

CYCLE 2
Long term Plan for DT 2022/2023

Phase	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Our Early Years curriculum has been designed using the statutory educational programmes of study and the development matters to ensure that all children are equipped with knowledge and skills to achieve expected in the Early Learning Goals that link to DT. The following Early Learning Goals link to DT:</p> <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • 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 <p>Physical Development</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>We have outlined below some specific activities that children will take part in linked to DT during specific topics and also some key skills that children will develop in the EYFS during continuous provision activities, enhancements, through other planned adult focus activities. These skills will prepare and support children to then access DT within the National Curriculum:</p>					
	<p><u>Nursery Children 3-4 Year Olds will develop the following skills:</u></p> <p>To explore different techniques for joining materials (glue sticks and Sellotape)</p> <p>To use some cooking techniques (spreading, cutting – sandwiches)</p> <p>To use different construction materials (duplo, large blocks, train and track)</p> <p>To manipulate play dough in different ways including rolling, cutting and squashing</p> <p>To understand how to hold scissors correctly</p> <p>To understand how to use scissors to make snips in the paper</p>			<p><u>Reception Children will develop the following skills in the EYFS:</u></p> <p>To share their creations, talk about the process and evaluate their work</p> <p>To plan what they are going to make (construction, junk modelling)</p> <p>To understand and explore different techniques for joining materials (glue sticks, PVA, Sellotape, masking tape and split pins)</p> <p>To understand how to hold scissors correctly</p> <p>To understand how to use scissors to make snips in the paper, cut around large objects, to cut around more intricate objects</p> <p>To adapt their work where necessary</p> <p>To know how to work safely and hygienically</p> <p>To use some cooking techniques; spreading, cutting, mixing, grating, e.g. making sandwiches, fruit kebabs/fruit salad, bread, pizza or buns/biscuits</p> <p>To use different construction materials (lego, large blocks, mobilo)</p> <p>To manipulate play dough in different ways including rolling, cutting, squashing, pinching</p>		
	Cycle A					
	<p>All about Me</p> <ul style="list-style-type: none"> • 	<p>Our Amazing World</p> <p>Salt dough decorations</p>	<p>Our Amazing World</p> <p>Foods from around the world:</p> <p>Design and make using a small range of utensils, food from country of choice.</p>	<p>Once Upon a Time</p> <p>Design Puppets to retell stories.</p> <p>Make: Safely use and explore a variety of materials, tools and</p>	<p>Alive and Growing</p> <ul style="list-style-type: none"> • 	<p>Pirates and Seaside</p> <p>Designing and making pirate ships?</p>

			<p>Prior to- experiment techniques of creating food using different medium eg playdough, flour and water Evaluate: Taste the foods record preferences. Technical Information: Understand healthy and unhealthy foods. Vocabulary: mix, pour, sprinkle, roll, knead, cook, spoon, measure, weigh</p>	<p>techniques, experimenting with colour, design, texture, form and function. Evaluate: Share their creations, explaining the process they have used</p>		
Cycle B – 2022 - 2023						
	All About Me	Amazing Animals / Christmas Salt Dough decorations	<p>Superheroes</p> <p>Creating a prop / costume? Arm band / headwear?</p>	<p>Once Upon a Time</p> <p>Design Puppets to retell stories. Make: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Evaluate: Share their creations, explaining the process they have used</p>	Journeys Designing and making space rockets?	Come Outside
Year 1/2	Art/ Brilliant Barnsley	<p>Brilliant Barnsley</p> <p>Design a Poppy: Generate ideas, communicate and plan, draw. Make: Select tools, skills and techniques using materials</p>	<p>Food Glorious Food- Bread Making Make: Use simple utensils and equipment. Select ingredients based on characteristics.</p>	Active World-	Empire Strikes Back Design a toy for a Victorian Child: Mechanisms wheels and axles Design a cart that can transport a package.	

