



BERKELEY PRIMARY SCHOOL

D&T Medium Term Plan



	Autumn		Spring		Summer	
Nurs	This is me	Monsters and A time to Wonder	Winter	Spring	Creepy crawlies	Travelling around
	Design -explore objects to see how they work (i.e. things with switches, mechanisms, flaps) Make -stack blocks vertically and horizontally - making a tower and a line of blocks/crates, etc -explores and joins construction kit parts (mobilo, duplo, outdoor crates) -explores different materials freely, develop their ideas about how to use them -investigates and explores different ways of joining -begins to use tools to manipulate materials (i.e. scissors, glue spreaders, trowels, dough tools) Evaluate -shows emotions displaying how they feel about their model		Design -beginning to verbalise what they are going to attempt e.g. a house, a tower Make -beginning to make enclosures and creating spaces -uses construction kits (mobilo, duplo, outdoor crates) to begin to make small worlds and things that move -explores “workshop” materials (e.g. paper, tubes, boxes, glue, tape, pencils) developing ideas of what to make -joins different materials e.g. using tape, glue, clips Evaluate -in verbal conversation with an adult or another child can say what they have made		Design -develops own ideas -be able to say what they are planning to make and decides which materials they would like to use Make -as making model verbalise the process i.e. tell a grown up or another child what they are doing -uses construction kits available e.g. mobilo using connector pieces to make something planned -chooses the right tool to make Evaluate -is beginning to 'bounce back' if a model doesn't work - show resilience	
	Cooking experiences ongoing across the year -follow verbal and pictorial instructions -work as part of a team -talk about the changes they see using simple vocabulary -with support use tools and equipment safely -know we have to wash our hands before beginning					
	Development Matters 3&4 year olds will be learning to: (Physical Development) -Use one-handed tools and equipment, for example, making snips in paper with scissors. -Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. (Understanding the World) -Explore how things work. (Expressive Arts and Design) -Explore different materials freely, to develop their ideas about how to use them and what to make. -Develop their own ideas and then decide which materials to use to express them. -Join different materials and explore different textures.					
Voc	Design		Make		Evaluate	
	Draw, ideas, tool, kit, crate, material		Build, make, stack, join, workshop, trowel, glue spreader, construction, scissors, dough, tower, crate		Like, don't like, better, worse, gravity	



BERKELEY PRIMARY SCHOOL

D&T Medium Term Plan



Rec	All About Me and My Feelings	It's Scary and Exciting	It's Cold Outside	Let It Grow	All Creatures Great and Small	Around The World and Beyond
	Design - begins to build / create for a purpose (indoor and outdoor) - begins to verbalise their purpose in conversation with other children or adults (e.g. "I'm making a castle" / "I'm making my mummy") Make - uses construction kits to respond to picture stimuli (mobilo, duplo, kidstructor, brio kids, outdoor crates) - can join construction pieces together, using a range of connector pieces as necessary - uses "workshop" materials (e.g. paper, card, tubes, boxes, glue, tape, pencils, pens) to create a response to stimuli for purpose - can independently use a range of "workshop" materials and tools using simple techniques (e.g. glue or tape) Evaluate - can "bounce back" if a model doesn't work or breaks (shows resilience) - is willing to try again and might make some adaptations (this may be non-verbal)	Design - responds to a challenge to use continuous provision construction or "workshop" resources for a particular purpose , e.g. to make a model of a bird (the challenge could be verbal or accompanied by picture stimuli) - begins to verbalise what they might need / assemble some resources before beginning to create (thinks through the process and materials needed) Make - uses construction kits (mobilo, duplo, kidstructor, brio kids, outdoor crates) to respond to particular challenges - uses "workshop" materials and tools (e.g. paper, card, tubes, boxes, glue, tape, pencils, pens) to respond to particular challenges - begins to show more control in using scissors and other tools - finds different ways to respond to particular challenges (e.g. may create a bird model using each of the different construction kits available) Evaluate - in verbal conversation with an adult or other child can talk about what they like about what they have created - in verbal conversation with an adult or other child can talk about what they don't like about what they have created - in verbal conversation with an adult or other child can talk about what they might change in order to improve their creation - shows resilience and persistence in making changes or adaptations to their creations	Design - begins to draw a plan / list materials needed before beginning to construct Make - refers to their plan and uses construction kits (mobilo, duplo, kidstructor, brio kids, outdoor crates) to respond to particular challenges - refers to their plan and uses "workshop" materials and tools (e.g. paper, card, tubes, boxes, glue, tape, pencils, pens) to respond to particular challenges - uses scissors and tools safely, for a purpose and with control Evaluate - using their verbal evaluation go back to end product and make an improvement - begin to complete a written / pictorial evaluation			



