DT Medium Term Plan

EYFS	
Overview	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. Within EYFS, FS1 and FS2 follow the same themes. However, these are differentiated according to outcome linked to our own school's separate curriculum goals for FS1 and FS2. Within FS1, children are taught the key skills and knowledge to support a strong grounding in each subject area. In FS2, these skills and knowledge are built upon to develop a deeper understanding in preparation for the KS1 curriculum. The steps below are taught as a specific DT focus however, Design Technology is also delivered through many ways using continuous provision as a tool to secure, embed and introduce new knowledge and skills. Children will use a variety of materials and be able to join them together in different ways. They will be able to build with purpose expressing their ideas in a variety of ways.
Early Learning Goals	*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. *Share their creations, explaining the process they have used. *Make use of props and materials when role playing characters in narratives and stories.

Foundation Stage 1 Medium Term Plan			
Term	**Autumn**	**Spring**	**Summer**
Foundation Stage N1 Milestones	- To be able to explore the tinker table/loose parts area. - Explore different materials, using all their senses to investigate them. - To begin to balance blocks on top of each other. - To be able to substitute an object for another. - To begin to know or understand simple differences between materials. - To be able to use construction equipment and loose parts to create a representation of something.	- To be able to use different tools to create an effect. - To be able to balance blocks on top of each other. - Work with a friend to build something. - To be able to use knowledge of balancing and building to create a structure.	- Make simple models which express their ideas. - To build with a purpose e.g., make a house using Lego. - To explore different materials freely, and develop their ideas about how to use them and what to make. - To understand how to join things together.
Foundation Stage N2 Milestones	- Use their imagination as they consider what they can do with different materials. - To be able to use different loose parts to create a picture. - To be able to follow instructions.	- To be able to choose a tool to create a specific effect. - To be able to balance resources to create an effect e.g, a bridge. - Work with a group of friends to build something. - To be able to take part in instructional games e.g. Simon Says.	- To be able to join pieces in different ways. - To be able to build using a range of different construction equipment. - To develop their own ideas and then decide which materials to use to express them. - To make imaginative and complex 'small worlds' with blocks/construction such as a city with different buildings and a park.
Vocabulary	Build Join Make Tall Balance Stack High	Press Connect Design Under On top	Design Measure Attach Add Join

Foundation Stage 2 Medium Term Plan			
Foundation Stage 2 Milestones	- Build with a purpose e.g. make a house using Lego. - To use a range of materials to make my own model. - Build using a range of construction e.g. Lego, wooden blocks, crates outdoors. - To be able to safely construct with a purpose. - To learn the names of different tools and techniques that can be used to create Art. - To experiment with creating different things and to be able to talk about their uses.	- Constructs with a purpose in mind, using a variety of resources. - To use resources to create own props. - Build as part of a group e.g. working together to create an outdoor obstacle course. - To manipulate materials to achieve a planned effect. - Recognise when changes need to be made e.g. when planks of wood are not safe for climbing, a model needs to be changed. - To identify and select resources and tools to achieve a particular outcome.	- To use what they have learnt about media and materials in an original way and be able to explain their choices. - Selects appropriate resources and adapts work where necessary. - To assemble, build and adapt my work independently and as part of a team. - To know the different uses and purposes of a range of media and materials. - For children to be able to safely construct with a purpose and evaluate their designs. - To explain how to keep safe when using a range of tools. - To explain the process of how I created a painting or model.
Vocabulary	Cut Stick Glue Build Fix Join Make Tall Balance Stack High	Tear Roll Smooth Bumpy Press Connect Design Under On top Plan	Design Measure Attach Position Assemble Add Create Join

Key Stage 1	
National Curriculum	**Pupils should be taught:** • **Design:** purposeful, functional, appealing products for themselves and other users based on design criteria. • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. • **Make:** select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. • **Evaluate:** explore and evaluate a range of existing products. • evaluate their ideas and products against design criteria. • **Technical knowledge:** build structures, exploring how they can be made stronger, stiffer and more stable. • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. **Cooking and Nutrition** • Use the basic principles of a healthy and varied diet to prepare dishes. • Understand where food comes from.