		<p>including construction materials, textiles.</p> <p>Evaluate: Product based on design criteria, purpose.</p> <p>Technical Knowledge: Understand how to join fabrics using different techniques including running stitch.</p> <p>Vocabulary: seam, right side, wrong side, hem, template, pattern piece, needles, thread, felt, button, mock up, design.</p>	<p>Prior to: Taste different breads, discover personal preferences.</p> <p>Evaluate: evaluate bread against plan.</p> <p>Technical knowledge: Understand where flour comes from. Knowledge of healthy and unhealthy bread.</p> <p>Vocabulary: ingredients, yeast, flour types, utensils, combine, fold, knead, pour, roll, rub, crumble, design, research, evaluate</p>		<p>Communicate and plan ideas through talking, labelled drawings and mock up designs.</p> <p>Make: select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement.</p> <p>Select from and use materials</p> <p>Evaluate:</p>
Year 3 Year 3/4	<p>Stone Age/ Bronze Age/ Iron Age</p>	<p>Chocolate Aztecs</p> <p>Chocolate Box</p> <p>Design: Food packaging to hold chocolates, appealing and functional.</p> <p>Make: Select and use appropriate tools. Measure, score, shape and assemble with accuracy.</p> <p>Explain: Choice of materials according to functional properties</p> <p>Technical Knowledge: Develop and use knowledge of nets of cubes and cuboids and more complex 3D shapes. Develop and use knowledge of how to construct strong, stiff shell structures.</p> <p>Evaluate: Prior to- investigate and evaluate range of shell structures, including materials and techniques to be used.</p> <p>Vocabulary:</p>	<p>Volcanoes/Earthquakes</p> <p>Design a night light: Generate ideas for what is needed and develop design criteria to inform the design of products that are fit for purpose.</p> <p>Make:</p> <p>Evaluate: ideas and products against their own design criteria and identify strengths and areas for improvement.</p> <p>Technical Knowledge: Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers.</p> <p>Vocabulary: series, circuits, fault, connection, toggle, switch, push to make, battery, bulb, wire, insulator, conductor, crocodile clip</p>		<p>Ancient Romans</p>

		Shell structure, 3D shape, net, cube, cuboid, prism,		
Year 3/4 Year 4/5	Railways and Joseph Locke	Local healthy food and transport of food Design: Food packaging to hold chocolates, appealing and functional. Make: Select and use appropriate tools. Measure, score, shape and assemble with accuracy. Explain: Choice of materials according to functional properties Technical Knowledge: Develop and use knowledge of nets of cubes and cuboids and more complex 3D shapes. Develop and use knowledge of how to construct strong, stiff shell structures. Evaluate: Prior to- investigate and evaluate range of shell structures, including materials and techniques to be used. Vocabulary: Shell structure, 3D shape, net, cube, cuboid, prism,	Coastal The use of levers in signal boxes and the development of the railways https://www.tes.com/teaching-resource/levers-pulleys-and-gears-12408563	Ancient Egypt
Year 6	Victorians- Huskar Pit Disaster	Understand seasonality Design a cake based on Victorian ingredients. Explore a range of initial ideas and make design decisions. Make: Generate innovative ideas through research and discussion with peers and adults. Carry out sensory evaluations of a range of relevant products and	Mountains and Rivers	Ancient Greece Design: Archimedes screw Design a way to lift water. Explore a range of ideas of how water can be transported

		<p>ingredients. Record using tables/ graphs.</p> <p>Make: write step by step recipe, equipment, ingredients Select and Use appropriate equipment accurately to measure and combine ingredients. Make, decorate and present the food.</p> <p>Evaluate: Carry out sensory evaluations of a range of ingredients.</p> <p>Technical Knowledge: Know how to use equipment and utensils, including heat sources.</p> <p>Understand about seasonality in relation to food products and the source of different food products.</p> <p>Vocab: ingredients, fat, sugar, carbohydrates, protein, nutrition, savoury, gluten, intolerance, healthy, dairy, varied, seasonality, combine, fold, whick, beat, roll out, crumble</p>		
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