

Subject: DT	Accreditation: BTEC, WJEC pathways, AQA unit awards	Blue Pathway Green Pathway
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LONG TERM PLAN

Learning will be structured as class and practical lessons covering food technology, resistant materials, graphics, electronics and textiles cycled over the key stages
 Planning and activities should be guided by the 5Cs: Confidence, Challenge, Curiosity, Character, Creativity.

		<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>KS4</u> <u>WJEC Pathways</u>	WJEC	Food Health, Safety & Hygiene (6172) Recipes: Upside down banana cake (Fruit, measuring using cups, baking) Burgers (Handling & cooking raw meat, cross contamination, using the hob and grill) Vegetable chowder (Veg, claw grip and bridge hold, using a base, using a stock cube, 5 a day, boiling & simmering, using the hob)	Food Food & Health (6164) Recipes: Couscous (Carbs, modifying a recipe, cooking for others, frying, boiling, following instructions on a packet)	Food Food & Health (6164) Recipes: Kebabs (handling & cooking raw meat, chopping to a regular size, assembling, using a griddle & oven) Thai green curry (using a paste, boiling veg, cook, handling & cooking raw meat, following a recipe, presentation)	Textiles Design and make a bag (6311)	Textiles Design and make a bag (6311)	Textiles Design and make a bag (6311)
<u>Home Cooking Skills BTEC</u>	Home Cooking Skills	Topic units: Eggs Breakfast Vegetables Quick cooked meats Barbecue food Fruit	Topic units: Puddings Stir-frying Chicken Baking Fruit Packed lunches Visit: Local supermarket	Topic units: Simple soups Salads Baking Pasta Fish Visit: Markets /Farm shop	Topic units: Bread Meats Stews Mince Rice	Review course work and progress. Complete learner record LO 1.1, 3.1 & 4.1 Practice cooking 2 course meal. Complete LO 2.1, 2.2, 2.3 & 2.4.	Complete any unfinished work before hand in date.
<u>AQA Unit Awards</u>	AQA Award	N/A	N/A	Pre-entry level	Pre-entry level	Pre-entry level	Pre-entry level

				<p>Basic cooking skills with verbal prompts (117667) Recipes: Banana bread Bread Microwave snacks Potato wedges</p>	<p>Basic cooking skills with verbal prompts (117667) Recipes: Toasted sandwich Mac cheese Pasties</p> <p>Sensory Baking (118279) Recipes: Cakes</p>	<p>Sensory Baking (118279) Recipes: Cakes Chocolate biscuits Bread Pizza</p> <p>Sensory cooking skills (118280) Recipes: Quiche or frittata</p>	<p>Sensory cooking skills (118280) Recipes: Stir-fry Veg kebabs</p> <p>Sensory preparation of food (118278) Recipes: Jam biscuits Soup Boiled egg Cheese straws Fruit salad</p>
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KS3	Cycle 1	<p>Food Technology Module 1</p> <ul style="list-style-type: none"> • Health and safety • Food hygiene • Eatwell guide • Food storage • Basic cooking skills 	<p>Graphics Designing a game cover</p> <ul style="list-style-type: none"> • Design process • Graphics skills • Communicating ideas • Computer skills 	<p>Textiles Fuzzy pencil case</p> <ul style="list-style-type: none"> • Design process • Material investigation • Using patterns • Pinning • Hand sewing • Sewing machine
	Cycle 2	<p>Food Technology Module 2</p> <ul style="list-style-type: none"> • Healthy eating options (balanced meals) • Food labels • Traffic light system • Shopping (Value for money) • Foods from around the world • Food storage and spoilage (bacteria) • Developing cooking skills and knowledge 	<p>Graphics Graphic designers</p> <ul style="list-style-type: none"> • Looking at other designers work • Understanding other designers work/style • Produce ideas based on a theme & designer • Communicating ideas on paper • Computer skills (Publisher) • Evaluate ideas against a specification 	<p>Resistant Materials CAD/CAM) Phone holder Earphone holder</p> <ul style="list-style-type: none"> • Using Inkscape for CAD • The design process • Designing to a brief (others needs) • Developing ideas in small groups • Creative problem solving • Testing prototypes and evaluating
	Cycle 3	<p>Food Technology Module 3</p> <ul style="list-style-type: none"> • Product development • designing for others needs • Vegetarian, vegan & cultural needs • Seasonality • Food from around the world 	<p>Textiles Onomatopoeia cushion</p> <ul style="list-style-type: none"> • The design process • Creative problem solving • Adding decorations (appliqué, buttons, ribbons etc) • Natural and synthetic fibres 	<p>Resistant material Box project / Bandsaw Box</p> <ul style="list-style-type: none"> • Health and safety in the workshop • The design process • Writing own brief and specification • Gathering useful research • Joining wood (glue and joints)