BERKELEY PRIMARY SCHOOL

D&T Medium Term Plan



	Cooking experiences ongoing across the year, using the children's kitchen within the Reception Unit - follow verbal, pictorial and written instructions - talk about changes seen during the cooking process - begin to develop a food vocabulary using taste, smell, texture and feel - use tools and equipment safely and competently - stir, spread, knead and shape a range of food and ingredients - measure and weigh food items using spoons and cups - understand the need for hygiene - make links between one cooking experience and a subsequent one	
	Early Learning Goal 2021 (Expressive Arts and Design and Physical Development) Children at the expected level of development will: Creating with Materials - 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 Fine Motor Skills - Use a range of small tools, including scissors, paint brushes and cutlery - Begin to show accuracy and care when drawing	
	Development Matters - Reception will be learning to: Expressive arts and design - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. Physical Development - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	
Voc	Construction planning, investigating design, evaluate, make, user, purpose, ideas, product, cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder	Cooking & Nutrition fruit and vegetable names, names of equipment and utensils, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients



BERKELEY PRIMARY SCHOOL

D&T Medium Term Plan



Y1	Blue Planet	Christmas Toys	Heroes	Explorers
	Construction Moving picture	Textiles Christmas stockings	Cooking & Nutrition Fruit kebabs	Construction Boats
	DESIGN □ MAKE □ EVALUATE - think of some ideas of their own - explain what they are making and which materials and tools they are using - select materials from a limited range that will meet the design criteria - describe how something works - say what they like and do not like about items they have made and attempt to say why - talk about their designs as they develop and identify good and bad points - talk about changes made during the making process			
	- make a product which moves - make their model stronger if it needs to be	- colour fabrics using a range of techniques e.g. fabric paints, printing and painting - join fabrics with glue and by using a running stitch - decorate fabrics with buttons, beads, sequins, braids and ribbons. - cut out shapes which have been created by drawing around a template onto the fabric	- prepare simple dishes safely and hygienically, without using a heat source - cut and peel a range of ingredients - develop a food vocabulary using senses	- make a product which floats - fold, tear and cut paper and card - cut along lines, straight and curved - create hinges
Voc	Construction	Textiles	Cooking & Nutrition	
	cut, fold, join, fix, wall, tower, weak, strong, base, top, underneath, side, thinner, thicker, corner, straight, metal, wood, plastic, circle, triangle, square, rectangle, card, masking, tape, paper fastener, pull, push, up, down, straight, forwards, backwards	scissors, needle, thread, wool, names of all fabrics and components used, template, decorate, weave, print, cut, fold	fruit and vegetable names, names of equipment and utensils, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients	



BERKELEY PRIMARY SCHOOL

D&T Medium Term Plan



Y2	Trains	New Life	Bangladesh
	Construction Vehicles (Inspire afternoon)	Textiles Patchwork blanket (Cross curricular with art linked to the trip)	Cooking & Nutrition Aloo Fritters
	DESIGN □ MAKE □ EVALUATE - select and name tools needed to work the materials and give reasons why they are the best tools / material for the project - select appropriate techniques explaining: First... Next... Last... - think of ideas and plan what to do next - use pictures and words to convey what they want to design and make - describe models and drawings of ideas and intentions - use kits/reclaimed materials to develop an idea - use drawings to record ideas as they are developed and add notes to drawings to help explanations - join things (materials/ components) together in different ways - explain what went well with their work and what they would improve - discuss how closely their finished products meet their design criteria		
	- use a range of materials to create models with wheels and axels e.g. glue, tape, dowel and cotton reels - attach wheels to a chassis using an axle - join appropriately for different materials and situations - mark out materials to be cut using a template - observe glue gun being used by an adult	- use joining techniques: stapling, running stitch, safety pins - be able to start and finish off when sewing	- prepare simple dishes safely and hygienically, using a heat source (adult led) - cut, peel and grate a range of ingredients - measure and weigh food items – non-statutory measures e.g. spoons, cups - introduce CAD - Tinker cad website. Children to explore and investigate. - grow plants such as cress and herbs from seed with the intention of using them for their food product
Voc	Construction	Textiles	Cooking & Nutrition
	three-dimensional (3-D), structure, framework, surface, edge, point, cuboid, cube, cylinder, curve, vehicle, wheel, axle, axle holder, chassis, body, cab assembling, cutting, joining, shaping, finishing, names of tools, equipment and materials used	staple running stitch safety pin	ingredients' names, names of equipment and utensils, sensory vocabulary e.g. sharp, crisp, sour, hard, flesh, skin, seed, slicing, peeling, cutting, squeezing, healthy diet



