



BETTER TOGETHER

Long Term Year Plan DT Cycle A Even-Odd years (e.g 2022-2023)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		1 1 1 1 1 5 5 1 5 5				
	To ensure that our children are ye		<u> </u>		•	ulum goals run alongside the
EYFS		ELGS ar		ildren need to be to start year	1.	
			Please see the EYFS	<b>5</b> '	T	
Year 1 and 2		Delightful decorations (Christmas decorations).		Eat more fruits and vegetables (fruit salad or fruit smoothie)		Stable Structures e.g castle
		(on istinus decorations).		grate sature or fruit smoothey		NC:
		NC:		NC:		
						design purposeful, functional,
		design purposeful, functional,		design purposeful, functional,		appealing products for themselves and other users based
		appealing products for themselves and other users		appealing products for themselves and other users		on design criteria
		based on design criteria		based on design criteria		on addigit dittorta
						generate, develop, model and
		generate, develop, model and		generate, develop, model and		communicate their ideas through
		communicate their ideas		communicate their ideas		talking, drawing, templates,
		through talking, drawing, templates, mock-ups and, where		through talking, drawing, templates, mock-ups and, where		mock-ups and, where appropriate, information and
		appropriate, information and		appropriate, information and		communication technology.
		communication technology.		communication technology.		
						select from and use a range of
		select from and use a range of		select from and use a range of		tools and equipment to perform
		tools and equipment to perform practical tasks [for example,		tools and equipment to perform practical tasks [for example,		practical tasks [for example, cutting, shaping, joining and
		cutting, shaping, joining and		cutting, shaping, joining and		finishing
		finishing		finishing		
						select from and use a wide range
		select from and use a wide range of materials and components,		select from and use a wide range		of materials and components, including construction materials,
		including construction		of materials and components, including construction materials,		textiles and ingredients,
		materials, textiles and		textiles and ingredients,		according to their characteristics
		ingredients, according to their		according to their characteristics		
		characteristics				explore and evaluate a range of
		explore and evaluate a range of		evaluate their ideas and		existing products
		existing products		products against design criteria		build structures, exploring how
				use the basic principles of a		they can be made stronger,
		evaluate their ideas and		healthy and varied diet to		stiffer and more stable
		products against design criteria		prepare dishes		
		Scheme:		downtoned I C I		
		To explore different decorations		understand where food comes from		Scheme:
		To practise cutting skills		J. Ont		To explore the features of stable
		To practise sewing skills		Scheme:		structures, including toy car
		To design a Christmas tree		To find out the favourite fruits		garages.
		decoration To make a Christmas decoration		and vegetables in the class and		To design and plan a stable
		evaluate a Christmas decoration		present the data in a pictogram. To examine, taste and describe a		structure. To explore a range of materials
				variety of fruits and vegetables.		and make decisions based on the
						end product.

		To find out how to handle and prepare a variety of fruits and vegetables.  To be able to design a recipe to include fruit and/or vegetables.  To be able to make and evaluate a food product based on a design.	To follow a design plan and make a product. To evaluate products.
Year 3 and 4	Seasonal stockings (Christmas stocking)  NC:  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 computeraided 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  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	Seasonal Food (fairy cakes, jam tarts, stuffed peppers, meatballs, tuna mayonnaise)  NC:  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  Scheme:  To cook using British ingredients available all year round. To know how seasonal fruits in Britain are grown and processed. To understand why vegetables form an important part of a healthy and varied diet. To find out about how seasonally produced meat can form part of a healthy diet. To know how fish are caught or reared, processed and used in healthy meals. To show what you have learned about eating seasonal food as part of a healthy, varied diet.	Mini Greenhouses  NC:  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  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
	Scheme: To explore and analyse existing products To explore different ways to join fabric using sewing skills		apply their understanding of how to strengthen, stiffen and reinforce more complex structures  Scheme: To explore existing greenhouses To investigate stable structures

