



Design & Technology Long Term Plan					
EYFS Theme (1 year cycle)	EYFS – focus intentions taken the EYFS curriculum	Whole School Text Topic (2 year Cycle)	KS1	LKS2	UKS2
All About Me		Traditional Tales, Myths and Legends	Puppets Community Experts	Wax Prints Community Experts	Monster! Community Experts
Festivals and Remembrances	Children design and make Christmas decorations and toys	Other Worlds	Chinese Food Community Experts	Bobbing Along	Spanish Food Community Experts
Water and Ice	Children problem solve and create solutions with large scale construction to move water around.	Environment	Fish Food Community Experts	Mexican Food Community Experts	Farm Food Community Experts
Traditional Tales	Children create props for their role play	Belonging	Tudor Houses	British Stew Community Experts	Space Toy Community Experts
Beasts	Children make representations of animals	Hope Triumph and Heroes	War Machine	Moving Earth	
Growth	Children make representations of plants	Change	Plant, Grow, Eat Community Experts		Rag Doll Community Experts

	AUTUMN1 All About Me	AUTUMN2 Festivals and Remembrances	SPRING 1 Water and Ice	SPRING 2 Traditional Tales	SUMMER 1 Beasts	SUMMER 2 Growth
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EYFS CYCLE 1	Know what colour their eyes are know what colour their hair is – they can paint a picture of themselves Make Bread for Harvest Uses scissors to cut along straight lines Children have constant access to the creative trolley, workshop area and various materials.	Using PVA Sewing along an edge Using a mallet to hammer in a nail Using a mallet to hammer on a lid Using a mallet to attach two pieces of wood Make Parkin Uses scissors to cut around a corner to cut straight lines Children have constant access to the creative trolley, workshop area and various materials.	Children have constant access to the creative trolley, workshop area and various materials. Use scissors to cut zig zags	Create their own props for their stories Observational drawings of fruits Make bread, cakes and biscuits Healthy food choices Use scissors to cut gentle curves Children have constant access to the creative trolley, workshop area and various materials.	Using Split pins Create a 3D creature and explain how and why they have made it Create games and dances for the Happy Bug Day Party Observational drawings of animals Healthy Eating Uses scissors to cut waves Uses cutlery properly Uses a hammer safely to hammer nails into wood Uses a one-handed punch Children have constant access to the creative trolley, workshop area and various materials.	Using Split pins Use props they have made themselves in their play Make representations of plants Healthy eating Uses scissors to cut increasingly complicated shapes Independently Children have constant access to the creative trolley, workshop area and various materials.
Why this, why now?	Children make bread and begin to use scissors.	This is the perfect time of year to capture children's interest in toys. This term they will be shown a variety of joining methods with nails and wood as well as sewing. They will also be making celebration foods as they explore different food for celebrations too.	Children use pulleys, pipes, tubing and other means to move water around, looking at how forces work and simple mechanisms.	Children do more baking this term, looking at different flavours and what can be made from simple ingredients. They also create their own props to act out the stories they have been learning.	Children learn about healthy food choices, develop their cutting and joining skills and other means to alter materials. Children make 3D models of animals.	Children make representations of plants.
	AUTUMN		SPRING		SUMMER	
KS1 CYCLE 1	Create puppets for characters with textiles Medium: Textiles		Chinese food design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology explore and evaluate a range of existing products use the basic principles of a healthy and varied diet to prepare dishes		Fish Food use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. Medium: Food	