BERKELEY PRIMARY SCHOOL

D&T Medium Term Plan



Y3	Stone Age to Iron Age	Polar Opposites - Forces and Magnets		Romans
	Construction Shelters	Construction Magnetic game		Cooking & Nutrition Roman meal (coleslaw)
	DESIGN □ MAKE □ EVALUATE - investigate similar products to the one to be made to give starting points for a design - draw/sketch products to help analyse how they are made - generate ideas for an item, identify a purpose and establish criteria for a successful product - think ahead about the order of their work and decide upon tools and materials - plan a sequence of actions to make a product, record the plan by drawing (labelled sketches) or writing - use equipment and tools accurately - explain what they changed which made their design even better - identify the strengths and weaknesses of their design ideas, considering and explain how the finished product could be improved - discuss how well the finished product meets the design criteria and how well it meets the needs of the user			
	- make structures more stable by giving them a wide base - cut slots - cut internal shapes - use lolly sticks/card to make levers and linkages	- make construction stable by strengthening materials - cut internal shapes - join materials - work accurately to make cuts and holes - use CAD (TinkerCAD) to create a simple 3D part (print and test a sample piece on 3D printer)	- begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading- join and combine a range of ingredients - understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source	
Voc	Construction		Cooking & Nutrition	
	shape, net, prism, vertex, edge, face, length, width, breadth, tabs, joining, material, reduce, reuse, recycle, font, lettering, text, slider, lever, pivot, bridge/guide, mechanism, linkage, slot, bridge, guide system		varied diet, fat, sugar, carbohydrate, dairy, protein, vitamins, nutrients, nutrition, equipment, healthy, name, products, utensils, techniques, ingredients, texture, taste, sweet, sour, hot, spicy, appearance, smell, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested	



BERKELEY PRIMARY SCHOOL

D&T Medium Term Plan



Y4	Super South America	Earliest Civilisations and Ancient Egyptians	Settlement by Anglo Saxons and Scots
	Textiles Totes	Construction Coffins	Cooking & Nutrition Baking cookies
DESIGN □ MAKE □ EVALUATE - generate ideas, considering the purposes for which they are designing - draw/sketch products to help understand how they are made, - make labelled drawing from different views showing specific features - develop more than one design or adaptation of an initial design - develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail - show a good level of expertise when using a range of tools and equipment - suggest some improvements and say what was good and not so good about their original design - evaluate their product, thinking of both appearance and the way it works, begin to explain how they can improve their original design			
	- join fabrics using running stitch, over sewing and back stitch - use appropriate decoration techniques - create a simple pattern - understand seam allowance - explore fastenings and recreate some e.g. sew on buttons and make loops. - prototype a product using e.g. using j cloths -explore British bag designers	- create a shell or frame structure; strengthen frames with diagonal struts. - prototype frame and shell structures - measure and mark square selection, strip and dowel accordingly to 1cm. - use a glue gun with close one to one supervision - use linkages to make movement larger or more varied - use cams and followers for movement - use and explore complex pop ups - create nets - design, a cam/follower using CAD (Tinkercad) to improve the design, (print and test a sample piece on 3D printer)	-begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking - join and combine a range of ingredients - weigh and measure ingredients and time
Voc	Textiles	Construction	Cooking & Nutrition
	seam, seam allowance, sewing machine, hand stitch, machine stitch, manipulate, measure, accurate, mark, pin, fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing, technique, strength, weakness, stiffening, templates, stitch	cam, follower, crank, linear motion, shell structure, accuracy, stiff, strong, shaping, mechanism, pivot, linear, rotary, oscillating, rotation, reciprocating, fixed, free moving, CAD.	varied diet, fat, sugar, carbohydrate, dairy, protein, vitamins, nutrients, nutrition, equipment, healthy, name, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested, products, utensils, techniques, ingredients, texture, taste, sweet, sour, hot, spicy, appearance, smell, greasy, moist



