (including Viking longships)</p> <p><b>Brief outline of main tasks:</b></p>	<p><b>Lesson objective (s):</b>            To understand seasonality in the context of when fruit and vegetables are in season in Britain.</p>

	<p>Whole class introduction to the project. Use the I Pads or laptops to research Anglo Saxon artefacts/ shield designs. Draw and annotate a drawing of an Anglo Saxon money carrier or different money carriers.</p>	<p>Our task is to create a class boat that floats, and that can carry an object a short distance the quickest. Together look at different boats and discuss feature we already know. Discuss how the boats are similar/different and the materials used. (ferry, fishing boat, catamaran, yacht, canoe, rowing boat, Viking long boat, speed boat)</p>	<p><b>Brief outline of main tasks:</b> Give out a selection of fruit and vegetables from different seasons. Explain these aren't all in season at the moment, some have been imported. Children use the Seasonal Fruit and Vegetables Chart Activity Sheet to help them group the fruit and vegetables into the different months they grow in. Children label each of their groups using Month Labels Activity Sheet. Take a photograph when they have finished sorting.</p>
Lesson 2	<p><b>Lesson objective (s):</b> To understand how to design my own Anglo Saxon money carrier based on previous examples</p> <p><b>Brief outline of main tasks:</b> Chn to discuss the audience and purpose of their money carrier. Identify who the carruer is for in order to determine materials and designs that will be used on the money carrier.</p>	<p><b>Lesson objective (s):</b> To understand how to make and test a prototype</p> <p><b>Brief outline of main tasks:</b> Quick 1 min- draw 5 different boat shapes that we looked at last time (cargo, yacht, rowing, longboat etc) HA- make 5 different boat shapes between them and test them for both speed and cargo (let them trial new shapes they think of) (do any shapes need support struts?) MA- make 5 different boat shapes and test them for how much cargo they can</p>	<p><b>Lesson objective (s):</b> To understand where, when and how a variety of ingredients are reared, caught and processed.</p> <p><b>Brief outline of main tasks:</b> Ask questions to assess children's understanding so far about seasonality.</p> <p>Share information about Welsh Lamb, Highland Cattle and Irish Beef using the Lesson Presentation. Show the video link about how chickens are reared. Children write down three key facts they have learnt about reared food.</p>

		<p>hold (do any shapes need support struts?)          LA- with support make a few different boat shapes and test them for how much cargo they can hold</p>	<p>Children sort the information on the differentiated Seasonal Chart Activity Sheets into their own seasonality chart.</p>
Lesson 3	<p><b>Lesson objective (s):</b>          To understand how to secure pieces of fabric together.</p> <p><b>Brief outline of main tasks:</b>          Whole class demo on the different ways of joining two pieces of material together. Demo: of cross stitch, running stitch and snail trail. Use glue and stitching to add embellishment to a piece of cloth. Whole class have a practice at each technique.</p>	<p><b>Lesson objective (s):</b>          To understand how to design model boat.</p> <p><b>Brief outline of main tasks:</b>          Recap hull shapes for speed and cargo, sail shapes for speed, HA sail materials, LA lesson 1 – Viking features          Use to create design criteria together to create a class boat to win the challenge: Our task is to create a class boat that floats, and that can carry an object a short distance the quickest.</p>	<p><b>Lesson objective (s):</b>          To identify and recognise tastes of different seasonal foods.</p> <p><b>Brief outline of main tasks:</b>          Explain to the children that they will be designing, preparing and cooking/ assembling a meal to promote eating seasonal food. Before they can design the meal they need to try seasonal foods from spring to explore different tastes. Show the children the selection of vegetables they will be tasting then name and explain how they might be cooked. Children will taste a selection of spring vegetables: asparagus (cooked), kale (cooked), spinach (raw and cooked), radishes (raw), rocket (raw), Jersey Royal new potatoes (cooked), spring onions (raw and cooked). Children describe the food they have tasted and then shade in the appropriate face.</p>
Lesson 4	<p><b>Lesson objective (s):</b></p>	<p><b>Lesson objective (s):</b>          To understand how to make a model boat</p>	<p><b>Lesson objective (s):</b>          To understand the importance of</p>