Year 1 DT Medium Term Plan			
Term	**Autumn 2**	**Spring 1**	**Summer 2**
Unit	**Textiles**	**Food**	**Structures**
Overview	In this unit, the children will develop and practise threading and weaving techniques using various materials and objects. The children will then apply their knowledge and skills to design and sew their own bookmarks.	In this unit, the children will begin to learn about basic cooking methods and nutrition. They will begin by exploring where a range of fruit and vegetables come from before deciding which ones to use in a simple recipe. They will then learn how to prepare the fruit and vegetables safely and hygienically to create a fruit smoothie before evaluating the final product and suggesting improvements which could be made.	In this unit, the children will begin to learn about simple freestanding structures. They will explore different types of windmills and find out about the main features. They will design a windmill to fit the design criteria before constructing their model, thinking about the best joining techniques to use. Once completed, they will judge how effective their design has been.
End of Unit Outcomes	Make a Bookmark • Develop threading and weaving skills. • Use a weaving base and paper strips. • Use wool through plastic binca, then a sewing needle and thread. • Plan and sew a bookmark design.	Make a fruit smoothie • Describe fruits and vegetables and explain why they are a fruit or a vegetable. • Name a range of places that fruits and vegetables grow. • Describe basic characteristics of fruit and vegetables. • Prepare fruits and vegetables to make a smoothie	Construct a freestanding windmill • Identify some features that would appeal to the client (a mouse) and create a suitable design. Explain how their design appeals to the mouse. • Make stable structures, which will eventually support the turbine, out of card, tape and glue. • Make functioning turbines and axles that are assembled into the main supporting structure. • Say what is good about their windmill and what they could do better.
Sequence of learning (small steps)	**Exploring threading and weaving.** - Explore threading and weaving skills and techniques including paper. - Explore different materials and objects.	**Fruit or vegetable? – Identify if a food is a fruit or a vegetable.** - Name a number of fruits and vegetables. - Know how to determine if something is a fruit.	**Designing the Structure - Include individual preferences and requirements in the design.** - Know what a windmill is - Describe the purpose of structures.

	Designing bookmarks. - Use threading or sewing to design a product (bookmark). **Creating and evaluating bookmarks.** - Create a textiles product (bookmark) following own design. - Reflect on how aims have been achieved.	- Know that some foods we call vegetables are actually fruits. **Where fruit and vegetables grow – Identify where plants grow and which parts we eat.** - Know how to determine if a food is a fruit or a vegetable. - Know that fruits and vegetables grow in one of three places: on trees or vines, above the ground or below the ground. - Know which parts of plants we can eat **Smoothie ingredients tasting- Taste and compare fruit and vegetables.** - Suggest what fruits and/or vegetables are in a drink. - Taste fruits and vegetables and describe their: appearance/feel, smell and taste. - Choose ingredients to make a smoothie. - Be able to say why those ingredients were chosen. **Making smoothies - Make a fruit and vegetable smoothie** - Know how to prepare fruit and vegetables. - Use a knife to cut safely. - Make a smoothie.	- Understand the importance of clear design criteria. - Understand what a net is. **Assembling the Structure - Make a stable structure.** - Follow instructions to cut and assemble the supporting structure of a windmill. - Know that that the shape of materials can be changed to improve the strength and stiffness of structures. - Know that cylinders are a strong type of structure that are often used for windmills and lighthouses. - Understand what stable means and ensure that the structure has this property. **Assembling the windmill - Assemble the components of the structure.** - Cut and assemble a turbine correctly. - Understand that windmill turbines use wind to turn and make the machines inside work. - Know that axles are used in structures and mechanisms to make parts turn in a circle. - Attach a turbine to the axle and attach it to the structure of the windmill. - Test that the turbine turns in the structure and alter the parts if it doesn't. **Testing and evaluating – To evaluate the project and adapt the design.** - Evaluate the windmill according to the design criteria. - Test whether the structure is strong and stable and reinforce it if necessary. - Test whether the turbine turns in the structure and alter the parts if it doesn't. - Test whether the turbine turns freely in the wind/when blown on.	
Vocabulary	Thread Weave Pattern Sew	Blender Carton Fruit Healthy Ingredients Peel Peeler	Design Evaluation Net Stable	Strong Test Weak Windmill