		<ul style="list-style-type: none"> Fair-trade Developing cooking skills and knowledge 	<ul style="list-style-type: none"> Making your own pattern Sewing by hand Sewing machine 	<ul style="list-style-type: none"> Attaching hinges or friction lid Communicating creative design ideas Decorating wood 	
	Links	Creative and critical thinking (designing for a purpose / others needs, problem solving, questioning, confidence using practical skills), creative skills (drawing, painting, sewing, colour theory), life-skills (cooking, healthy eating food safety and hygiene, independent living, shopping, value for money, reading packaging, understanding cultural and religious beliefs), maths (measuring, area), literacy (Writing a brief, specification and evaluation), ICT (using software to research, draw and write), cultural (Investigating others needs including dietary, religious and cultural, cooking dishes from a range of countries / cultures, investigating famous designers).			
KS 3/4 Hub 2 STEM lessons	Cycle 1			Plant Maze (Plants / Photosynthesis) Designing and making a plant maze (FPT) from plywood to test how plants grow towards sunlight.	Bath bombs (Acids & Alkalis) Create a vacuum formed mould to make bath bombs as part of their science experiments. Structures Looking at building bases, triangulation, straw and shell structures.
	Links	Science (running parallel with science with planning direct links to experiments and topics they are doing) Creative and critical thinking (designing for a purpose / others needs, problem solving, questioning, confidence using practical skills), creative skills (drawing, painting, sewing, colour theory), life-skills (cooking, healthy eating food safety and hygiene, independent living, shopping, value for money, reading packaging, understanding cultural and religious beliefs), maths (measuring, area), literacy (Writing a brief, specification and evaluation), ICT (using software to research, draw and write), cultural (Investigating others needs including dietary, religious and cultural, cooking dishes from a range of countries / cultures, investigating famous designers).			
<u>KS2</u>	Cycle 1	Food technology <ul style="list-style-type: none"> Where does food come from? 5 a day & portion size 	Food technology <ul style="list-style-type: none"> Proteins Which parts of plants do we eat? Fruit and veg 	Textiles: Tapestry of Nottingham <ul style="list-style-type: none"> Understanding a brief Using research for ideas Exploring materials and their properties Using mind-maps 	Resistant materials: Door knocker <ul style="list-style-type: none"> Understanding a brief Using research for ideas Exploring materials and their properties Using mind-maps

		<ul style="list-style-type: none"> Nutrients & energy Fats &Food labels Understanding a recipe Recipes: Soup Wraps Couscous Biscuits	<ul style="list-style-type: none"> Carbohydrates Dairy Designing a treat Recipes: Salad Pizza toast Cheese straws Muffins	<ul style="list-style-type: none"> Writing specification points Designing and explaining ideas Using paper patterns Realising designs and making choices Adding decorations to fabric Running stitch and sewing on buttons Using a glue gun Evaluating 	<ul style="list-style-type: none"> Designing and explaining ideas Marking out drill holes Using the pillar drill with support Sawing a slot in wood Using a glue gun Using a coping saw and jigsaw Cutting string to length Assembling work Painting and decorating Testing Evaluating 	
	Cycle 2					
	Cycle 3					
	Links	Creative and critical thinking (designing for a purpose / other's needs, problem solving, questioning, confidence using practical skills), creative skills (drawing, painting, sewing, colour theory), life-skills (Eatwell guide, where food comes from, why do our bodies need food, basic preparation skills, cooking, healthy eating food safety and hygiene, independent living, shopping, value for money, reading packaging, understanding cultural and religious beliefs), maths (measuring, area), literacy (understanding a brief, explaining ideas and evaluation), ICT (using software to research, draw and write), cultural (Investigating others needs including dietary, religious and cultural, cooking dishes from a range of countries / cultures).				

Intent:

At Woodlands we value reading as the core skill for learning which needs to be encouraged and developed in ALL learners to the best of their individual ability. We will provide learning that makes reading stimulating, interesting and relevant to the pupil. The teaching of reading skills should be implemented and supported across the curriculum and pathways. We will ensure the school follows a structured phonics teaching system that helps pupils build their understanding of letters and words.