



# East Ravendale CE Primary School

## DT Long Term Plan - Cycle B

	EYFS		Y1/2	Y3/4	Y5/6
Autumn Term	Weather	Families	Explorers	Tutankhamun	World War II
Curriculum Area	Textiles	Structures	Food	Textiles	Structures
Outcome	Mixed-media collages	Building homes	Feast made from imported goods to England	Paper mâché death masks	Anderson Shelters
What will they learn?	<ul style="list-style-type: none"> <li>- Use scissors to cut out shapes.</li> <li>- Use appropriate resources to recreate a modelled decoration.</li> <li>- Talk about their reasons for making and its recipient.</li> </ul>	<ul style="list-style-type: none"> <li>- Choose materials to build structures.</li> <li>- Talk about what they have made.</li> <li>- Begin to discuss how they could adapt and improve their structure (e.g. make it stronger, taller etc)</li> </ul>	<ul style="list-style-type: none"> <li>- To choose ingredients based on where they originated from</li> <li>- To use tools for cutting and mixing</li> <li>- To taste and describe how things taste, and whether they like or dislike them</li> <li>- To evaluate and present their own views</li> </ul>	<ul style="list-style-type: none"> <li>- To design and annotate plans for creating their own Egyptian death mask</li> <li>- To use appropriate tools and materials</li> <li>- To add detail onto a paper mâché shape</li> <li>- To finish design using effective details</li> <li>- To evaluate their product and say what changes they would make in the future.</li> </ul>	<ul style="list-style-type: none"> <li>- To plan their own Anderson shelter, discovering how they can enable it to protect those inside</li> <li>- Plan and build a prototype</li> <li>- Make any necessary improvements based on trial and error</li> <li>- Experiment with shapes in the building of a structure</li> <li>- Evaluate their design and build</li> </ul>
Why here? Why now?	In EYFS children will have the opportunity and experiences so that they can begin to develop their own ideas. They will be encouraged to choose their own materials and discuss why they have chosen them and what they like or could improve on their final pieces.		Building on from learning about food from local farms in EYFS the children will begin to learn about foods we eat but that were brought to this country by Explorers. They will consider how foods continue to be transported and taste a variety of foods which are brought into the country.	Building on from using simple modelling in KS1 children will now use pictures and artefacts from the past to design their own mask. They will begin to build onto a simple base using appropriate materials and follow plans to add specific details.	Continuing the UKS2 theme of building for purpose, children will now consider structures with multi-functions (house and protect). They will observe similar structures and evaluate the success of these incorporating these features into their designs.
Spring Term	Transport	Superheroes	Kenya v England	The Roman Empire	Ancient Greece
Curriculum Area	Mechanisms	Textiles	Textiles	Structures	Textiles
Outcome	Building different transport	Create outfits - masks, capes	Fabric printing	Roman shields	Clay pots
What will they learn?	<ul style="list-style-type: none"> <li>- Learn how to build a moving vehicle</li> <li>- Describe how vehicles move</li> </ul>	<ul style="list-style-type: none"> <li>- Use scissors to cut out shapes.</li> <li>- Use appropriate resources to recreate</li> </ul>	<ul style="list-style-type: none"> <li>- Observe a range of patterns and materials which are traditionally Kenyan.</li> <li>- Design their own patterns based on their observations</li> </ul>	<ul style="list-style-type: none"> <li>- Generate ideas for the purpose in which they are designing</li> <li>- Make labelled drawings from different views showing specific features</li> </ul>	<ul style="list-style-type: none"> <li>- Develop a design specification</li> <li>- Plan the order of their work choosing appropriate tools, materials and methods</li> <li>- Use tools safely and accurately</li> </ul>

	<ul style="list-style-type: none"> <li>- Describe the features of the vehicle they have built</li> <li>- Describe what job their vehicle would have and who it would transport</li> </ul>	<p>a costume for a Superhero.</p> <ul style="list-style-type: none"> <li>- Talk about their reasons for making and its recipient.</li> </ul>	<ul style="list-style-type: none"> <li>- Select appropriate tools and materials</li> <li>- Mix colours together</li> <li>- Print their designed pattern onto fabric</li> <li>- Evaluate their own designs</li> <li>- Make suggestions on how they could improve or develop</li> </ul>	<ul style="list-style-type: none"> <li>- Measure, mark and cut out from a range of materials using appropriate tools and techniques</li> <li>- Join and combine materials</li> <li>- Evaluate products and identify criteria that can be used for their own designs</li> </ul>	<ul style="list-style-type: none"> <li>- Achieve a quality product</li> <li>- Evaluate their work against their original criteria and suggest ways their product could be improved.</li> </ul>
Why here? Why now?	Children in EYFS will continue to develop their independence in choosing and using simple tools. They will be able to describe the making process and be able to choose materials appropriately.	Children in EYFS experimented with a variety of materials and as they move into KSI they will begin to observe how materials and patterns vary around the world. They will use their observational skills to recreate their own fabric patterns.	Following on from KSI children will be able to compare shields from the Roman Empire with those the Norman era. They will be able to discuss the details in the designs and be effective in recreating Roman shields through careful observations of historical documents and artefacts.	At the end of this unit children will have the opportunity to display and celebrate their work. They will be able display their Greek pottery in the style of a gallery and be able to talk about the techniques, tools and products made.	
Summer Term	<b>Animals</b>	<b>Kings and Queens</b>	<b>1066</b>	<b>Victorians</b>	<b>How can we save our planet?</b>
Curriculum Area	Structures	Textiles	Structures	Food	Mechanisms
Outcome	Clay animals	Crowns	Norman shields	Traditional Victorian recipes	Sea/flood defences
What will they learn?	<ul style="list-style-type: none"> <li>- Describe how they built and attached different parts.</li> <li>- Talk about the details they have included.</li> <li>- Use simple tools and techniques</li> <li>- Look at similarities and differences between different models</li> </ul>	<ul style="list-style-type: none"> <li>- Select tools and techniques to shape, assemble and join</li> <li>- Practice some safety measures independently</li> </ul>	<ul style="list-style-type: none"> <li>- Plan a design using pictures and other sources</li> <li>- To explain what they are doing and how they will do it</li> <li>- Describe their design using pictures and words</li> <li>- Join materials in different ways</li> <li>- Choose appropriate tools</li> <li>- Choose finishing products</li> <li>- Evaluate their own product</li> </ul>	<ul style="list-style-type: none"> <li>- To use research to find examples of different dishes and ingredients used in the Victorian times.</li> <li>- To create own menus using produce typically used in that time.</li> <li>- To taste foods from different eras and describe the taste and their likes/dislikes</li> </ul>	<ul style="list-style-type: none"> <li>- Design an innovative product and detail its different components</li> <li>- Use detailed drawings, including cross-sections and exploded drawings</li> <li>- Use selected tools and materials precisely</li> <li>- Accurately measure and cut out different components</li> <li>- Use the design criteria to evaluate their product</li> </ul>
Why here? Why now?	As children begin to prepare for KSI they will now be able to make more effective safety choices - both for working with others and with tools. They will understand the context of the tasks and be able to choose materials and techniques appropriately.	In KSI children will begin to build for purpose, using pictures and ideas based on context. They will start to plan appropriately considering the tools, materials and process for building.	Throughout their time in EYFS and KSI children have had the opportunity to try and explore foods produced both locally and globally. They will now begin to explore the past and find out, first-hand, what diets would have been like.	Children will now begin to use more engineering skills as they use skills and knowledge from across the primary phase to build a product for a particular purpose. They will be proficient in using specific tools and can carefully plan a full build.	