		understand where food comes from. Medium: Food	
Why this, Why now?	In this unit, children create puppets of characters from a traditional tale to help them retell that story. Children will be making a glove like puppet that will fit their hand inside and be easily recognisable as who they are by the other children in the class. Children can add various embellishments to the puppets to illustrate who the character is.	In this unit, children taste a range of Chinese foods and then create their own healthy, non-cook dish. They then use this to make a non-cook healthy recipe. Children will tailor their recipe to suit their target audience. Children will conduct research on their target audience to determine exactly what they will create and what ingredients they will use to suit their target and meet the brief. Children will have samples of existing products that can be bought to evaluate. Children will sample and conduct research on ingredients, finding out what their target audience prefer. They will sample various fruits, vegetables and cereals as they learn about the different food groups. Children will make Chinese chicken and Veg bowl or sesame ginger noodles.	Food is covered each year in D & T as it is so important the children learn to live well. In this unit, children taste a range of foods with fish in them and then create their own healthy, non-cook dish. They then use this to make a non-cook healthy recipe. Children will tailor their recipe to suit their target audience. Children will conduct research on their target audience to determine exactly what they will create and what ingredients they will use to suit their target and meet the brief. Children will have samples of existing products that can be bought to evaluate. Children will sample and conduct research on ingredients, finding out what their target audience prefer. They will sample various fish such as tuna or smoked salmon as they learn about the different food groups. Children will make either a smoked salmon bagel, tuna fish sandwich or tuna rainbow salad. This links with the ocean focus children have for this unit.
	AUTUMN	SPRING	SUMMER

KS1 CYCLE 2	Tudor House Building strong stable model houses select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics evaluate their ideas and products against design criteria build structures, exploring how they can be made stronger, stiffer and more stable Medium: wood, card, paper.	War Machine Build a siege engine? (wheels and axels and levers) select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and evaluate their ideas and products against design criteria explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Medium: mostly wood but supplementary materials may be needed, such as string or leather for holding projectiles.	Food using the plants they grew use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. Medium: food
Why this, why now?	Children build on their woodwork skills from EYFS and learn to measure and cut to create the wooden frame for their Tudor houses. They use card triangles to strengthen the joins. They then study the desing and appearance of other Tudor building to make their house look like something that would have been burnt down in the 1666 great fire. They then set fire to their houses to recreate the events of the fire and see how the wooden frame houses spread the fire so quickly!	Children are introduced to the Tinker cad software to start their software design journey. They use the software to design the war machine they want to build. As part of the castle learning they are doing, children will look at how some machines were used to try to knock castles down. They will look at catapults and trebuchets and how they use, wheels, axels and levers to allow movement and the transfer of forces. They will then use their learning in woodwork to create their own 'war machine'.	Food is covered each year in D & T as it is so important the children learn to live well. Children are growing plants in science this term and use them to make a healthy non-cook dish for a target person/audience. Children will tailor their recipe to suit their target audience. Children will conduct research on their target audience to determine exactly what they will create and what ingredients they will use to suit their audience and meet the brief. Children will have samples of existing products that can be bought to evaluate. Children will sample and conduct research on ingredients, finding out what their target audience prefer. They will sample various fruits, vegetables and cereals as they learn about the different food groups. Children can choose to make either Layered Rainbow Salad Pots or Healthy Veg patch Hummus.

LKS2 CYCLE 1	Wax Prints 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 groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided 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	Bobbing along understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	Mexican food understand and apply the principles of a healthy and varied diet ♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
Why this, Why now?	This brilliant topic allow children to design and dye their own fabric using the batik process. This Is linked to the country of Ghana and the traditions for creating bold prints with stories behind them. Children will Design their own African wax print and create it using the batik process. They will then turn the fabric into a simple cushion cover. The design should tell a story about the children.	Children link to their oceans theme of the other world topic by creating a bobbing boat or sea creature suing cam mechanisms. They will create a frame with their woodworking skills and then use a cam to turn rotational motion into up and down motion to move the figure they have made. Children will explore how different shaped cams can create different effects. The toy should appeal to a child in KS1.	Food is covered each year in D & T as it is so important the children learn to live well. In this unit, children explore the food of Mexico and create a fajita. In this unit, children will use a variety of provided recipes for a chicken fajita to create their own version to their own tastes. They will store, prepare and clean up correctly and hygienically throughout. Children will need to create their own recipe with cook times, quantities and preparation instructions. Children will fry chicken and cook onions and peppers for the fajitas. Children will need to adjust seasonings and flavourings to their own tastes. There will need to be opportunities to try recipes and adjust seasonings and ingredients to their own tastes.
LKS2 CYCLE 2	British Stew	Moving Earth Cranes and shaduf building build	

