

Design Technology Long Term Plan 2025-26

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2					
<p>EYFS AREA: Expressive Arts and Design</p> <p>NC Links: Art and Design, Music and DT</p>	<p>Statutory Guidance from the EYFS Framework: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>										
	<u>Autumn 1</u>	<u>Autumn 2</u>		<u>Spring 1</u>		<u>Spring 2</u>		<u>Summer 1</u>		<u>Summer 2</u>	
Potential Themes/ Interests of children	<u>YEAR 1 AND 2</u> All About Me Autumn	<u>YEAR 1</u> People Who Help Us Christmas	<u>YEAR 2</u> Nocturnal Animals Christmas	<u>YEAR 1</u> Reptiles/ Dinosaurs Winter	<u>YEAR 2</u> Space Winter	<u>YEAR 1</u> Fairytales/ Growing Easter/ Spring	<u>YEAR 2</u> Farm Easter/ Spring	<u>YEAR 1</u> Under the Sea	<u>YEAR 2</u> Bees	<u>YEAR 1</u> Pirates Summer	<u>YEAR 2</u> Holidays/ Transport Summer
Possible Celebrations & Experiences	<i>Starting School Autumn Black History Month Diwali</i>	Diwali Bonfire Night, Children in Need Remembrance Day National Nursery Rhyme Week Advent Christmas		Valentine’s Day Lunar New Year Chinese New Year		World Book Day Comic Relief Mothers’ Day				Fathers’ Day Sports Day Transition	
NURSERY Creating with materials Intent	Children use playdough to roll, cut, ball, sausage. Children build towers with large	Children use a glue stick to join materials together. Children create independent craft using available materials e.g. An		Children add more to their pictures and creations e.g. pom- poms, glitter.		Children use spring loaded scissors to snip,		Children build using smaller construction kits correctly,		Children cut with more confidence. Children build for a purpose using a range of construction equipment. Children	

<p style="text-align: center;">Vocabulary</p>	<p>construction equipment.</p>	<p>independent Christmas Card.</p>				<p>using a range of 'sticking' tools to join their artwork e.g. sellotape, masking tape, PVA glue, glue stick.</p>
<p style="text-align: center;">Implementation</p>	<p>Colour, colour names, paint brush, paint, thick, paper, create, make, ideas, landscape, portrait, dough, roll, squeeze, shape, ball, cut, tower, build, up</p> <p>Children having a malleable area with dough and tools to use, children having larger constructions equipment available.</p>	<p>Glue, glue stick, join, lid, wind up, craft, glitter, design, ideas.</p> <p>Children having glue sticks modelled to them by the adults in the setting, glue sticks available for children to use at all times, children being shown ideas e.g. for a Christmas card and then given the free choice to make the card.</p>	<p>Drawing, pencils, paper, colouring pencils and pens, what, where, why, pom-poms, glitter, feathers, pasta, sequins.</p> <p>Adults 'stocking up' the creative area with a range of resources for children to freely access.</p>	<p>Scissors, careful, snip, print, paint, colour, clear, sponge, shapes, shape names, drawing, pencils, copy, ideas.</p> <p>Children having access to spring loaded scissors. Children having scissor based activities to develop their scissor skills, adults modelling scissor safety,</p>	<p>Construction, build, ideas, paint, print, why, what, colour, mixing, new, create, collaborate, friend, together.</p> <p>Children having a range of construction kits available – starting large in Autumn and getting smaller by Summer.</p>	<p>Scissors, cutting, safe, independently, creating, making, ideas, construct, build, stick, glue, sellotape, making tape, PVA glue, spreader.</p> <p>Children having scissor skill based tasks and access to the scissors at all times, children building for a range of purposes and supported to do this using a range of materials – not just one 'kit'.</p>
<p style="text-align: center;">RECEPTION Development of the use of Textiles and Materials</p>						
<p style="text-align: center;">Intent</p>	<p>Children explore the available materials within the setting.</p>	<p>Children shown how to use junk modelling materials</p>	<p>Children explore different types of materials and what</p>	<p>Children learning what a collage is and how we can collage</p>	<p>Children are taught how to weave, looking at man-</p>	<p>Children continuing to learn to weave and exploring weaving.</p>

