



East Ravendale CE Primary School

DT Long Term Plan - Cycle A

	EYFS		Y1/2	Y3/4	Y5/6
Autumn Term	Our School	Celebrations	The Great Fire of London	Anglo-Saxons	Crime and Punishment
Curriculum Area	Structures	Textiles	Structures	Textiles	Mechanisms/Electrical Systems
Outcome	Junk Modelling	Christmas Decorations	Building Houses	Clay jewellery/shields	Moving Vehicles
Key Coverage	<ul style="list-style-type: none"> - Choose materials to build structures. - Talk about what they have made. - Begin to discuss how they could adapt and improve their structure (e.g. make it stronger, taller etc) 	<ul style="list-style-type: none"> - Use scissors to cut out shapes. - Use appropriate resources to recreate a modelled decoration. - Talk about their reasons for making and its recipient. 	<ul style="list-style-type: none"> - Plan a design using pictures and other sources - To explain what they are doing and how they will do it - Describe their design using pictures and words - Join materials in different ways - Choose appropriate tools - Choose finishing products - Evaluate their own product 	<ul style="list-style-type: none"> - To design and annotate plans for creating their own Anglo-Saxon artefact - To use appropriate tools and materials - To add detail onto a basic clay shape - To finish design using effective details - To evaluate their product and say what changes they would make in the future. 	<ul style="list-style-type: none"> - Design an innovative product and detail its different components - Use detailed drawings, including cross-sections and exploded drawings - Use selected tools and materials precisely - Accurately measure and cut out different components - Use the design criteria to evaluate their product
Why here? Why now?	Children in EYFS will begin to experiment building with different materials and choosing materials to recreate their own ideas following modelling by an adult. They will start to use their surroundings to help them discuss and design their own models.		To enhance their learning about the Great Fire of London the children will build houses using examples from pictures of the Great Fire. They will be able to apply their learning of the style and materials to their own builds.	As the children study the Anglo-Saxons they will continue to develop design and make skills from KS1 and begin to work with a new media (namely clay). They will be able to use new tools and add further details to their designs.	Moving on from learning in EYFS and KS1 the children will be expected to use the skills learned in a more precise way. They will be able to use most equipment but should now work with more accuracy, considering the intended product which will enable them to move into KS3.
Spring Term	Field to Fork	Changes	Lincolnshire - what do we produce?	European and UK Trade	Fair Trade and South America
Curriculum Area	Food		Food	Food	Food
Outcome	Pancakes		Smoothies	European Recipes	Recipes and Cooking
Key Coverage	- How to mix ingredients and		- To choose ingredients based on their likes and dislikes	- To use research of European countries for different dishes,	- To tastes food which are not grown in this climate

	make seasonal pancakes. - Know where the ingredients come from and how they are made.		- To use tools for cutting and mixing - To taste and describe how things taste, and whether they like or dislike them - To evaluate their own produce.	ingredients and where they come from - To create own menus using regionally sourced produce - To taste foods from different areas and describe the taste and their likes/dislikes	- To be able to explain where foods come from - To describe taste, texture and likes/dislikes - To plan a recipe which includes more exotic foods and those which are fair trade sourced
Why here? Why now?	They will be able to talk about the steps they took to make their own pancake and talk about the taste and flavours they enjoy. This will enable them to choose their own ingredients, based on their tastes, as they move into KS1.		Building on from EYFS where children were given the key ingredients, children will be able to choose their own flavours and create their own smoothie. They will need to develop their ability to chop, mash and mix.	Building from KS1 children will begin to sample foods from a wider locational source. They will discover where more foods come from and look at the imports and exports in and out of the UK. This will lead into them learning about Fair Trade in KS2.	Children have experienced foods from locally sourced to European wide. They will now have the opportunity to experience foods from around the world and will focus particularly on South America and foods which are grown under Fair Trade.
Summer Term	The Seaside	Farms	Fishing Heritage	Viking Invasion	Industrial Revolution
Curriculum Area	Structures	Mechanisms	Structures/Textiles	Mechanisms	Structures/Mechanisms
Outcome	Fishing Boats	Vehicles	Fish Sculpture	Viking Longboats	Building Bridges
Key Coverage	- To recreate features of a boat - Describe how they built and attached different parts.	- Learn how to build a moving vehicle - Describe how vehicles move - Describe the features of the vehicle they have built - Describe what job their vehicle would have on a farm	- Observe a range of real life and sculptured fish and other sea creatures. - To build a base, using materials such as wire. - To follow their own design which includes annotations of what materials to use, how to construct and finishing details. - To add layers of materials in order to build a life-like sculpture.	- Design a longboat which identifies features and shows that is fit for purpose - Explain how the product will work - Create a prototype - Select and use suitable equipment and explain their choices - Assemble components with some accuracy - Evaluate their design and finished product	- To plan their own bridge discovering how they can enable it to hold a given weight - Plan and build a prototype - Make any necessary improvements based on trial and error - Experiment with shapes in the building of a structure
Why here? Why now?	Following on from observations of fishing and farm transport - including real life - children will use their own observations to create their own models. Children will begin to be able to design and choose appropriate materials and develop skills in using tools so that they		This unit will build on skills from EYFS where children constructed using ready made equipment. In KS1 children will learn how to build a structure and create a detailed plan from which they will follow.	This unit build on previous work, including EYFS, and the children will now recreate Viking longboats which will include more detailed parts including sails, shields and oars. The children will work out how to	By the end of KS2 children will have had experience of building structures but not for a purpose. They will now make links between design technology and science by experimenting with how they can strengthen a

are able to create more complex structures in KSI.

effectively attach different parts and use cutting tools precisely.

structure using a variety of materials, shapes etc.