

For with God, everything is possible (Matthew 19:26)
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 <i>Challenge Resilience Opportunities Wellbeing Knowledge</i>				
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	Lever Head Puppet (*Progression from EYFS - Design, Make, Evaluate process)		Rainbow fish / Hungry caterpillar (Progression from EYFS - sew on a button)	Fruit & Vegetables 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	Cardboard structures Fire Engine (Linked to History - Great Fire of London) <ul style="list-style-type: none"> Make the structure Using wheels & axles (4whl/model) (Progression from EYFS and Y1 - Design, make and evaluate) +Use Digital Paint in Design process		Puppets (Progression from EYFS - Design, Make, Evaluate) (Recap from Y1 - sew on buttons and complete running stitch)	A Balanced Diet 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)

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	Structures	Mechanisms	Textiles	Food	Electrical 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 / Electrical components</u></p> <p>Torches (*Links to Science)</p> <p>(Progression - recap on all structures taught before introduction to electronics - purpose / audience)</p> <p>+Using Tinkercad to Design</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 pans/equipment)</p>	<p><u>Structures / Electrical components</u></p> <p>Torches (*Links to Science)</p> <p>(Progression - recap on all structures taught before intro to electronics - purpose / audience)</p> <p>+Using Tinkercad to Design</p>
Year 5		<u>Cams Toys</u>	<u>Bag</u>		<u>Electronics</u>

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



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#EverythingIsPossible