

Having faith in God, ourselves and each other as we strive to reach our potential



Design and Technology Long Term Plan

Queen's Park 'Crown Curriculum' - all our planning is based on our key principles and intent for our curriculum
Challenge Resilience Opportunities Wellbeing Knowledge

Year Group	Topics and skills can be taught in any order to enable creative planning of our 'Crown Curriculum'			
D&T Strand	Structures	Mechanisms	Textiles	Food technology
EYFS	Shakers and carry boxes or rockets	Sliders and hinges (simple A4 card)	Hole punch/early needle work • Handa's surprise	Baking
Year 1	<u>Lever Head Puppet</u> (*Progression from EYFS - Design, Make, Evaluate process)		<u>Rainbow fish / Hungry caterpillar</u> (Progression from EYFS - sew on a button)	<u>Fruit & Vegetables</u> Smoothie making *cutting and blending (*Progression from EYFS is design, make and evaluate process) (*Links to PSHE and links to science - plants, categorising fruit and veg)
Year 2	<u>Cardboard structures</u> Fire Engine (Linked to History - Great Fire of London) • Make the structure • Using wheels & axles (4whl/model) (Progression from EYFS and Y1 - Design, make and evaluate)		<u>Puppets</u> (Progression from EYFS - Design, Make, Evaluate) (Recap from Y1 - sew on buttons and complete running stitch)	<u>A Balanced Diet</u> Make a Wrap *Bridge and claw grip is taught (*Progression from Y1 - categorise food types and explore sugar - PSHE link) *Progression from Y1 - design 3 possible options before making)

Together we believe, achieve and enjoy.

Having faith in God, ourselves and each other as we strive to reach our potential



Design and Technology Long Term Plan

	Structures	Mechanisms	Textiles	Food	Electronical components
Year 3	<p><u>Cardboard structures</u></p> <p>Stilt houses (Linked to English - 'Flood')</p> <p>(Progression from Y2 - Making the structure stable and fit for purpose)</p>	<p><u>Hydraulics</u></p> <p>Rising sarcophagus</p> <p>(*Recap on wheels and axles & levers before teaching Hydraulics)</p> <p>*Links to Ancient Egypt (History)</p>		<p><u>Eating Seasonally Savoury Tarts</u></p> <p>(Progression from KSI - chn learn about importing/exporting and climates food grow, storing and cleaning a knife, kitchen prep and food contamination)</p>	
Year 4	<p><u>Structures / Electronical components</u></p> <p>Torches (*Links to Science)</p> <p>(Progression - recap on all structures taught before introduction to electronics - purpose / audience)</p>		<p><u>Cushion</u></p> <p>(recap on buttons and running stitch - teach back stitch)</p>	<p><u>'From Farm to Fork' Mamma Mia! What a Tasty, Healthy Bolognese</u></p> <p>(recap on all prev. learning. Appropriate packaging that reflects a recipe, cooking safely - using hot</p>	<p><u>Structures / Electronical components</u></p> <p>Torches (*Links to Science)</p> <p>(Progression - recap on all structures taught before intro to electronics - purpose / audience)</p>

Together we believe, achieve and enjoy.

Having faith in God, ourselves and each other as we strive to reach our potential



Design and Technology Long Term Plan

				pans/equipment)	
Year 5		<p>Cams Toys Linked to rainforests (recap on all previous mechanisms before introduction to cams)</p>	<p>Bag (recap on all skills buttons, running stitch, back stitch - teach blanket stitch for decorative purposes)</p>		<p>Electronics Wobble toys (Progression- recap on all previous learning linked to electrical components)</p>
Year 6	<p>Fairgrounds (recap on all structures work previously taught. Children are expected to design, make and evaluate with a detailed brief)</p>			<p>Come Dine with Me (consolidating all previous skills and contributing to a class cookbook)</p>	<p>Fairgrounds (recap on all electrical components work previously taught. Children are expected to design, make and evaluate with a detailed brief)</p>

Together we believe, achieve and enjoy.

Having faith in God, ourselves and each other as we strive to reach our potential



Design and Technology Long Term Plan



Together we believe, achieve and enjoy.