

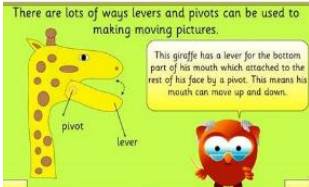
EYFS	Curriculum aims	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Marvellous me	Sparkling celebrations	Winter adventure	Not all superheroes wear capes	Spring	Are we nearly there yet?
	The Design Technology curriculum is taught throughout the child's time in EYFS through specific planned sessions as well as in-the-moment teaching. This learning occurs holistically through discussions with adults and peers as well as learning and exploring within their play by drawing on their experiences.						
	Personal, Social and Emotional Development	Children working at a 3-4 year olds level will learn to: Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.					
	Understanding the world	Children working at a 3-4 year olds level will learn to: • Explore how things work.					
	Physical Development	Children working at a 3-4 year olds level will learn to: Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. Children working at reception level will learn to: Progress towards a more fluent style of moving, with developing control and grace. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Children who will meet the ELG will learn to: Use a range of small tools, including scissors, paintbrushes and cutlery.					
	Expressive Arts and Design	Children working at a 3-4 year olds level will learn to: Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order 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. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Children working at reception level will learn to: Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. Children who will meet the ELG will learn to: 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.					

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Year 1	Curriculum Aims	Autumn 1a	Autumn 1b	Spring 2a	Spring 2b	Summer 3a	Summer 3b
	-Pupils should be taught to design purposeful, functional, appealing products for themselves and other users based on design criteria. - Pupils should be taught to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	Design			Design	Design	
	-Pupils should be taught to select from and use a range of tools and equipment to perform practical tasks. -Pupils should be taught to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	Make			Make	Make	
	-Pupils should be taught to explore and evaluate a range of existing products. - Pupils should be taught to evaluate their ideas and products against design criteria.	Evaluate			Evaluate	Evaluate	
	-Pupils should be taught to build structures, exploring how they can be made stronger, stiffer and more stable. - Pupils should be taught to explore and use mechanisms in their products.	Technical Knowledge			Technical Knowledge	Technical Knowledge (Skills related to cooking)	

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	Topic	Bob The Builder Building structures Can I use junk modelling to create a house with doors, windows and roof, that won't be destroyed by an incoming rolling boulder.	Fantastic Festivals	London's Burning!	Paws, claws and jaws Can you make a moving animal picture using a lever or a slider? E.g  Or a good example I found was https://stphilipneriprimary.org/2022/02/sliding-mechanisms-in-year-1/	Fit kids Can you Design, make and evaluate a healthy snack for a fit kid. -Pupils should be taught to use the basic principles of a healthy and varied diet to prepare dishes. -Pupils should be taught to understand where food comes from.	If you go down in the woods today. .
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Year 2	Curriculum Aims	Autumn 1a	Autumn 1b	Spring 2a	Spring 2b	Summer 3a	Summer 3b
	-Pupils should be taught to design purposeful, functional, appealing products for themselves and other users based on design criteria. - Pupils should be taught to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	Design			Design		Design
	-Pupils should be taught to select from and use a range of tools and equipment to perform practical tasks.	Make			Make		Make

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	-Pupils should be taught to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.					
	-Pupils should be taught to explore and evaluate a range of existing products. - Pupils should be taught to evaluate their ideas and products against design criteria.	Evaluate			Evaluate	Evaluate
	-Pupils should be taught to build structures, exploring how they can be made stronger, stiffer and more stable. - Pupils should be taught to explore and use mechanisms in their products.	Technical Knowledge			Technical Knowledge	Technical Knowledge (Skills related to cooking)
Topic	To infinity and Beyond Can I make a rocket that sits sturdily before take off https://www.twinkl.co.uk/resource/make-an-air-powered-rocket-activity-t2-t-10000423 or https://learning.science-museumgroup.org.uk/resources/rocket-mice/	Celebrations and Festivals	Roar!	Roar! Can I make a Flintstones car that moves using an axle and a chassis? Good ideas here to copy https://planbee.com/products/vehicles	Growing up!	Growing up! (Textiles) Can you design, make and evaluate a fabric leaf for a tree in your display area, using running stitch. Use Binca material and Large needles. Felt for more able https://www.activityvillage.co.uk/felt-leaves

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Year 3	Curriculum Aims	Autumn 1a	Autumn 1b	Spring 2a	Spring 2b	Summer 3a	Summer 3b
	-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 group. -Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design		Design	Design			Design
	-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.		Make	Make			Make
	-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.		Evaluate	Evaluate			Evaluate
	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their		Technical Knowledge	Technical Knowledge(related to cooking)			Technical Knowledge