Year 2 DT Medium Term Plan			
Term	**Autumn 2**	**Spring 2**	**Summer 2**
Unit	**Mechanisms**	**Food**	**Textiles**
Overview	In this unit, the children will continue to learn about simple mechanisms. They will look at everyday objects to explore levers, linkages and pivots. They will experiment with making linkages that could be used to create a moving monster. They will design and construct a moving monster following design criteria. Once they have completed their moving monster, they will evaluate how successful their design has been.	In this unit, the children will continue to learn about different cooking methods. They will investigate a range of food combinations to find the best flavour for a healthy wrap. They will then prepare the ingredients safely and hygienically before evaluating their wrap to see if it could be improved and what they would do differently next time.	In this unit, the children will continue to develop their sewing skills. They will explore joining techniques and how to use each of these safely and sensibly. They will design a puppet and then use a simple template to cut out their felt. They will then join their pieces of fabric using their preferred technique of pinning, stapling, gluing or sewing. The children will then decorate their puppet using a variety of materials. Once they have completed their puppet, they will evaluate their puppet.
End of Unit Outcomes	Create a moving monster using sliders and levers • Identify the correct terms for levers, linkages and pivots. • Analyse popular toys with the correct terminology. • Create functional linkages that produce the desired input and output motions. • Design monsters suitable for children, which satisfy most of the design criteria. • Evaluate designs against the design criteria, using this information and the feedback of peers to choose the best design. • Select and assemble materials to create the planned monster features. • Assemble the monster to the linkages without affecting the functionality	Make a nutritious wrap • Describe the taste, texture and smell of a given food. • Think of four different wrap ideas, considering flavour combinations. • Construct a wrap that meets the design brief and their plan.	Make a puppet • Join fabrics together using pins, staples, glue or sewing. • Design a puppet and use a template. • Join their two puppets' faces together as one. • Decorate a puppet to match their design.
Sequence of learning (small steps)	**Pivots, levers and linkages/Making linkages – Look at objects and understand how they move** - Understand that mechanisms are a collection of moving parts that work together in a machine. - Know that there is always an input and output in a mechanism. - Identify mechanisms in everyday objects. - Understand that a lever is something that turns on a pivot. - Understand that a linkage is a system of levers that are connected by pivots. - Help devise whole-class design criteria for a moving monster. **Designing the monster – Explore different design options.** - Draw two moving monster designs that meet all points of the Design Criteria.	**Preparing ingredients.** - Identify equipment used for preparing food. - Practice food preparation skills using a range of equipment. - Justify using a piece of equipment with a range of food. - Remember how to prepare food safely. **Taste testing combinations – Taste test food combinations.** - Know which foods fall into which food groups. - Know how to experience food through touch and smell. - Consider and review food combinations.	**Joining fabrics - Join fabrics together using different methods.** - Remember that different techniques may be used to join fabrics for different purposes. - Know how to join fabric by pinning, stapling, gluing or sewing. **Designing a puppet – Use a template to create my design.** - Design a puppet. - Build a design on a template. **Making and joining a puppet – Join two fabrics together accurately.** - Join fabrics together. - Align two pieces of fabric.

	- Ensure the design includes the linkage that will be used to make the monster move. **Making the monster – Make a moving monster** - Know how to make linkages by connecting levers and pivots. - Know that materials can be selected according to their characteristics. - Design and make the features of the monster - Evaluate how functional the monster is and whether it meets the Design Criteria.	**Designing and making a wrap – Design a healthy wrap** - Know that the most ideal ingredient combinations for a wrap will contain foods from more than one food group. **Making and evaluating – Make a healthy wrap.** - Remember which food combinations work well together. - Design three possible wraps based on these combinations. - Choose one of these to make a 'Final Design'. - Make a healthy wrap. - Review the design.	- Know how to use a template. **Decorating the puppet – Embellish the design using joining methods.** - Use joining methods to decorate the puppet. - Evaluate own and others' work.
Vocabulary	Evaluation Input Lever Linear motion Linkage Mechanical Mechanism Motion Oscillating motion Output Pivot Reciprocating motion Rotary motion Survey	Alternative Diet Balanced diet Evaluation Expensive Healthy Ingredients Nutrients Packaging Refrigerator Sugar Substitute	Decorate Design Fabric Glue Model Hand puppet Safety pin Staple Stencil Template

