



DT Long Term Plan

2023- 2024



| Year group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| FS1 | <p><u>Me and My Family / Pets</u> The children will be introduced to simple junk modelling and create a self-portrait.</p> <p><u>Autumn / Celebrations</u> The children will make a range of simple representations using playdough linked to key texts.</p> | <p><u>Wonderful Water</u> They will make meaningful junk models culminating in creating a home for a duck or penguin.</p> <p><u>Animals in the Wild</u> The children will be encouraged to begin to make recognisable models from playdough such as animals.</p> <p><i>As part of Healthy Eating Week, the children will be shown how to prepare and make a soup.</i></p> | <p><u>Growth / Life Cycles</u> Children will continue to be given opportunities to junk model and play with playdough.</p> <p><u>Journeys / Near and Far</u> They will be supported to make a wider range of recognisable models.</p> <p><i>The children will create their own bookmark.</i></p> | | | |
| FS2 | <p><u>Me and My Family / Pets</u> The children will create self-portraits out of playdough and natural materials such as autumn leaves.</p> <p><u>Autumn / Celebrations</u> The children will continue to explore with playdough making a range of characters. They will create a thumb pot Diwa lamp with clay and music shakers with bottles / yoghurt pots.</p> | <p><u>Wonderful Water</u> The children will make 3D boats with a variety of materials and explore which materials make a successful boat.</p> <p><u>Animals in the Wild</u> The children will create representations of sea creatures and plants using transient art.</p> <p><i>During our Healthy Eating Week the children will learn to make a soup.</i></p> | <p><u>Growth / Life Cycles</u> The children will be encouraged to talk about the models that they have made and the process they followed to create them.</p> <p><u>Journeys / Near and Far</u> The children will continue to be given opportunities to make a variety of junk models with an increasing number of tools and materials. They will start to make models with moving parts.</p> <p><i>The children will practice a range of techniques to design and create their own bookmark.</i></p> | | | |
| Year 1 | | <p><u>Structures: Constructing a Windmill</u> Design and construct a windmill. Explore various types of windmill, how they work and their key features.</p> | <p><u>Textiles: Puppets</u> Explore methods of joining fabric. Design and make a character-based hand puppet using a preferred joining technique, before decorating.</p> | | | <p><u>Cooking and Nutrition: Smoothies</u> Learn to distinguish between fruit and vegetables and where they grow. Design a fruit and vegetable smoothie and accompanying packaging.</p> |
| Year 2 | | <p><u>Structures – making baby bears chair</u> Look at man-made and natural structures. Identify stable and unstable structural shapes.</p> | <p><u>Textiles - Pouches</u> Prepare and cut fabric to make a pouch from a template. Use a running stitch to join the two pieces of fabric together.</p> | | | <p><u>Cooking and nutrition: A balanced diet</u> Name the main food groups and identify foods that belong to each group. Describe the taste, texture and smell of a given food. Think of four different</p> |

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| | | Identify features that make a chair stable. Work independently to make a stable structure, following a demonstration. Produce a model that supports a teddy, using the appropriate materials and construction techniques. | Decorate their pouch using the materials provided. | | | wrap ideas, considering flavour combinations. Construct a wrap that meets the design brief and their plan. |
| Year 3 | | <p><u>Structures – making a castle</u></p> <p>Draw and label a simple castle that includes the most common features. Recognise that a castle is made up of multiple 3D shapes. Design a castle with key features which satisfy a given purpose. Score or cut along lines on the net of a 2D shape. Use glue to securely assemble geometric shapes. Utilise skills to build a complex structure from simple geometric shapes.</p> | <p><u>Textiles - cushions</u></p> <p>Use a cross-stitch to join two pieces of fabric together. Design and cut the template for a cushion. Use cross-stitch and appliqué to decorate a cushion face. Make a cushion that includes appliqué and cross-stitch</p> | | | <p><u>Food – eating seasonally</u></p> <p>Explain that fruits and vegetables grow in different countries based on their climates. Understand that 'seasonal' fruits and vegetables are those that grow in a given season and taste best then. Know that eating seasonal fruit and vegetables has a positive effect on the environment. Design their own tart recipe using seasonal ingredients. Follow the instructions within a recipe.</p> |
| Year 4 | | | | <p><u>Textiles – making Fastenings</u></p> <p>Identify the features, benefits and disadvantages of a range of fastening types. Write design criteria and design a sleeve that satisfies the criteria. Make a template for their book sleeve. Assemble their case using any stitch they are comfortable with.</p> | <p><u>Food – Adapting a Recipe</u></p> <p>Follow a recipe, with some support. Describe some of the features of a biscuit based on taste, smell, texture and appearance. Adapt a recipe by adding extra ingredients to it. Plan a biscuit recipe within a budget.</p> | <p><u>Structures- Building a Pavilion</u></p> <p>Produce a range of free-standing frame structures of different shapes and sizes. Design a pavilion that is strong, stable and aesthetically pleasing. Select appropriate materials and construction techniques to create a stable, free-standing frame structure. Select appropriate materials and techniques to add cladding to their pavilion.</p> |

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| <p>Year 5 /6</p> | | <p><u>Structures- Building bridges</u></p> <p>Identify stronger and weaker shapes. Recognise that supporting shapes can help increase the strength of a bridge, allowing it to hold more weight. Identify beam, arch and truss bridges and describe their differences. Use triangles to create simple truss bridges that support a load (weight). Follow each stage of the truss bridge creation as instructed by their teacher. Complete a bridge, with varying ranges of accuracy and finish, supported by the teacher. Identify some areas for improvement, reinforcing their bridges as necessary.</p> | <p><u>Textiles – stuffed toy</u></p> <p>Design a stuffed toy, considering the main component shapes of their toy. Create an appropriate template for their stuffed toy. Join two pieces of fabric using a blanket stitch. Use appliqué or decorative stitching to decorate the front of their stuffed toy. Use blanket stitch to assemble their stuffed toy, repairing when needed.</p> | | | <p><u>Food- Being Healthy</u></p> <p>Understand how beef gets from the farm to our plates. Present a subject as a poster with clear information in an easy to read format. Contribute ideas as to what a 'healthy meal' means. Notice the nutritional differences between different products and recipes. Recognise nutritional differences between two similar recipes and give some justification as to why this is. Work as a team to amend a bolognese recipe with healthy adaptations. Follow a recipe to produce a healthy bolognese sauce. Design packaging that promotes the ingredients of the bolognese.</p> |
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