BERKELEY PRIMARY SCHOOL

D&T Medium Term Plan



Y5	The Viking and Anglo-Saxons	Islamic Civilizations	River Deep Mountain High
	Textiles Christmas bauble	Cooking & Nutrition Designing a couscous recipe	Construction Bridge
DESIGN □ MAKE □ EVALUATE - investigate products/images to collect ideas - generate ideas through brainstorming and identify a purpose for their product and explain how their product will appeal to the audience - sketch and model alternative ideas, record ideas using annotated diagrams, draw up a specification for their design - develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail - use results of investigations, information sources, including ICT when developing design ideas - make prototypes, use found information to inform decisions - use a range of tools and equipment expertly, persevere through different stages of the making process - evaluate appearance and function against the original criteria, make suggestions as to how their design could be improved			
	- design and create 3D products using pattern pieces and seam allowance - understand pattern layout - join fabrics using over sewing, back stitch and blanket stitch - decorate textiles appropriately often before joining components - pin and tack fabric pieces together - combine fabrics to create more useful properties	- know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens, cattle) and caught (such as fish) in the UK, Europe and the wider world - know how food is processed into ingredients that can be eaten or used in cooking - prepare food products taking into account the properties of ingredients and sensory characteristics (e.g. texture, colour) - to use a range of techniques such as peeling, chopping, slicing, grating, mixing - begin to understand that different food and drink contain different substances (nutrients, water and fibre) that are needed for health - taste a range of food items to develop sensory food vocab for use when designing - weigh and measure using scales (time, dry ingredients, liquids) - cut and shape ingredients using appropriate tools and equipment - decorate appropriately - begin to adapt recipes to change appearance, taste, texture and aroma - understand how products should be stored	- join materials using appropriate methods - build frameworks using a range of materials to support mechanisms e.g. wood, corrugated card and plastic. - use a glue gun with close supervision - join and combine materials with temporary, fixed or moving joints - use a craft knife, cutting mat and safety ruler with one to one supervision if appropriate - incorporate pneumatics / hydraulics for movement - explore local bridges (Keadby, Humber Bridge etc) - apply their understanding of crumble to control their product. - use CAD (Tinkercad) to design a component to improve the bridge design (print and test a sample piece on 3D printer)
Voc	Textiles	Cooking & Nutrition	Construction
	seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, pins, needles, thread, pinking shears, fastenings.	yeast, dough, bran, flour, whole meal, unleavened, baking soda, spice, herbs, healthy, varied, gluten, allergy, intolerance, savoury, source, seasonality, knead, rubbing in, whisk, beat, roll out	scoring, corrugating, laminating, graphics, pulley, drive belt, gear, annotated drawings, exploded diagrams, mechanical system, electrical system, input, output



BERKELEY PRIMARY SCHOOL

D&T Medium Term Plan



Y6	Up the Iron – local history	Ancient & Modern Greece	Coast to coast
	Construction Bridge	Cooking & Nutrition Making bread (Chartwells)	Construction Wind Turbine
DESIGN □ MAKE □ EVALUATE - combine modelling and drawing to refine ideas, use a range of information (inc. market research) to inform their design - develop a design specification - explore, develop and communicate aspects of their design proposal by modelling their ideas in a variety of ways (inc. using a computer) - plan the order of their work, choosing appropriate materials, tools and techniques - draw plans which can be read/followed by someone else - give a report using correct technical vocabulary - follow and refine their plan if necessary - use tools and materials precisely - test and evaluate their final product, is it fit for purpose, how to improve it, check product meets all design criteria			
	- use a hand drill to drill tight and loose fit holes - cut strip wood, dowel and square section wood accurately to 1cm - cut accurately and safely to a marked line - join and combine materials with temporary, fixed or moving joints - use a craft knife, cutting mat and safety ruler with one to one supervision if appropriate - choose an appropriate sheet material for a purpose - hide joints so as to improve the look of their product	- know how food is processed into ingredients that can be eaten or used in cooking - select and prepare foods for a particular purpose - know how to use a range of techniques such as mixing, spreading, kneading and baking - know different food and drink contain different substances (nutrients, water and fibre) that are needed for health - cut and shape ingredients using appropriate tools and equipment - adapt recipes to change appearance, taste, texture and aroma	- incorporate a light, motor and a switch into a model - use different kinds of circuits in their product - cut accurately and safely to a marked line - join and combine materials with temporary, fixed or moving joints - use a craft knife, cutting mat and safety ruler with one to one supervision if appropriate - use CAD to design a wind turbine blade, (print and test a sample piece on 3D printer) - apply their understanding of crumble to program, monitor and control their product (make the blades turn, attach lights / sparkles to show if the blades are on or off).
Voc	Construction	Cooking & Nutrition	
	Frame, structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent, spindle, driver, follower, ratio, transmit	ingredients, yeast, dough, bran, flour, whole meal, unleavened, baking soda, spice, herbs, healthy, varied, gluten, allergy, intolerance, savoury, source, seasonality, utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble	