Key Stage 2	
National Curriculum	**Pupils should be taught:** • **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. • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • **Make:** select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. • 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. • **Evaluate:** investigate and analyse a range of existing products. • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • understand how key events and individuals in design and technology have helped shape the world. • **Technical knowledge:** apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. • apply their understanding of computing to program, monitor and control their products. **Cooking and Nutrition** • Understand and apply the principles of a healthy and varied diet. • Prepare and cook a variety of predominately savoury dishes using a range of cooking techniques. • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Year 3 DT Medium Term Plan			
Term	**Autumn 1**	**Spring 2**	**Summer 2**
Unit	**Food and Farming UK**	**Textiles**	**Mechanisms**
Overview	In this unit, the children will be able to follow a recipe and begin to understand that a recipe can be adapted and changed due to availability. They will be able to safely and hygienically prepare food using a range of techniques.	In this unit, the children will begin to develop their textiles skills. They will practice how to tread a needle and sew a running stitch. They will learn about and create templates for a fabric pouch before cutting out the fabric pieces and sewing them together. Finally, they will decorate their pouch using felt shapes before evaluating its effectiveness against the design criteria.	In this unit, the children will use a range of materials, to make the chassis of their car. They will then design car bodies to cover their chassis, add graphics and then attach it to the chassis.
End of Unit Outcomes	Make a tart using seasonal ingredients • Explain that fruits and vegetables grow in different countries based on their climates. • Understand that 'seasonal' fruits and vegetables are those that grow in a given season and taste best then.	Make a fabric pouch • Sew a running stitch with regular-sized stitches and understand that both ends must be knotted. • Prepare and cut fabric to make a pouch from a template.	Make a car with axles • Work independently to produce an accurate, functioning car chassis. • Construct car bodies effectively.

	• Design their own tart recipe using seasonal ingredients. • Understand the basic rules of food hygiene and safety. • Follow the instructions within a recipe.		• Use a running stitch to join the two pieces of fabric together. • Decorate the pouch using the materials provided.			
Sequence of learning (small steps)	**British seasonal foods – Understand the advantages of eating seasonal foods grown in the UK.** - Know that vegetables and fruit grow in certain seasons and that in the UK we often import food from other countries when it is not in season. - Know that not all fruits and vegetables can be grown in the UK – Georaphy link. **Rainbow food – Create a recipe that is healthy and nutritious using seasonal vegetables.** - Know that each fruit and vegetable give nutritional benefits. - Design a filo tart using seasonal vegetables. - Describe a filo tart and the benefits of its ingredients. **Making tarts – Safely follow a recipe when cooking.** - Know how to prepare a kitchen to cook in. - Know how to prepare myself in order to start cooking. - Know the basic rules of food contamination. - Use, store and clean a knife safely. - Follow a recipe to make a tart. - Consider hygiene when preparing food. - Use cooking equipment safely.		**Running stitch – Sew a running stitch.** - Thread a needle. - Sew a running stitch. - Use neat and evenly spaced stitches to join fabric. **Using a template – Sew a running stitch.** - Use a template. - Cut fabric neatly. - Pin fabric accurately. - Design a pouch. **Making a pouch – Join fabrics using a running stitch.** - Sew neat, even stitches. - Tie a knot at either end of the thread. - Design decorations for a product. **Decorating a pouch – Decorate a pouch using fabric glue or stitching.** - Join items using fabric glue or stitching. - Decorate fabric using different items. - Evaluate design.		**Build a car chassis.** - Understand that car designs have developed over many years. - Know that a chassis is the frame of a car on which everything else is built. **Designing the car body** - Design a suitable car body to cover a chassis. - Add graphics to personalise the design. **Making the car body – Make a model based on a chosen design.** - Make the body of the car. - Decorate the panels. **Assembly and testing – Assemble and test the completed product.** - Assemble the panels of the body to the chassis correctly. - Evaluate their design.	
Vocabulary	Climate Dry climate Exported Imported Mediterranean climate Nationality Nutrients	Polar climate Recipe Seasonal food Seasons Temperate climate Tropical climate	Accurate Fabric Knot Pouch Running-stitch Sew	Shape Stencil Template Thimble	Aesthetic Chassis Design Design criteria Function	Graphics Mechanism Structure