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	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.					
Topic	Stone Age	Stone Age (Textiles) https://zing-zoom.com/wpzz/neolithic-pouch/  Now you are living in a farming community you have more time to spare to create yourself a small pouch to put small personal belongings or collected items in. Make sure you decorate it too with important markings.	Grow your own way (Cooking) Savoury pizza A banquet is to be held. You need to create a savoury pizza to take, but it must include the 5 food groups as well as look and taste delicious. To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques -Pupils should be taught to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. -Pupils should be taught to understand and apply the principles of a healthy and varied diet.	Food Glorious Food	Around the world in 80 days Can you tell a story, but surprise someone at the same time? Can you use a story from around the world, or a tale? https://www.stem.org.uk/resources/elibrary/resource/25879/will-story-surprise-you 	

Year 4	Curriculum Aims	Autumn 1a	Autumn 1b	Spring 2a	Spring 2b	Summer 3a	Summer 3b
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	-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 group. -Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design		Design		Design	Design	
	-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.		Make		Make	Make	
	-Investigate and analyse a range of existing products. -Evaluate their ideas and products against their own design criteria and consider the views		Evaluate		Evaluate	Evaluate	

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	of others to improve their work. -Understand how key events and individuals in design and technology have helped shape the world.						
	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.		Technical Knowledge		Technical Knowledge	Technical Knowledge	
Topic	The Empire Strikes Back	The Empire Strikes Back (Textile brooch) Your Toga keeps coming apart and getting in your way. Your task is	United we Stand	<u>Spring Term United we Stand</u> <u>Cooking – Making mini open tart/quiche</u> You have opened a traditional tea shop/café in the UK. You need to create a small traditional savoury tart/quiche	Walk like an Egyptian Can you help an Egyptian farmer to get the water from the River to dry land by building him a Shaduf.  A good starting point to play about with is this- to help with design ideas. https://www.tes.com/teaching-resource/how-to-make-a-model-shaduf-egyptians-6002171	Walk like an Egyptian	

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			to design and make a brooch using materials. Join pieces together to create a fashionable item. Possible IDEAS https://sewguide.com/diy-brooch/		for the menu that looks delicious, and that has a pastry base. What will you make? <i>Mini tarts (quiche) using milk and egg. Use pre-cooked meats and some optional veg. Pastry base only! No lid.</i> <i>(NEED FOR HEALTH AND SAFETY TALK- RAW MEAT- WASHING HANDS AND SURFACES!)</i> -To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques -Pupils should be taught to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. -Pupils should be taught to understand and apply the principles of a healthy and varied diet.		
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Year 5	Curriculum Aims	Autumn 1a	Autumn 1b	Spring 2a	Spring 2b	Summer 3a	Summer 3b
	-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 group. -Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design		Design	Design			Design

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	-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.		Make	Make			Make
	-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.		Evaluate	Evaluate			Evaluate
	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.		Technical Knowledge	Technical Knowledge			Technical Knowledge

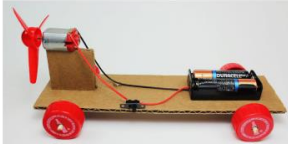
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Topic		We are the kids of America	We are the kids of America	The Lightbulb moment	The Lightbulb moment	Under the Sea	Under the Sea
			American souvenirs sell quick and fast to tourists. Create a souvenir that has a moving part on it that entertains the buyer. (Mechanical systems) Cam mechanism –Moving Toys https://www.pinterest.jp/pin/573223858812615902/	Your electronic device (iphone, ipad or similar) needs a protective sleeve. Design, practice, plan and create one that fits your device. https://www.tes.com/teaching-resource/dt-year-5-textiles-sewing-project-laptop-ipad-mobile-phone-sleeve-11112146 			<u>Making Sushi</u> https://www.kidspot.com.au/kitchen/recipes/beginners-sushi/iu0gqbph The local fish restaurant would like a new Sushi on its menu, that a child your age would enjoy. Can you plan, prepare and create a dish for them.  -To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques -Pupils should be taught to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. -Pupils should be taught to understand and apply the principles of a healthy and varied diet.

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Year 6	Curriculum Aims	Autumn 1a	Autumn 1b	Spring 2a	Spring 2b	Summer 3a	Summer 3b
	-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 group. -Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design		Design		Design		Design
	-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.		Make		Make		Make
	-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.		Evaluate		Evaluate		Evaluate
	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.		Technical Knowledge (Related to cooking skills)		Technical Knowledge		Technical Knowledge

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	Topic	Battle of Britain	Battle of Britain Can you prepare a pie using only your rations, that celebrates VE day. Cooking – Lord Woolton Pie/ Corned beef hash -To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Pupils should be taught to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Pupils should be taught to understand and apply the principles of a healthy and varied diet.	Come Fly with Me	Come Fly with Me Can you make a moving vehicle powered by electricity, using a pulley system. Simple Electric Propeller Car  https://www.makerspaces.com/propeller-car/	Mid-summer Nights Dream	Mid-summer Nights Dream Can you work in a group to create a cast of puppets using materials, and sewing skills.
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