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products against their own design criteria and consider the bridges are able to span long distances			prepare and cook a variety	
design criteria and consider the  To understand how suspension bridges are able to span long distances			predominantly savoury dis	nes
bridges are able to span long			T I I I I I I I I I I I I I I I I I I I	
distances		design criteria and consider the		
aistances.				
ocitetite.			Scheme:	

views of others to improve their	To develop criteria and design a	To explore different types of
work	prototype bridge for a purpose.	burgers and their nutrition facts.
	To analyse and evaluate	To explore how to make burger
understand and use mechanical	products according to design	patties.
systems in their products [for	criteria	To explore sauces and side dishes
example, gears, pulleys, cams,		for burgers.
levers and linkages]		To explore burger buns and their
		suitability.
		To be able to plan and design a
		burger to make <u>(using an</u>
Scheme:		exploded diagram)
To investigate toys with moving		To be able to make a burger and
cam mechanisms		evaluate the process.
To investigate toys with moving		
cam mechanisms		
To investigate ways of		
strengthening structures for a		
moving toy.		
To be able to design a moving		
toy with a cam mechanism.		
To be able to follow a design to		
create a moving toy with a cam		
mechanism.		
To be able to evaluate a		
finished moving toy.		





Odd-Even years (e.g 2021-2022)

			Odd-Even years (e.g 2021-20	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	To ensure that our children are year 1 ready	by the end of EYFS, we have creat	ed a set of curriculum goals to where children need to b Please see the EYFS I	e to start year 1.	. The curriculum goals run c	llongside the ELGs and take into account
Year 1 and		Perfect Pizzas		Vehicles		Moving Mini-beasts
2		NC:		NC:		NC:
		design purposeful, functional, appealing products for themselves and other users based on design criteria		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.
		generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.		generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and		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 range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing		select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping,		select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
		select from and use a wide range of materials and components, including construction materials,		joining and finishing select from and use a wide range of materials and		evaluate their ideas and products against design criteria  explore and use mechanisms [for example,
		textiles and ingredients, according to their characteristics		components, including construction materials, textiles and ingredients,		levers, sliders, wheels and axles], in their products
		explore and evaluate a range of existing products		according to their characteristics		Scheme: To be able to create a sliding mechanism To be able to use levers and pivots to
		evaluate their ideas and products against design criteria		explore and evaluate a range of existing products		create a moving mechanism  To be able to create a wheel mechanism  To design a picture with a moving
		use the basic principles of a healthy and varied diet to prepare dishes		evaluate their ideas and products against design criteria		mechanism To make a minibeast-themed moving picture To evaluate a moving minibeast picture
		understand where food comes from		explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products		
		Scheme: To find out what the favourite pizzas in the class are. To examine, describe and		Scheme: To investigate a variety of		
		categorise a variety of bread based products.		vehicles and their uses and features.		