<p>Vocabulary</p>	<p>Materials, textures, fabric, play-dough, natural, soft, hard, bendy, rough, smooth.</p>	<p>to build and construct models.</p>	<p>their properties and uses are.</p>	<p>using different materials and which ones work best and look most effective.</p>	<p>made weaving materials as well as natural weaving materials e.g. leaves with holes and dandelions.</p>	<p>Materials, textures, natural, leaves, thread, weaving, in and out.</p>
<p>Implementation</p>	<p>Exploration of a range of materials and their functions, creative areas.</p>	<p>Junk modelling materials available in class, different functions of glue explored with class.</p>	<p>Exploration of a range of materials and their functions, materials available in creative areas, winter clothing available outside to be explored with outdoors.</p>	<p>Collage exploration, collage materials available to class.</p>	<p>Weaving demonstrated to the class, weaving materials available in provision,</p>	<p>Modelling and instructions on how to weave with links to how to sew.</p>
<p>RECEPTION Development of modelling and 3D work</p>	<p>Children develop ability to use loose parts in the classroom</p>	<p>Children develop knowledge of how to use simple joins when using different materials to create</p>	<p>Children make models and creations for their own pleasure and for events and celebrations.</p>	<p>Children explore how natural resources can be manipulated to make 3D sculptures.</p>	<p>Children specifically use certain materials for their own ideas.</p>	<p>Children have the skills and understanding to use a range of tools and materials to join, assemble and build models and 3D work.</p>
<p>Intent</p>						

<p>Vocabulary</p> <p>Implementation</p>	<p>Transient art, loose parts, moveable, creation, colour, shape, patterns.</p> <p>Exploration of loose parts, modelling of how they can be used, images of ideas.</p>	<p>Joins, materials, 3D, 3D work, sellotape, masking tape, sellotape, glue stick, stronger, hold.</p> <p>Exploration with the class of different ways to join materials and which is the best method for which material.</p>	<p>Celebrate, bunting, paper chains, joins, glue, paper, card.</p> <p>Reading stories about celebrations, exploring pre-made paper chains, exploring the process of paper chains, making cards and other decorations.</p>	<p>Natural art, nature, patterns, outdoors, Andy Goldsworthy, style, copy, similar.</p> <p>Going outside to see living art and nature, creating repeating patterns with nature, building with natural objects outdoors.</p>	<p>Props, puppets, folding, technique, fan, book, material, feather headdress.</p> <p>Exploration of puppets, discussing and modelling ways to make puppets, looking at folding techniques together – modelling and giving children the materials to access, giving children a range of materials to access from.</p>	<p>Tools, techniques, join, assemble, materials, glue, folds, sellotape, adapt, change, review, explain.</p> <p>A range of tools, materials, textiles available for children to access using the taught methods shown to them across the year.</p>
<p>RECEPTION</p> <p>Development of Cutting skills</p> <p>Intent</p> <p>Vocabulary</p>	<p>Children are able to use scissors to make snips safely.</p> <p>Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper.</p>	<p>Children build confidence and skill in using scissors.</p> <p>Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, straight line, copy, follow.</p>	<p>Children build confidence and skill in using scissors.</p> <p>Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, curved lines, copy, follow, trace.</p>	<p>Children build confidence and skill in using scissors</p> <p>Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, shapes, lines, copy.</p>	<p>Children use scissors independently and safely.</p> <p>Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, independence, lines, follow.</p>	<p>Children use scissors to support them in their creations.</p> <p>Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, purpose, independence.</p> <p>Scissors in provision, a variety of shapes for</p>

<p>Implementation</p>	<p>Demonstration and discussions around scissor safety, modelling the use of scissors – open and close to make small snips in a repeated process, scissors in provision.</p>	<p>Demonstration and discussions around scissor safety, modelling the use of scissors – open and close to make small snips in a repeated process to follow a line, scissors in provision.</p>	<p>Demonstration and discussions around scissor safety, modelling the use of scissors – open and close to make small snips in a repeated process while moving the paper around to follow a curved line, scissors in provision.</p>	<p>Scissors in provision, a variety of shapes for children to cut, materials and pictures available for children to cut freely.</p>	<p>Scissors in provision, a variety of shapes for children to cut, materials and pictures available for children to cut freely.</p>	<p>children to cut, materials and pictures available for children to cut freely.</p>
<p>The Reception Year provides the foundation design and technology skills children will build upon in Year one.</p>	<p style="text-align: center;"><u>Design and Technology – KS1 National Curriculum</u></p> <p>Design- 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</p> <p>Make -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</p> <p>Evaluate -Explore and evaluate a range of existing products -Evaluate their ideas and products against design criteria Technical knowledge -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</p>					
<p>Year 1</p> <p>Intent Vocabulary</p>		<p>Sliders and Levers (mechanisms)</p> <p>Design, make and evaluate moving story book.</p> <p>Design, make, design criteria, evaluate, moving, lever,</p>		<p>Textiles</p> <p>Understanding what a template is and joining techniques.</p> <p>Design, make, design criteria, evaluate, template, joining technique, sew, staple, thread</p>		<p>Food and nutrition</p> <p>Design, make and evaluate a fruit kebab for ourselves to enjoy at the end of the unit.</p> <p>Design, make, design criteria, evaluate, kebab,</p>

