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| **OLE (DT) Medium Term Plan - Year 5 – Industrial Revolution** | | | | | | | | | | | | |
| English  (objectives covered in topic lessons or discreetly in guided learning) | 1 | To use relative clauses with relative pronouns | 2 | To use fronted adverbials | 3 | To use spoken language to persuade and explain features of a persuasive advert | 4 | To use dictionaries to check the spelling and meaning of words | | Reading Gem | Retrieve  Summarise  Compare | |
| Maths | 1 | Numbers to 10,000 – Bridge span etc facts and figures | 2 | Compare and order numbers – bridge lengths  Proportion | 3 | Rounding numbers | 4 | Using protractors for arches | | 5 | Measuring accurately to the nearest mm | |
| Practical Skills / Equipment | | 6 | Making prototypes, selecting equipment and materials | | | 7 | Measuring, cutting, joining at angles | | | | |
| *Put an ‘S’ or ‘K’ at the start of each objective (skill / knowledge). Use the cells on the right to link to Elements of RWM, which may come from objectives above (just write E1 or M3) or additional RWM objectives; these may be a review/revisit or an introduction.* | | | | | | | Reading | | Writing | | | Maths |
| Week 1 | To investigate and analyse a range of existing products that address real and relevant problems, in a range of relevant contexts – Local bridges and bridge types  To understand how key events and individuals in D&T helped to shape the world – Brunel engineering | | | | | | Abridged biography of Isambard Kingdom Brunel | | E1  E4 | | | M1 |
| Week 2 | To communicate, generate, develop and model using a range of strategies e.g. computer-aided design cross-sectional and exploded diagrams  To use research to inform design and generate own design criteria  To communicate, generate and develop ideas, drawing on other disciplines eg science, maths, computing | | | | | | Information text on bridge types | | E2 | | | M2 |
| Week 3 | According to their functional properties and aesthetic qualities, select from and use a wide range of tools, equipment, materials and components accurately to make high quality prototypes ( Suspension Bridge )  Generate own design criteria and evaluate ideas and products against these | | | | | | Instructional text on How to make a suspension bridge | | E3 | | | M3  M4 |
| Week 4 | To construct more complex structures by applying a range of strategies in order to solve real / relevant problems  To select from and use a wide range of tools, equipment, materials and components accurately to make high quality products ( Suspension Bridge ) | | | | | | Instructional text on How to make a suspension bridge | | E3 | | | M3  M4  M5 |
| Week 5 | To construct more complex structures by applying a range of strategies in order to solve real / relevant problems  To select from and use a wide range of tools, equipment, materials and components accurately to make high quality products  To confidently take calculated risks to become innovative, resourceful and enterprising | | | | | | Features of Persuasion leaflet | | E2  E3 | | | M4  M5 |