



Design and Technology Long Term Plan

Key Stage 1				
National Curriculum	Design			
	<ul style="list-style-type: none"> • 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 			
	Make			
	<ul style="list-style-type: none"> • 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			
<ul style="list-style-type: none"> • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria 				
Technical knowledge				
<ul style="list-style-type: none"> • Build structures, exploring how they can be made stronger, stiffer and more stable • Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products 				
Cooking and nutrition				
<ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from 				
	Cycle 1	Cycle 2	Cycle 3	Cycle 4
Year 1	Moving Pictures: Traditional Tales		Pirate Paddy's Packed Lunch Problem	
Year 2	Fabric Bunting		Dips and Dippers	



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Key Stage 2				
National Curriculum	Design			
	<ul style="list-style-type: none"> 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 			
	Make			
	<ul style="list-style-type: none"> 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			
<ul style="list-style-type: none"> 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 				
Technical knowledge				
<ul style="list-style-type: none"> 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 				
Cooking and nutrition				
<ul style="list-style-type: none"> 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 				
	Cycle 1	Cycle 2	Cycle 3	Cycle 4
Year 3	Let's Go Fly a Kite		Edible Garden	
Year 4	The Great Bread Bake Off		Mechanical Posters	
Year 5	Felt Phone Case		Super Seasonal Cooking	
Year 6	Programming Adventures		Global Food	