BERKELEY PRIMARY SCHOOL

D&T Medium Term Plan



D&T Oracy Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Language of opinion	I like / don't like... It is good/nice/beautiful It is not nice 'What do you think?' I think..... I think it will.... It will... It will.....because... ... I think...because..... I think that..... What do you think? What will happen if.....?	I think... I think....because... ... I like....best.....because... My partner thinks..... I agree because..... I disagree because.....	I think.....because..... I prefer.....because..... My partner thinks..... I agree/disagree because.....	I agree/disagree because..... I appreciate/understand...s opinion because/as/due to.... However I feel.....because/as/due to..... My opinion/view is.....because/as/due to... I believe....because..... What is your opinion? How do you feel... Why do you feel...	I agree/I disagree because..... I appreciate's opinion because..... Due to..... However I think differently because... Most reasonable people would agree that.....because... What is your opinion on the issue of bullying? How would you feel if you were being bullied/in that situation?	Therefore / In my opinion / I believe He considers... It is my opinion that....however others may/might believe...	Consequently / Based fact / Because of beliefs..... To hold the view consideration After / On reflection It is my understanding that... The facts lead me to conclusion that.....
Language of description	It is big / small (size) It is (shape name) It is a (shape name) It is soft / hard or hot / cold (texture / properties) It feels like... It looks like... It tastes like.....because it sounds like... It smells like... It is the same/different because... This .. looks like etc	It is.....and..... The.....is.....and... They are.....because..... It is a (adjective) / (noun)has have ...	It / This is.....and... This has... and ... The.....is.....and... They are....and.... I feel...because... This is a big, round, red, beach ball	It looks/feels/sounds/smells like... It appears to be.....because it seems to be...as... I think it looks like....due to... It reminds me of.....because / therefore / meanwhile..... Why? How/? What? Tell Me About...	It looks / tastes / feels / sounds / smells like ... It appears to be.....because... It seems to be like.....because... I think it looks like.....because... It reminds me of...because..... Why? How? What? Tell Me About...	It looks / tastes / feels / sounds / smells like ... It appears to be.....because.... It seems to be like....because... I think it looks like....because It reminds me of...because... Why? How? What? Tell Me About....	In comparison to..... Idioms e.g. Peas Develop / Introduce metaphors and similes. Language of sequencing Whilst X was..... was..... During X – Y happened. Initially the..... were..... However.....



BERKELEY PRIMARY SCHOOL

D&T Medium Term Plan



Language of sequencing	First...Next... Then... After that... ...and then... ...happened first. Next...happened. Then.....happened.happened last. It is....because..... It is.....	I.....because..... When I.....because..... After I..... How ? Why? Where? When? Sometimes incorporating sequence language structures	First..... (First put the hat on) Next..... After that... Finally... Last of all...	First...because..... Next....however... Then.....therefore ... Finally/Eventually/ Lastly..... because.....	Firstly.....because/ however/ therefore/ after a while/meanwhile/ in addition..... Next..... Then..... Finally/Eventually/ Lastly..... In conclusion.....	Meanwhile..... Following this / that..... In the beginning.....	Whilst X was... Y was..... During Y happened. Initially the... were..... However.....
Language of explanation	It is You put..... I/He/She It is....because.. This is... This is...because	I.....because... When I.....because... After I..... How ? Why? Where? When?	I.....because..... ... When Ibecause..... After I..... The.....because We/They.....bec ause..... How.....	How... Why..... Where... When... What... After...	How... Why..... Where... When... What... After...	Because of... x happened For example..... In conclusion... To begin with... As a result of.....	...Such as Due to...x has / In summary..... Owing to.....x has This has altered..... Evidently.....
Language of evaluation	I made this train. "I like the way the wheels rotate." I've done this picture. "I can see you have put lots of detail in there, flowers, people, trees" I like this because... I made this..... I did this... I've done this...	I found...hard/easy because... I like / dislike because... I feel that.....next time. I could... In my opinion.....becaus e...	I think my.... /book is....because... Next time I could..... I found...hard/easy because... I like / dislike...because... It was interesting because... I like this because..... I like the part where... because... What I found hard about this work was..... I found this piece of work hard/easy because...	I found this work....because... Next time I could/would.... Maybe you could try..... / I feel that... I enjoyed it because.....was successful / ambitious because... You could improve this work by...	I enjoyed ...because.....was successful / ambitious because... You could improve this work by... Maybe you could try... Next time I / you could / would...	My view is that....because... This is supported by the fact that... In my opinion... furthermore..... However... Possible improvements may include...	My view is that... In my opinion... This is supported that..... Furthermore..... Possible improvements include... Or alternatively...