

Design and Technology - Long term overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	All about me	Let's celebrate now	Terrific Tales	Amazing Animals	Come Outside	Out of this World
Year 1	Construction		Malleable media		Textiles - Experimenting with media, using different techniques	
Year 2	Use of colour / materials and joining		3D form (linked to Art - Treasure chests)		Food -	
Year 3	Stone age jewellery / Sewing		Food tech - bread		Selecting colours and materials (packaging and nutrition)	
Year 4	Strengthening materials - The strongest shield		Sewing		Sculptures	
Year 5	3D modelling - rockets		Islamic art - clay tiles		A River Picnic	
Year 6	Shelters - strong joins				Sculptures	

Design and Technology - Medium term plans

		Autumn - All about me /Let's Celebrate	Spring - Terrific Tales / Amazing Animals	Summer - Come outside / out of this world
EYFS	Technical knowledge and design	<ul style="list-style-type: none"> To learn how to use a range of tools, e.g. scissors, hole punch, stapler, woodworking tools, rolling pins, pastry cutters. -Learn how everyday objects work by dismantling things. Begin to use the language of designing and making, e.g. join, build and shape. -Learning about planning and adapting initial ideas to make them better. 		
	Evaluate	<ul style="list-style-type: none"> Begin to talk about changes made during the making process, e.g. making a decision to use a different joining method. 		
	Make	<ul style="list-style-type: none"> To learn to construct with a purpose in mind. -Selects tools and techniques needed to shape, assemble and join materials. 		
	Make (food)	<ul style="list-style-type: none"> To begin to understand some of the tools, techniques and processes involved in food preparation. -Children have basic hygiene awareness. 		

		Autumn	Spring	Summer
Year 1	Theoretical Explore and design	<ul style="list-style-type: none"> I can sort and arrange materials. I can use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place and arrange. I can experiment in a variety of malleable media such as clay, papier-mache, salt dough and modroc. 	<ul style="list-style-type: none"> I can sort and arrange materials. I can use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place and arrange. 	<ul style="list-style-type: none"> I can sort and arrange materials. I can use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place and arrange. I can experiment in a variety of malleable media such as clay, papier-mache, salt dough and modroc.
	Evaluate	<ul style="list-style-type: none"> I can say something I like about my learning. 	<ul style="list-style-type: none"> I can more than one thing I like about my own learning 	<ul style="list-style-type: none"> I can say at least one thing I like about my learning and something I would improve
	Make (textiles)	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> I can impress and apply simple decoration techniques, including painting. I can use a combination of materials that have been cut, torn and glued. I can show pattern by weaving.
	Make (construction and mechanics)	<ul style="list-style-type: none"> I can shape and model materials for a purpose (e.g. a pot, tile) from observations. I can continue to change materials in a variety of ways. 	<ul style="list-style-type: none"> I can experiment in a variety of malleable media such as clay, papier-mache, salt dough and modroc. 	<ul style="list-style-type: none">
	Make (food)	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> I can use tools and equipment safely and in the correct way.

		Autumn Use of colour / materials and joining	Spring	Summer
Year 2	Theoretical Explore and design	<ul style="list-style-type: none"> I can use key vocabulary to demonstrate knowledge and understanding such as: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply and set. 	<ul style="list-style-type: none"> I can use key vocabulary to demonstrate knowledge and understanding such as: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply and set. 	<ul style="list-style-type: none"> I can use key vocabulary to demonstrate knowledge and understanding such as: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply and set.
	Evaluate	<ul style="list-style-type: none"> I can say at least one thing I like about my learning and something I would improve 	<ul style="list-style-type: none"> I can give an opinion about my own learning and that of others. 	<ul style="list-style-type: none"> I can give an opinion about my own learning and that of others with evidence.
	Make (textiles)	<ul style="list-style-type: none"> I can add texture by mixing materials. I can use a dyeing technique to alter a textiles colour and pattern. I can decorate textiles with glue or stitching to add colour and detail. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
	Make (construction and mechanics)	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> I can use equipment and media with increasing confidence. I can use clay, modroc or other malleable materials to create an imaginary or realistic form. I can explore carving as a form of 3D art. 	
	Make (food)	<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> To know how to cut, peel or grate ingredients safely and hygienically. To know how to measure or weigh using measuring cups or electronic scales. To know how to assemble or cook ingredients To know how to use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from

		Autumn Stone age jewellery/Sewing (DT)	Spring Bread - food technology	Summer Selecting colours and materials (packaging)/Food Technology
Year 3	Theoretical / Explore and design Explore and design	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • I can give reasons for selecting different colours and materials. • I can use key vocabulary to demonstrate knowledge and understanding such as: texture, shape, form, pattern and mosaic.
	Evaluate	<ul style="list-style-type: none"> • I can compare work and state feelings? • I can adapt work according to personal views? • I can begin to regularly annotate work? 	<ul style="list-style-type: none"> • I can compare work and state feelings? • I can adapt work according to personal views? • I can begin to regularly annotate work? 	<ul style="list-style-type: none"> • I can compare work and state feelings? • I can adapt work according to personal views? • I can begin to regularly annotate work?
	Make (textiles)	<ul style="list-style-type: none"> • I can make a simple base for creating other shapes. • I can develop skills in stitching, cutting and joining. • I can produce more intricate patterns and textures. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
	Make (construction and mechanics)	<ul style="list-style-type: none"> • I can begin to show an awareness of the third dimension and perspective. • I can secure work to continue at a later date. • 	<ul style="list-style-type: none"> • I can join two parts together successfully. • I can use pinch/slab/coil techniques. 	
	Make (food)	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. 	<ul style="list-style-type: none"> •