Year 4 DT Medium Term Plan						
Term	**Autumn 2**		**Summer 2**			
Unit	**Food**		**Textiles**			
Overview	In this unit, the children will continue to develop their cooking skills. They will follow a simple biscuit recipe before they experiment with adapting the recipe by adding different ingredients to see which they prefer. The children will then be given a budget to work within to decide on the ingredients for their final biscuit recipe.		In this unit, the children will continue to develop their textile skills creating a cushion. They will follow a design criteria, select and cut fabrics using fabric scissors, thread needles and tie knots with greater independence. They will learn how to join fabric using cross stitch and will decorate their cushion using applique.			
End of Unit Outcomes	Make biscuits • Follow a recipe, with some support. • Describe some of the features of a biscuit based on taste, smell, texture and appearance. • Adapt a recipe by adding extra ingredients to it.		Make a cushion • Use a cross-stitch to join two pieces of fabric together. • Design a cushion. • Use cross-stitch and appliqué to decorate a cushion face. • Make a cushion that includes appliqué and cross-stitch.			
Sequence of learning (small steps)	**Following a recipe – Follow a baking recipe.** - Evaluate a product and consider: taste, smell, texture, appearance, packaging and the target audience. - Follow a recipe to make a biscuit. **Testing ingredients – Make and test a prototype.** - Know how to cook food safely – following basic hygiene rules. - Cook to a recipe and adapt it to create a new biscuit prototype. - Evaluate and compare a range of biscuit prototype. **Final design – Design a biscuit.** - Work as a group to design a biscuit. - In a group: consider biscuits tasted and the successes of the prototypes made and make decisions as part of a team to finalise the recipe that will be made. **Biscuit bake off – Make a biscuit that meets a design brief.** - Consider safety and hygiene when baking.		**Cushion design – Design a product.** - Design a cushion. - Cut fabric accurately. **Decorating the cushion – Decorate fabric using applique and cross-stitch.** - Use cross-stitch. - Use appliqué. - Reflect on techniques used. - Follow a design criteria. **Assembling the cushion – Assemble and complete a cushion.** - Use stitches to join fabrics. - Leave space for a seam.			
Vocabulary	Adapt Budget Cooling rack Creaming	Packaging Prototype Quantity Recipe	Accurate Applique Cross-stitch Cushion	Running-stitch Seam Stencil Stuffing		

	Equipment Evaluation Flavour Ingredients Method Net	Rubbing Sieving Target audience Unit of measurement Utilities	Decorate Detail Fabric Patch	Target audience Target customer Template		

Year 5 DT Medium Term Plan			
Term	**Autumn 2**	**Spring 2**	**Summer 2**
Unit	**Food**	**Structures**	**Textiles**
Overview	In this unit, the children will continue to develop their knowledge of cooking and nutrition. They will learn about how beef is farmed and the main welfare issues that surround the rearing of cattle. They will then make a healthy Bolognese following a recipe.	In this unit, the children will continue to develop their understanding of structures. They will investigate different types of bridges, exploring how different shapes can affect a bridges strength. They will use their wood work skills to create a frame structure with diagonal struts to strengthen.	In this unit, the children will explore different fastenings around them and considering their advantages. They will then devise their own design criteria, cut out their fabric before making their own book sleeve. They will then attach their fastenings and decorate their book sleeves in accordance with their design criteria.
End of Unit Outcomes	Create a healthy Bolognese sauce • Understand how beef gets from the farm to our plates. • Contribute ideas as to what a 'healthy meal' means. • Follow a recipe to produce a healthy bolognese sauce. • Design packaging that promotes the ingredients of the bolognese.	Create a model bridge • Identify stronger and weaker shapes. • Recognise that supporting shapes can help increase the strength of a bridge, allowing it to hold more weight. • Use triangles to create simple truss bridges that support a load (weight). • Cut beams to the correct size, using a cutting mat. • Smooth down any rough-cut edges with sandpaper. • Follow each stage of the truss bridge creation as instructed by their teacher. • Complete a bridge, with varying ranges of accuracy and finish, supported by the teacher. • Identify some areas for improvement, reinforcing their bridges as necessary.	Make a book sleeve including a fastening • Identify the features and benefits of a range of fastening types. • Write design criteria and design a sleeve that satisfies the criteria. • Assemble their sleeve using any stitch they are comfortable with. • Attach a fastening.
Sequence of learning (small steps)	**Understand where food comes from and understand the term 'healthy'.** - Know that beef is the name of meat from cattle (cows). - Know how beef is reared and processed. - Have an understanding of the ethical issues around the way in which cattle should be farmed. - Know what foods make up a balanced diet. - Know how a recipe can be adapted to make it healthier. - Use keywords to research for alternative ingredients for a well-known dish. - Based on the research, suggest healthy substitutions and additions to a recipe. **Mamma Mia! What a tasty, healthy Bolognese! Complete a food product.**	**Arch and beam bridges – Explore how to reinforce a beam (structure) to improve its strength.** - Identify beam and arch bridges. - Identify stronger and weaker structures. - Discuss different ways to reinforce structures. **Building bridges – Build a wooden truss bridge.** - Measure and mark out accurately on wood. - Select appropriate tools and equipment for particular tasks. - Follow health and safety rules. - Explain why selecting appropriating materials is an important part of the design process. **Finalising bridges – Complete, reinforce and evaluate the truss bridge.**	**Evaluating fastenings – Explain the advantages and disadvantages of different types of fastening types.** - Know what the main types of fastenings are. - Identify the benefits of each fastening type. **Designing a book sleeve.** - Design a book sleeve. - Write a design criteria. - Include a fastening in the design. **Assembling the book sleeve – Assemble a book jacket.** - Join fabric by sewing. - Choose 1 or 3 fastenings. - Stick to a design criteria. - Create a product that is fit for purpose.

