Trimley St Mary – Design Technology Long Term Plan

	Autumn Term	Spring Term	Summer Term
EYFS	**Who do you think you are? – What makes me so special?** Paintings of our faces and homes. Maps of area. Cards for family Stick puppets. Play dough	**Prickly Plants and Awesome Animals – Would you rather live in a hot place or a cold place?** Animals from different climates Stick puppets Props for their play – small world/ home corner Pictures for family. Play dough	**Everyday Heroes – Who are the Everyday Heroes in our community?** Paintings of everyday heroes and where they work Junk modelling. Play dough
Development Matters Links	Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will: - 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; - Make use of props and materials when role playing characters in narratives and stories. ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes	Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will: - 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; - Make use of props and materials when role playing characters in narratives and stories. ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.	Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will: - 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; - Make use of props and materials when role playing characters in narratives and stories. ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. ELG: Speaking Children at the expected level of development will: - Participate in small group,

	and cutlery; - Begin to show accuracy and care when drawing. ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Year One	**Knowing Me, Knowing You - What makes me who I am?** Moving figures. Constructing Houses products against design criteria	**Food, Glorious Food - Would you rather grow your own food, or buy your food from a shop?** Food Tech - Making sandwiches Sandwich containers / Models of Port of Felixstowe	**Oh, We do like to be beside the Seaside - What makes our beach special?** Pirate puppets Moving seaside pictures
National Curriculum Links	generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from and use a range of tools and equipment to perform practical tasks build structures, exploring how they can be made stronger, stiffer and more stable evaluate their ideas and products against design criteria	use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics evaluate their ideas and products against design criteria	explore and use mechanisms [for example, levers, sliders], in their products. explore and evaluate a range of existing products evaluate their ideas and products against design criteria
Year Two	**London Calling - Why is London the capital city of the United Kingdom?** Construction (London Landmarks) DME Food Technology - Healthy lunchbox for Paddington	**Medieval Mayhem - Would you rather live in your house or a castle?** Mechanisms. Vehicles / Models - Wheels & Axles - DME	**The Enchanted Wood - Why are woodlands important?** Textiles/Sewing - DME Woodland hand puppets

National Curriculum Links	design purposeful, functional, appealing products for themselves and other users based on design criteria select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics explore and evaluate a range of existing products evaluate their ideas and products against design criteria	explore and use mechanisms [for example, wheels and axles], in their products. design purposeful, functional, appealing products for themselves and other users based on design criteria select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics explore and evaluate a range of existing products evaluate their ideas and products against design criteria	design purposeful, functional, appealing products for themselves and other users based on design criteria explore and evaluate a range of existing products evaluate their ideas and products against design criteria
Year Three/Four Cycle 1	**Enchanting Egyptains - Why did the Egyptians stop building pyramids?** Food & nutrition - Pharoah feast	**Revolting Romans - What did the Romans ever do for us?** Pizza design Trimley Trattoria Villas to create a Roman town Mosaic photo frame	**Healthy Heroes - How do we know if we're healthy?** Food -design and make a healthy drink
National Curriculum links	Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety or 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.	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. 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. Understand how key events and individuals in design and technology have helped shape the world Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety or predominantly savoury dishes using a range of cooking techniques.	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, such as cutting, shaping, joining and finishing, accurately. 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 and apply the principles of a healthy and varied diet.

		Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and and processed. Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages	Prepare and cook a variety or 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 and processed.
Year Three/Four Cycle 2	**Stones and bones** - Could we survive in the Stone Age? Woolly Mammoth . Construct a dwelling (Thor's cave) Strength of structures	**Remarkable Rainforest** - Will there still be Rainforests when we grow up? Collage a rainforest in a shoe box - diorama Design and make a habitat box for an animal	**Our Place on Earth - What makes our place on earth special?** Pop up book of a scenic picture that outlines how the local land is used.
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Year Five/Six Cycle 1	Journey to the Poles Who were the first humans to discover Antarctica? What was Shackleton's journey like?	Travelling Through Time When did the Anglo Saxons settle in Britain? Where did they come from?	Journey to The Americas What is life like in the Americas? Who are the Mayans? What effects have they had on our lives?

	How did Shackleton get to Antarctica? Mechanics/Construction – CAM Toys linking to Antartica topic. .	**What evidence is there in modern Britain that the Anglo Saxons lived here?** **Who were the Greek gods?** **How have the Ancient Greeks affected modern life?** Electricals/Construction – Time Machines. Textiles – Sewing a bag inspired by the Anglo-Saxons.	Construction- Making props and background for year 5/6 production.
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Year Five/Six Cycle 2	Disaster Zones **What years did major natural disasters happen?** **Have we had any local natural disasters?** **How have disaster hit countries recovered?** Construction - Creating a village and creating a natural disaster (fire, earthquake, tsunami).	Intergalatic Explorers **Which countries were involved in the Space Race?** **When did humans first reach the moon?** **When did the first woman enter space?** Construction - Create a rocket.	The War Room **How did the world wars start?** **When did they start?** **Who was involved?** **How were people affected?** Food - Create a wartime recipe. Construction/Painting - Making props and background for year 5/6 production.
National Curriculum Links	- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. - 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.	- 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.	- 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. - Investigate and analyse a range of existing products. - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.