

DT MEDIUM TERM PLAN (MTP) YEAR 6 2023-2024: Taught 2nd Half of each term

DT MTP Y6	Autumn 2: 5 LESSONS	Spring 2: 5 LESSONS	Summer 2: 5 LESSONS
	<p>Topic Title: Textiles: Waistcoats</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To understand that it is important to design clothing with the client/target customer in mind. To know that using a template (or clothing pattern) helps to accurately mark out a design on fabric. To understand the importance of consistently sized stitches. <p>Key Skills:</p> <ul style="list-style-type: none"> Design a waistcoat in accordance with a specification and design criteria to fit a specific theme. Annotate designs. Use a template when pinning panels onto fabric. Mark and cut fabric accurately, in accordance with a design. Sew a strong running stitch, making small, neat stitches and following the edge. Tie strong knots. Decorate a waistcoat – attaching objects using thread and adding a secure fastening. Learn different decorative stitches. Sew accurately with even regularity of stitches. Evaluate work continually as it is created. <p>Key vocabulary: annotate, design criteria, target customer, decorate, fabric, waistcoat, waterproof</p>	<p>Topic Title: Structure: Playgrounds</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that structures can be strengthened by manipulating materials and shapes. To understand what a ‘footprint plan’ is. To understand that in the real world, design can impact users in positive and negative ways. To know that a prototype is a cheap model to test a design idea. <p>Key Skills:</p> <ul style="list-style-type: none"> Design a playground featuring a variety of different structure, giving consideration to how the structures will be used. Consider effective and ineffective designs. Build a range of play apparatus structures drawing upon new and prior knowledge of structures. Measure, mark and cut wood to create a range of structures. Use a range of materials to reinforces and add decoration to structures. Improve a design plan based on peer evaluation. Test and adapt a design to improve it as it is developed. Identify what makes a successful structure. <p>Key vocabulary: Apparatus, equipment, landscape features, design criteria, playground, cladding</p>	<p>Topic Title: Electrical systems: Steady hand game</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that ‘form’ means the shape and appearance of an object. To know the difference between ‘form’ and ‘function’. To understand that ‘fit for purpose’ means that a product works how it should and is easy to use. To know that ‘form over purpose’ means that product looks good but does not work very well. To know the importance of ‘form follows function’ when designing: the product must be designed primarily with the function in mind. To understand the diagram perspectives ‘top view’, ‘side view’ and ‘back’. <p>Key Skills:</p> <ul style="list-style-type: none"> Design a steady hand game, identifying and naming the components required. Draw a design from three different perspectives. Generate ideas through sketching and discussion. Model ideas through prototypes. Understand the purpose of products (toys), including what is meant by ‘fit for purpose’ and ‘form over function’. Construct a stable base for a game. Accurately cut, fold and assemble a net. Decorate the base of the game to a high-quality finish. Incorporate a circuit into a base. Test their own and others’ finished games, identifying what went well and make suggestions for improvement. Gather images and information about existing children’s toys.

			<ul style="list-style-type: none"> Analyse a selection of existing children's toys. <p>Key vocabulary: Assemble, battery, battery pack, benefit, bulb, bulb holder, buzzer, circuit, circuit symbol, component, conductor, copper, design, design criteria, evaluation, fine motor skills, fit for purpose, form, function, gross motor skills, insulator, LED, user</p>
Lesson 1	<p>Lesson objective (s):</p> <p>To design a waistcoat.</p> <p>Brief outline of main tasks:</p> <p>Children will draw inspiration from famous waistcoat wearers, designing a waistcoat based on a theme of their choice.</p>	<p>Lesson objective (s):</p> <p>To design a playground with a variety of structures.</p> <p>Brief outline of main tasks:</p> <p>After identifying various pieces of playground equipment, pupils explore the structures they comprise before designing five pieces of playground apparatus using three different structures.</p>	<p>Lesson objective (s):</p> <p>To research and analyse a range of children's toys.</p> <p>Brief outline of main tasks:</p> <p>Pupils explore what is meant by fit for purpose design and apply this to their own research on children's toys to evaluate their form and function.</p>
Lesson 2	<p>Lesson objective (s):</p> <p>To mark and cut fabric according to a design.</p>	<p>Lesson objective (s):</p> <p>To build a range of structures.</p> <p>Brief outline of main tasks:</p>	<p>Lesson objective (s):</p> <p>To design a steady hand game.</p> <p>Brief outline of main tasks:</p>

	<p>Brief outline of main tasks:</p> <p>Using a template, pupils mark the outline of their waistcoat panels on fabric before cutting and pinning them.</p>	<p>Pupils build the structures for their playground apparatus as designed in the previous lesson.</p>	<p>Children identify the components of a 'steady hand game', design their own game and create perspective drawings of their design.</p>
Lesson 3	<p>Lesson objective (s):</p> <p>To assemble a waistcoat.</p> <p>Brief outline of main tasks:</p> <p>Pupils sew the panels of their waistcoat together using a simple running stitch.</p>	<p>Lesson objective (s):</p> <p>To improve and add detail to structures.</p> <p>Brief outline of main tasks:</p> <p>Pupils complete the remaining structures for their playground apparatus, developing and testing them as they work and adding the cladding.</p>	<p>Lesson objective (s):</p> <p>To construct a stable base.</p> <p>Brief outline of main tasks:</p> <p>Children use nets to create the base blocks of their steady hand games, and decorate them in line with their design criteria.</p>
Lesson 4	<p>Lesson objective (s):</p> <p>To decorate your waistcoat.</p>	<p>Lesson objective (s):</p> <p>To create the surrounding landscape.</p>	<p>Lesson objective (s):</p>

	<p>Brief outline of main tasks:</p> <p>After assembling their waistcoat, children add decoration in the form of applique, beads, buttons, or decorative stitching.</p>	<p>Brief outline of main tasks:</p> <p>Pupils secure their structures to bases and create landscape features from a range of materials to complement their playgrounds.</p>	<p>To assemble electronics and complete an electronic game.</p> <p>Brief outline of main tasks:</p> <p>Pupils make and test their circuits and incorporate them into the bases of their games.</p>
Lesson 5	<p>Lesson objective (s): ASSESSMENT</p> <p>To explain what I know about making a waistcoat.</p> <p>Brief outline of main tasks:</p> <p>Children will work independently to answer questions relating to the areas taught this half term.</p> <p>Assessment to be used to record progress.</p>	<p>Lesson objective (s): ASSESSMENT</p> <p>To explain what I know about structuring a playground.</p> <p>Brief outline of main tasks:</p> <p>Children will work independently to answer questions relating to the areas taught this half term.</p>	<p>Lesson objective (s): ASSESSMENT</p> <p>To explain what I know about electrical systems.</p> <p>Brief outline of main tasks:</p> <p>Children will work independently to answer questions relating to the areas taught this half term.</p>

Stand-alone lessons		SPRING 2 – EASTER CRAFT – MAKING AN EASTER HAT		
		Lesson objective (s): To design and create a prototype for a specific purpose.		
		Brief outline of main tasks: Working in groups children design and make a prototype hat for a specific, easter themed purpose, sharing ideas, making sketches and finally constructing their design.		