	- Use equipment safely, including knives, hot pans and hobs. - Know how to avoid cross-contamination. - Carefully follow a method to make a recipe. - Know how to chop an onion. - Design appealing packaging that reflects the recipe.	- Make a wooden truss bridge. - Identify points of weakness and reinforce them as necessary following testing. - Evaluate the truss bridge against a specification.	
Vocabulary	Beef Cross-contamination Diet Ethical issues Farm Healthy Ingredients Method Nutrients Packaging Reared Recipe Research Substitute Supermarket Vegan Vegetarian Welfare	Abutment Accurate Arched bridge Beam bridge Coping saw Evaluation File Mark out Material properties Measure Predict Reinforce Research Sandpaper Set square Suspension bridge Tenon saw Test Truss bridge Wood	Aesthetic Assemble Book sleeve Design criteria Evaluation Fabric Fastening Mock-up Net Running-stitch Stencil Target audience Target customer Template

Year 6 DT Medium Term Plan			
Term	**Autumn 1**	**Summer 2**	
Unit	**Textiles**	**Food**	
Overview	In this unit, the children decide upon a simple shape on which to base their stuffed toy on, decide on the materials that they will use and use a variety of stiches that they have learnt in previous units. They will be introduced to and practise the blanket stitch and use this to create their toy. The child will add any extra items, appendages and decorative stitches, that they have learnt previously, before assembling their stuffed toys.	In this unit, the children will continue to develop their understanding of cooking and nutrition by researching and preparing a three-course meal. They will research the journey of their main ingredient from 'farm to fork' before using a range of methods and equipment to safely and hygienically prepare their meal.	
End of Unit Outcomes	Make a Stuffed Toy • Design a stuffed toy, considering the main component shapes of their toy. • Join two pieces of fabric using a blanket stitch. • Neatly cut out their fabric. • Use appliqué or decorative stitching to decorate the front of their stuffed toy. • Use blanket stitch to assemble their stuffed toy, repairing when needed. • Identify what worked well and areas for improvement.	Create a three-course meal • Find a suitable recipe based on ingredients given. • Record the relevant ingredients and equipment needed. • Follow a recipe, including using the correct quantities of each ingredient. • Write a recipe, explaining the process taken.	
Sequence of learning (small steps)	**Stuffed toy design – Design a stuffed toy.** - Design a stuffed toy. **Blanket stitch – Sew a blanket stitch.** - Cut neatly and accurately. - Thread a needle. - Use a blanket stitch to join two pieces of fabric. **Details and appendages – Create and add decorations to fabric.** - Create strong and secure stitches (blanket, running, cross stitch) - Use applique to attach pieces of fabric decoration. - Use stitches to decorate fabric. **Stuffed toy assembly – Use a blanket stitch to assemble the components of a stuff toy.** - Use a blanket stitch to join two pieces of fabric. - Stuff the toy carefully, repairing any holes or gaps. - Evaluate the stuffed toy.	**Three ingredients; three courses – research and design a three-course meal.** - Know how to research a recipe by ingredient. - Understand that not all courses complement one another. - List the ingredients needed for a chosen recipe. - Read the method and make a list of all of the equipment needed for the chosen recipe. **To start…The main course…Dessert – To prepare a meal using a recipe;To write up a recipe.** - Prepare ingredients and follow a recipe safely and sensibly. - Contribute a well-written recipe page to a class cookbook using imperative verbs, adjectives and illustrations.	

Vocabulary	Accurate Annotate Appendage Blanket-stitch Design criteria Detail Evaluation Fabric Sew Shape Stuffed toy Stuffing Template	Accompaniment Collaboration Cookbook Cross-contamination Equipment Farm Flavour Illustration Imperative-verb Ingredients Method Nationality Preparation Processed Reared Recipe Research Storyboard Target audience Top tips Unit of measurement	