		slider, pivot, mechanism				hygiene, peel, cut, taste
Year 2		Wheels and axels To explain what wheels and axels are. Describe the difference between fixed axels and free axels. To describe how to make a moving toy vehicle. <i>Axle, chassis, axle holder, assembling, mechanism</i>		Food – healthy eating AFRICAN SOUP To model the bridge grip and the claw grip for cutting food. To describe where fruit would fit on the eatwell plate. Describe their likes / dislikes regarding food. <i>Ingredients, nutrients, seasonality.</i>		Structures (Bug hotels) To model how to saw wood in a safe manner. To model how to assemble strong corners. To explain how they know if a product has met its specification. <i>Structure, strengthen, reinforce, prototype, annotated sketch.</i>
Year 3	Textiles-Stone Age clothing Children use research to design Stone Age costume. Children communicate their design ideas through discussion, sketches and diagrams. Children select and use appropriate materials to make a Stone Age costume. Children evaluate their costumes against the design criteria. <i>Template, mock-up, pattern pieces, fabrics & components.</i>		Shell Structures-biscuit packaging. Children know how to strengthen, stiffen and reinforce a biscuit package. Children use tabs on their packaging. Children know how to make a packaging appealing for the consumer. <i>Names of 3-D shapes, components, marking out, scoring, prototype.</i>		Cooking and nutrition-measuring, weighing, following recipes. Children understand and apply the principles of a healthy diet. Children prepare and cook savoury dishes using a range of cooking techniques. Children understand seasonality and know where ingredients come from. <i>Names of equipment, ingredient names, technique names, healthy/varied diet.</i>	
Year 4			SHELL STRUCTURES (Using CAD) • Develop ideas through the analysis of existing shell structures and use		ELECTRICAL SYSTEMS (Torches) Generate, develop, model and	Italian fiesta (Cooking and Nutrition) Understand and apply the principles of a

			<p>computer-aided design to model and communicate ideas.</p> <ul style="list-style-type: none"> Select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble with some accuracy. <p>Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.</p> <p>hell structure, 3-D shape, net, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, prototype</p>		<p>communicate realistic ideas</p> <ul style="list-style-type: none"> Select from and use tools and equipment to cut, shape, join and finish with some accuracy <p>Investigate and analyse a range of existing battery-powered products.</p> <p>series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip</p> <p>control, program, system, input device, output device</p>	<p>healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Develop an understanding of what food is eaten within the Italian cuisine.</p> <p>Sensory evaluations, seasonal, savoury, names of techniques.</p>
Year 5		<p>Electrical systems</p> <ul style="list-style-type: none"> Explain what an electrical system is Explain how electrical systems work 	<p>Food and nutrition: Viking/Saxon recipes</p> <ul style="list-style-type: none"> Talk about seasonality Understand what a healthy diet is 			<p>Mechanical systems</p> <ul style="list-style-type: none"> Explain what a mechanical system is Explain how mechanical systems work

		<p>Plan and make a product using an electrical system</p> <p>Vocabulary: names of switches & components, program, design specification, design brief.</p>	<ul style="list-style-type: none"> Plan and make a food product inspired by research Vocabulary: names of herbs & spices, nutrients, seasonality, research. 			<p>Plan and make a product using a mechanical system</p> <p>Vocabulary: names of different types of cams, exploded diagrams. Design specification, rotary, oscillating & reciprocating motions.</p>
Year 6		<p><u>Cooking and Nutrition</u> (Afternoon Tea) Investigate and evaluate Children investigate, analyse & evaluate a range of sandwiches and cakes that could be suitable for afternoon tea. Look at nutritional values on sandwich wrapping. Focused Tasks- Healthy plate. Learn about the different food types and what the nutrition on our plates should look like. Focused Task-Cutting & chopping skills/techniques. Focused Task-Planning to plan afternoon tea. Design, make & evaluate</p>		<p><u>Structures</u> (Biomes) Investigate and evaluate Children investigate, analyse & evaluate a range of structures. Focused Tasks- Assembling materials as preparation of making their structure (Biome). Focused task-Planning- to plan their structure. (Biome) Design, make and evaluate Children make their biomes. Triangulation, prototype, annotated sketches.</p>	<p><u>Textiles</u> Combining different fabric shapes Teddy Investigate and evaluate Children investigate, analyse and evaluate a range of existing products which have been produced by combining fabric shapes. Focused tasks-Sewing Develop skills of sewing textiles by joining right side together and making seams. Focused Task-Planning to plan their teddy.</p>	

		<p>Using their knowledge and skills know how to prepare and cook a variety of sandwiches, biscuits & cakes safely and hygienically.</p> <p>Annotated sketches, rotation, oscillation & reciporating motions, identify different types of cams.</p>			<p>Design, make and evaluate</p> <p>Children make & evaluate their soft toy.</p> <p>Names of stitches, specification, design brief, prototype and template.</p>	
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