		Autumn Strengthening materials - The strongest shield	Spring Sewing – Laceyfield Tapestry	Summer Sculptures
Year 4	Theoretical / Explore and design	<ul style="list-style-type: none"> I can work in a safe and organised way. I can select appropriate materials and give reasons. I can show awareness of the effect of time on structures. I can adapt work when needed and explain why. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> I can use key vocabulary to demonstrate knowledge and understanding such as: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles and decoration.
	Evaluate	<ul style="list-style-type: none"> I can compare work and state feelings giving more than one reason? I can adapt work according to personal views? I can begin to regularly annotate work? 	<ul style="list-style-type: none"> I can compare work and state feelings giving more than one reason? I can adapt work according to personal views? I can begin to regularly annotate work? 	<ul style="list-style-type: none"> I can compare work and state feelings giving more than one reason? I can adapt work according to personal views? I can begin to regularly annotate work?
	Make (textiles)	<ul style="list-style-type: none"> I can use recycled, natural and man-made materials to create sculptures. 	<ul style="list-style-type: none"> I can use a variety of techniques such as printing, dyeing, weaving and stitching. 	<ul style="list-style-type: none"> I can practise techniques such as overlapping, tessellation mosaic and montage.
	Make (construction and mechanics)	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> I can make a slip joint to pieces of clay. I can decorate, coil and produce marquettes confidently. I can model over an armature. I can gain confidence in carving.
	Make (food)	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). Understand and apply the principles of a healthy and varied diet Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<ul style="list-style-type: none">

		Autumn 3D modelling - rockets	Spring Islamic art - clay tiles	Summer A river picnic
Year 5	Theoretical / Explore and design	<ul style="list-style-type: none"> I can work in a safe and organised way. I can use key vocabulary to demonstrate knowledge and understanding such as: shape, form, arrange and fix. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
	Evaluate	<ul style="list-style-type: none"> I can compare work and state feelings giving multiple reasons? I can adapt work according to personal views and feedback? I can begin to regularly annotate work 	<ul style="list-style-type: none"> I can compare work and state feelings giving more than one reason? I can adapt work according to personal views and feedback? I can begin to regularly annotate work 	<ul style="list-style-type: none"> I can compare work and state feelings giving more than one reason? I can adapt work according to personal views and feedback? I can begin to regularly annotate work
	Make (textiles)	<ul style="list-style-type: none"> I can add collage to a painted background. I can add decoration for effect. I can plan and design a collage. I can use recycled, natural and man-made materials to create sculptures. 	<ul style="list-style-type: none"> I can use recycled, natural and man-made materials to create sculptures. 	<ul style="list-style-type: none">
	Make (construction and mechanics)	<ul style="list-style-type: none"> I can confidently model over an armature. I can confidently combine pinch, slabbing and coiling to produce end pieces. 	<ul style="list-style-type: none"> I can glaze, paint and polish my sculpture. I can confidently combine pinch, slabbing and coiling to produce end pieces. 	
	Make (food)	<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> Understand the importance of correct storage and handling of ingredients (using knowledge of microorganisms). Measure accurately and calculate ratios of ingredients to scale up or down from a recipe Demonstrate a range of baking and cooking techniques. Create and refine recipes, including ingredients, methods, cooking times and temperatures. Understand and apply the principles of a healthy and varied diet. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

		Autumn Shelters - strong joins	Spring	Summer Sculptures
Year 6	Theoretical / Explore and design	<ul style="list-style-type: none"> I can solve problems as they occur and use the key vocabulary to describe a skill. I can work in a safe, organised way. I can use key vocabulary to demonstrate knowledge and understanding such as: shape,form, arrange and fix. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> I can spot sculptural forms in the environment. I can solve problems as they occur and use the key vocabulary to describe a skill. I can work in a safe, organised way. I can use key vocabulary to demonstrate knowledge and understanding such as: shape,form, arrange and fix.
	Evaluate	<ul style="list-style-type: none"> I can compare work and state feelings giving multiple reasons? I can adapt work according to personal views and feedback? I can begin to regularly annotate work 	<ul style="list-style-type: none"> I can compare work and state feelings giving more than one reason? I can adapt work according to personal views and feedback? I can begin to regularly annotate work 	<ul style="list-style-type: none"> I can compare work and state feelings giving more than one reason? I can adapt work according to personal views and feedback? I can begin to regularly annotate work
	Make (textiles)	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> I can add decoration for effect. I can plan and design a collage.
	Make (construction and mechanics)	<ul style="list-style-type: none"> I can confidently carve a simple form. Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). <ul style="list-style-type: none"> Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, glueing, filling and sanding). 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> I can use recycled, natural and man-made materials to create sculptures.
	Make (food)	<ul style="list-style-type: none"> 		