	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	Use pulleys and levers understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] link heavily to science and forces mount it and make it moveable using pulleys and or levers. Medium: Wood and other materials such as string.	
Why this, why now?	Food is covered each year in D & T as it is so important the t children live well. Linked to the Celts and the tradition of one pot cooking we have in Britain, children research and make a healthy, nutritious meal from scratch. The research the ingredients and decide their recipe. They learn about food hygiene and using the correct colour board to avoid contamination.	Children have a strong theme of geology, rocks and soil in this unit and this project links very well. In preparation for later UKS2 forces work, children begin to explore how levers, pivots and pulleys can be used to make hard work easier, as people would have done in the past. They look at how they can move large amounts of earth, building structures with their wood work skills.	
UKS2 CYCLE 1	Monster – bulbs for eyes with a switch to turn on and motor to drive forwards on wheels Inventors and inventions - understand how key events and individuals in design and technology have helped shape the world Edison and faraday - electronics understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Make 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 Evaluate investigate and analyse a range of existing products evaluate their ideas and	Spanish food understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	Farm Food understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Andrews Farm trips Claxby? Hall Farm Eastoft? BeeswaxDyson Nocton? Jordan Castle Growing and cooking with what they have grown understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

	products against their own design criteria and consider the views of others to improve their work Create a motorised dragon/monster		
Why this, Why now?	Linked to their Traditional Tales topic, children draw on their previous learning of D & T and electronics from science to create a moving model of a monster! They will explore existing dinosaur/dragon/monster toy examples and then design their own, using Tinkercad to aid with the circuit design.	Food is covered each year in D & T as it is so important the t children live well. This heavily Spanish themed topic gives children the chance to learn a savoury staple healthy meal, an omelet. They learn to make a Spanish omelet to their tastes by looking at existing recipes and tailoring the ingredients to their own palette. They will store, prepare and clean up correctly and hygienically throughout. Children will need to create their own recipe with cook times, quantities and preparation instructions. Children will boil potatoes, soften onions and cook eggs for the omelet. Children will need to adjust seasonings and flavourings to their own tastes.	Food is covered each year in D & T as it is so important the children live well. In this unit, children will use food they have grown themselves to explore where food comes from. They might grow and harvest :Peas. Picking a pea-pod; Broad beans. New potatoes. Digging up potatoes;. Strawberries and create a dish with them . They may also make dairy products such as butter or produce their own bread. They also think about other foods from around the worls thinking about the ethics of where our food comes from, such as Fair Trade and Food miles. Children also consider the reasons behind people choosing vegetatrianism and veganism.
UKS2 CYCLE 2	Solar System Toy 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 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 Use Tinkercad to aid the circuit design.	Food – Cake Also look at where cake ingredients come from and make a cake which includes a fruit or vegetable such as carrot cake, beetroot chocolate cake or courgette cake etc understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Ragdoll Design 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 groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Textiles – create a rag doll – only allowed to use scraps as in the war, speak to EYFS about what they would like from a doll. Medium: Textiles – old scraps.

	Medium: wood, electronics, fabric and any other materials.		
	Linked to their belonging and space topic, children draw on their previous learning of D & T and electronics from science to create a moving model of the solar system. They will explore existing space toy examples and then design their own, using Tinkercad to aid with the circuit design.	Food is covered each year in D & T as it is so important the children live well. Whilst much of the curriculum has a focus on healthy eating and savoury dishes, we feel it is important that children also learn how to enjoy the journey. Baking for others and yourself as a treat is a very special thing to be able to do to provide hope. In this unit, children learn how to make basic cakes, as well as different variations, such as carrot cakes or fruit cakes. Children will also be finding out more about where cake ingredients come from.	Children imagine that they have to make do and mend as in WWII to create a toy for the children in EYFS. They use old scraps of fabric to create a doll toy designed to meet the interests and likes of a target audience – a child from EYFS. They will use their sewing skills from 'Wax Prints', 'Puppets' and 'Festivals and Remembrance' to help them stitch the doll.