

# Design Technology

Long term planning



Upper  
Wharfedale  
Primary  
Federation



EYFS		
<p>Design Technology is central to the development of children’s artistic and cultural awareness which 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 materials and mediums. 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 essential to their progress in understanding and appreciating what they hear, see and feel.</p> <p>We will support the children by providing enhanced provision inside and out. Our creative area where children can access a range of creative materials, loose part resources that support open ended play, and do not restrict children’s imagination and creativity.</p> <p>The links in EYFS ensure pupils are well prepared for the teaching in art within Key Stage 1</p>		
Pre School	Reception	ELG
<p>PS (3-4)</p> <p><b>Personal, Social and Emotional Development:</b> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</p> <p><b>Physical Development:</b> Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Choose the right resources to carry out their own plan.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p><b>Understanding the World:</b> Explore how things work.</p> <p><b>Expressive Arts and Design:</b> Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	<p>Reception</p> <p><b>Physical Development:</b> Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Use their core muscle strength to achieve a good posture. when sitting at a table or sitting on the floor.</p> <p><b>Expressive Arts and Design:</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p><b>Physical Development:</b></p> <p>Fine Motor Skills</p> <p>a range of small tools, including scissors, paintbrushes and cutlery.</p> <p><b>Expressive Arts and Design:</b></p> <p>Creating with Materials.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>

KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Cycle A 24/25</b>	<b>Cooking and nutrition</b>  Use the basic principles of a healthy and varied diet to prepare dishes and to understand where food comes from.  Paddington Bear's journey through London Where does food come from? Fruit and vegetables grow Seasonality		<b>Textiles</b>  Design, make and evaluate a dragon finger puppet inspired by the story Tell me a Dragon by Jackie Morris			<b>Mechanisms linkages and levers</b>  Design, make and evaluate a moving character from a book using levers, pivots and linkages.
<b>Cycle B 25/26</b>		<b>Textiles</b>  Design, make and evaluate a felt travel pouch suitable for carrying a water bottle/snack on an Alaskan/African adventure.	<b>Cooking and Nutrition</b>  Titanic Afternoon Tea.  <b>Structures</b> What is a structure? Investigate how to make a structure strong and stable. Design, make and evaluate 2 pieces of furniture for a room on the Titanic.			<b>Structures</b>  Design, make and test a boat out of recycled materials.  Investigate the properties of the materials. Will they sink, float, and be waterproof?

Years 3/4/5/6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Cycle A</b> <b>24/25</b></p>				<p><b>A History of Food</b> <b>Local dishes Cooking and nutrition</b></p> <p>Understand the and apply the principles of a healthy and varied diet. Prepare and cook 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</p>	<p><b>Textiles</b> <b>Egyptian Collar</b></p> <p>Demonstrate the ability to use cross-stitch as a decorative feature and to join two pieces of fabric together. Develop appliqué designs based on design criteria. Design, cut and shape a template for an usekh/wesekh collar, with increasing accuracy.</p>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Cycle B</b> <b>25/26</b>	<p><b>Cooking and nutrition:</b></p> <p><b>Design and Making Italian food</b></p> <p><b>Topics will include:</b></p> <ul style="list-style-type: none"> <li>• Food storage</li> <li>• Growing products</li> <li>• Hygiene and safety</li> <li>• Presenting food</li> </ul> <p>Understand and apply the principles of a healthy and varied diet. Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</p>		<p><b>Electronics</b></p> <p>Design, make and evaluate high-quality electronic poster using up to 2 lights. The poster will include a centurion design, using our Roman topic as inspiration. Understand and use electrical systems in their products for example series circuits, switches, bulbs and buzzers.</p>			<p><b>Structures</b></p> <p>Design, make and evaluate and make their own version of a Greek temple. Pupils will have to apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>
<b>Cycle C</b> <b>26/27</b>	<p><b>Food</b></p> <p><b>South American food</b></p>		<p><b>Textiles</b></p> <p>Inspired by the Kuna people of Panama children will design, make and evaluate their own Mola using the skill of applique</p> <p>They will select from a wider range of tools and materials according to their functional properties and aesthetic qualities</p> <p>They will select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p>		<p><b>Mechanisms and Electronics</b></p> <p>Design, make and evaluate a carriage inspired by the Highwayman. The carriage will move using electrical motors.</p> <p>They will select from a wider range of tools and materials according to their functional properties and aesthetic qualities</p> <p>They will select from and use a wider range of tools and equipment to perform practical tasks</p>	

					[for example, cutting, shaping, joining and finishing], accurately	
<b>Cycle D 27/28</b>		<p><b>Mechanisms pulleys</b></p> <p>Design and make a boat Children will design, make and evaluate a boat. They will demonstrate how to strengthen, stiffen and reinforce more complex structures They will include a mechanical systems to reel in fish using a pulley system They will select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately They will be able to evaluate their work</p>	<p><b>Structures Grand Designs</b></p> <p>Design, make and evaluate an Anglo-Saxon house Produce a range of free-standing frame structures of different shapes and sizes. Design an Anglo-Saxon house 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>		<p><b>Food Food to fork Seasonality Sustainability</b></p>	<p><b>Textiles</b></p> <p>Design, make and evaluate an outfit for a stone age person using blanket stitch</p> <p>They will demonstrate how to strengthen, stiffen and reinforce more complex structures. They will select from and use a wider range of materials and components, including construction materials, textiles according to their functional properties and aesthetic qualities They will select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately They will be able to evaluate their work.</p>