	To examine, describe and categorise a variety of pizza toppings. To design a balanced healthy pizza <u>using ICT</u> To be able to make and evaluate a food product based on a design.	a T v d	To investigate wheels, axles and chassis. To be able to investigate ways of creating and decorating the body of a vehicle. To be able to design a	
		Т b Т	vehicle. To be able to make a vehicle based on a design. To be able to evaluate a finished product.	
Year 3 and 4	Packaging		British Inventors (two lessons)	Light up Signs
	NC:	-		NC:
		N	NC:	use research and develop design criteria to
	use research and develop design			inform the design of innovative,
	criteria to inform the design of		understand how key events	functional, appealing products that are fit
	innovative, functional, appealing		and individuals in design and	for purpose, aimed at particular
	products that are fit for purpose,		technology have helped	individuals or groups
	aimed at particular individuals or	S	shape the world	announte develor model and
	groups		Scheme:	generate, develop, model and communicate their ideas through
			To investigate the invention	discussion, annotated sketches, cross-
	generate, develop, model and		of the telephone.	sectional and exploded diagrams,
	communicate their ideas through discussion, annotated sketches,		To investigate the invention	prototypes, pattern pieces and computer-
	cross-sectional and exploded		of the World Wide Web	aided design
	diagrams, prototypes, pattern		,	
	pieces and computer-aided design	S	Storybooks	select from and use a wider range of tools
				and equipment to perform practical tasks
	select from and use a wider range of tools and equipment to perform	N	NC:	[for example, cutting, shaping, joining and finishing], accurately
	practical tasks [for example,	Lu Lu	use research and develop	31, 31,
	cutting, shaping, joining and		design criteria to inform the	select from and use a wider range of
	finishing], accurately		design of innovative,	materials and components, including
	<b>3</b>	f	functional, appealing	construction materials, textiles and
	select from and use a wider range		products that are fit for	ingredients, according to their functional
	of materials and components,		purpose, aimed at particular	properties and aesthetic qualities
	including construction materials,	i	individuals or groups	
	textiles and ingredients, according			investigate and analyse a range of
	to their functional properties and		generate, develop, model and communicate their ideas	existing products
	aesthetic qualities		communicate their ideas through discussion,	avaluate their ideas and and distance
			annotated sketches, cross-	evaluate their ideas and products against their own design criteria and consider the
	investigate and analyse a range of existing products		sectional and exploded	views of others to improve their work
	existing products		diagrams, prototypes,	Time of stillers to timple over their work
	evaluate their ideas and products		pattern pieces and computer-	apply their understanding of how to
	against their own design criteria		aided design	strengthen, stiffen and reinforce more
	and consider the views of others to			complex structures
	improve their work		select from and use a wider	
			range of tools and equipment	understand and use electrical systems in
	Scheme:		to perform practical tasks	their products [for example, series circuits
	To investigate a range of		for example, cutting,	incorporating switches, bulbs, buzzers and
	packaging.		shaping, joining and finishing], accurately	motors]
	To be able to construct nets for 3-	J	intenting, accurately	annih di sia mala di di S
	D shaped packages.		select from and use a wider	apply their understanding of computing to
	To explore the use of graphics on		range of materials and	program, monitor and control their products
	packaging		components, including	products