	<p>To understand how to create the structure for an Anglo-Saxon money carrier</p> <p><b>Brief outline of main tasks:</b> Whole class to stitch their money carriers using their design to support them.</p>	<p><b>Brief outline of main tasks:</b> Looking at collected /available materials chn create a plan as a team to create their part of the boat and choose appropriate materials (discuss which materials are appropriate for different parts of the boat – waterproof hull, strong and sturdy –mast) Model using – simple tools to mark out/make templates, then cut and assemble their part of the boat. Model- strengthening parts of the boat with diagonal struts</p>	<p>protein as a proportion of a healthy varied diet.</p> <p><b>Brief outline of main tasks:</b> Explain that a healthy meal should be made up of a variety and balance of different foods and drinks, as depicted in the eatwell plate. Explain that they will have the protein choice of prawns or salmon as these are in season throughout spring. There will be a vegetarian option of lentils. Chn to cut their own portion size. Children describe the food they have tasted and if they like it.</p>	
Lesson 5	<p><b>Lesson objective (s):</b> To identify materials needed to add detail to an Anglo-Saxon money carrier.</p> <p><b>Brief outline of main tasks:</b> Chn to use their design to identify the detail they need to add to their money carrier. Chn to identify which materials they will use to add detail. Chn to bring in the materials they will need for next week.</p>	<p><b>Lesson objective (s):</b> To understand how to assemble a number of parts to make a model boat</p> <p><b>Brief outline of main tasks:</b> Each group to complete their part of the boat. Chn to work together to assemble the class boat. Chn to test the boat to see if it will float and how much it can carry.</p>	<p><b>Lesson objective (s):</b> To understand how to design a balanced seasonal meal.</p> <p><b>Brief outline of main tasks:</b> Our meal will:</p> <ul style="list-style-type: none"> <li>• Have a balance of ingredients taken from the eatwell plate.</li> <li>• Include a varied selection of seasonal ingredients.</li> <li>• Be interesting and tasty.</li> </ul>	

			<ul style="list-style-type: none"> <li>• Be visually appealing.</li> </ul> <p>Children work in groups of 6 to generate ideas Two groups join together to share their ideas. Children write down any constructive feedback on their <b>Design Ideas Activity Sheets</b>. Groups use the feedback to help them improve their designs and decide upon a final design. Explain they need enough ingredients for the group to sample the meal. Discuss how to scale a recipe up. Children create a final shopping list.</p>
Lesson 6	<p><b>Lesson objective (s):</b> To understand how to add detail to an Anglo Saxon money carrier</p> <p><b>Brief outline of main tasks:</b> Chn to use the design they created and the materials that are available to add detail to their money carriers.</p>	<p><b>Lesson objective (s):</b> To understand how to evaluate my groups design</p> <p><b>Brief outline of main tasks:</b> Chn to complete evaluation questions about the structure they created as well as the complete structure. Chn to identify what went well, improvements and limitations.</p> <p><i>INCLUDE: FINAL PRODUCT / ASSESSMENT AND EVALUATIONS</i></p>	<p><b>Lesson objective (s):</b> To understand how to create and evaluate my meal.</p> <p><b>Brief outline of main tasks:</b> Chn to use their plan to create their meal. Complete evaluation questions about their meal. Chn to identify what went well, improvements and limitations.</p> <p><i>INCLUDE: FINAL PRODUCT / ASSESSMENT AND EVALUATIONS</i></p>
Lesson 7	<p><b>Lesson objective (s):</b> To understand how to evaluate my design.</p>	TERM END	TERM END

	<p><b>Brief outline of main tasks:</b> Chn to complete evaluation questions about their money carrier. Chn to identify what went well, improvements and limitations.</p> <p><i>INCLUDE: FINAL PRODUCT / ASSESSMENT AND EVALUATIONS</i></p>			
Lesson 8	<b>TERM END</b>			