the views of others to improve that's own't improve that arrange of the products with lever and a product with lever and a product with lever and a product with a range of the product of				
To be clube to make a packaging properties and according to tree framework properties and according to tree framework properties and according to tree framework products.  To design the mediants of printeds  and the properties and according treatment of the properties and according treatment of the properties and according treatment of the properties and products against their count designs orders and consultant their count of the properties of the propertie			· · · · · · · · · · · · · · · · · · ·	
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To be either weahable a first-liked product.  Constitute and strategies and strat				
whether is a server of the control o		box by following a design.		
invertigence and analysis of the develop ideas for a develop ideas for a leave of control of the market of the control of the			qualities	
rauge of outside products  Programming Ploners  Programming Ploners  Programming Ploners  Programming Ploners  Programming Ploners  No.:  A. C. Selection of design of the purpose, and design of the selection of the products and design of the selection of the products and design of the selection		product.		
Programming Ploners  Year-5 and  Programming Ploners  Programming Ploner				
wellate their titles and methods against their own design criteria and composents to method in products against their own design criteria and consider the mediators of address to improve their own disagns criteria and consider the mediators of address to improve their own to the program of address to improve their own to the program of a development of the program of the program and control in a product.  Scheme  To investigate and evaluate products and program and control in a product.  Scheme and program and control in a product.  To approximate their and approximate the program and control in a product.  To approximate their and approximate the program and control in a product.  To approximate their and approximate their approximate their and approximate their and approximate their			range of existing products	
products against their work design critises and consider the views of others to improve the two consider the views of others to improve the views of others to improve the views of others to the views of others to improve the views of others to improve the views of others to improve the views of others To investigate and coulsate products with loom and large systems. To explore and experiment of the views of different for the views of the views of the views of the views To be able to make a respect with moving marketiness using and relative To be able to make a remarch and develop dialign or the views or exclusive to  NC.  NC.  NC.  NC.  NC.  NC.  NC.  NC				
design cuteria and consider the the way of different the improve their work  Scheme Scheme The construction of the construction improve their work  Scheme The construction of the construction to be oble to evaluate a function of the construction of the construction of the construction of the construction to be oble to evaluate a function of the construction of the construction to be oble to evaluate a function of the design of the construction to be oble to evaluate a function of the design of the construction to form the design of forewards to construct and develop design criteria to inform the design of forewards to construct the construction of the constr			evaluate their ideas and	
design criteria and consider the views of others to improve their work  Scheme: To investigate and evaluate products with lawr and liskogs systems. To investigate and evaluate products with lawr and liskogs systems. To explain the constant to the constant of the constant of the constant to the constant of the constan			products against their own	•
the views of others to improve their work improved their work improved their work in the products with item and integrated their products when an integrated their products with item and integrated their products with an extensive products their of programs and develop design criteria to inform the design of immovative, functional, appealing products that are fit for purpose, airmed to products that are placed to purpose, airmed to product their infects that are fit for purpose, airmed to product their infects the communicative their infects through discussion, annotated shelder, consequent and develop many products their infects through discussion, annotated shelder, consequently and and components to perform and account of their infects and products their infects and account of their infects and products the shape provided their infects and products the provided shape provided infections. In the provided a				To construct a working circuit with one or
unsprove their work  Scheme  Scheme  Scheme  To investigate and enhalte  In a predict.  To investigate and enhalte  In a predict.  To experiment with a range of techniques to covere  moving mechanisms.  To experiment with a range of techniques to covere  moving mechanisms.  To experiment with a range of techniques to covere  moving mechanisms.  To experiment with a range of techniques to covere  moving mechanisms.  To be able to make a  starbolock.  To be able to make a  starbolock with removing a  finish predict.  Fashion and Testiles  NC:  NC:  NC:  NC:  See research and develop design orther  inform the design of innovative,  inform the design of innovative,  design oriteria to inform the design of innovative,  products that are fit for purpose,  quarted appealing products that a refer for purpose,  quarted appealing products that are fit for purpose,  quarted appealing products that are fit for purpose,  and a purpose, and a purpose,  and a purpose, and a purpose,  and a purpose,  and a purpose,  and a purpose,  and a purpose,  and a purpose,  and a purpose,  and a purpose,  and a purpose,				
Scheme:  Scheme:  To investigate and evaluate products with inour and linkings appears.  In things appears.  In things appears.  To expere and seperiment with a runge of different form of graphic exchanges.  To expere and seperiment person and design and storybook.  To be able to evaluate a product.  Programming Ploneers  Progra				
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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 Scheme: To explain how computers and computer programs are used in a variety of products. To develop ideas for a product with an embedded computer system that controls it. To develop, model and communicate ideas for an embedded system which monitors

and controls a door, a room or

To develop ideas for a product and

start to write programs to monitor

To model and communicate ideas,

using either prototype models or

computer-controlled system and

To evaluate your design for a

consider the views of others to

both.

and control them.

computer-aided design.

improve your work

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

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

## Scheme:

To investigate and analyse items made using textiles: the materials used and how they are made.

To explore some ways in which textiles are joined and decorated.

To design an item made using textiles, and draw pattern pieces.

To use pattern pieces to measure, mark and cut fabric; to sew design elements according to a design.

To join fabric pieces by hand sewing.

To sew hems on an item made using textiles; to add design details.

ingredients, according to their functional properties and aesthetic qualities

## Birdhouse Builders (Y5)

## NC:

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, crosssectional and exploded diagrams, prototypes, pattern pieces and computeraided 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

evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

## Scheme:

To investigate the purpose and appearance of bird houses.

To investigate the materials and features of bird houses and how to draw diagrams. To investigate and practise woodwork skills.

To be able to design a bird house for a specific bird.

To be able to make a bird house by following a plan.

To evaluate, make predictions and promote a completed bird house.