



Topics	Term 1 – Aut 2	Term 2 – Spr 2	Term 3 – Sum 2
Year 1	UK Countries (T) Textiles: Christmas Baubles <i>(To explore different ways of joining fabrics- cutting, gluing, stapling, threading by hand and pinning)</i>	Transports(T) Levers + Slides Moving Pictures/Cards: Easter card	Animals (Sc) <i>Food – Farm to Fork Salads. Garden + Fruit</i>
Year 2	World (T) Materials (Sc) - which materials are appropriate <i>Structures – Bridges eg Tower bridge/3 pigs – straws, lolly sticks, tape, glue.</i>	Neil Armstrong (T) <i>Axels and Wheels eg Design a sand buggy (mars rover)</i>	Non-European Study (Kenya) (T) Living Things (Sc) Cooking – Granola bar
Year 3	Stone age to Iron age(T) Rocks (Sc) <i>Linkages + Levers – Moving Picture</i> Christmas Cards	Romans (Invaders) (T) Animals – Muscles and Skeletons (Sc) <i>Food/Cooking – Bake Healthy Cakes/biscuits in an Oven eg Carrot cakes, Beetroot Brownies</i>	Volcanoes and Earthquakes (T) <i>Forces and magnets (Sc)</i> <i>Pneumatics</i>
Year 4	Ancient Egyptian (T) Basic wooden Structure – Frames – for Egyptian picture	Region in the UK- London (T) Animals (Sc)– Food Chains Food/Cooking – soup kitchen etc (cooked on Hob and Oven)	Viking & Anglo Saxons (T) Living things (Sc) Textile/Sewing Make: Viking purse
Year 5	Ancient Greece (T) Autumn 2 – Earth and Space (Sc) <i>Wood 3D structure – Greek Temple (Aut 2)</i>	European country – Barcelona (T) Life Cycles – life cycles (Sc) <i>Food/Cooking. Mediterranean Diet - Grill/BBQ – Complete Meal – Fish based</i>	Industrial revolution to Modern day Coventry (T) 1 + 2 Materials (properties and change of matter)(Sc) <i>D&T Summer - Pulleys eg lifting equipment- pulleys</i>
Year 6	CRIME AND PUNISHMENT (T) Light (Sc) D & T Electrical (Aut 2) - Design a pressure pad to alert when a burglar is outside a property.	N & S America - Amazon (T) (Evolution Spring 2 and Summer 1) <i>D & T Use a computer program to control a product – Using Lego Spark</i>	Mayan Civilisation (T) Animals- circulatory system (Sc) <i>Application of DT skills (to include Food/cooking)– Mini Enterprise</i>

Reception Medium Term Plan

		Technical Knowledge	Exploring and Planning	Making
Autumn	People who help us Celebrations	To identify different materials e.g., card, paper, string To identify different tools e.g., scissors, hole punch, staple, sticky tape, masking tape, glue stick. To know different ways to combine materials -	Explore different materials freely, to develop their ideas about how to use them and what to make.	Join different materials and explore different textures.
Spring	Great outdoors		Explore, use and refine a variety of artistic effects to express their ideas and feelings	Return to and build on their previous learning, refining ideas and developing their ability to represent them.
Summer	Mega structures	<p>End of Summer: ELG: 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> <p>Make use of props and materials when role playing characters in narratives and stories.</p>		

Year One and Two Medium Term Plan

		Area of DT	Evaluate products	Technical Knowledge	Explore	Design	Making	Evaluate	Equipment / Tools
Autumn	Year 1	Textiles	<p>Say what they like and dislike about a product / design</p> <p>Identify if a product works or not</p> <p>Identify the materials a design / product is made from</p>	<p>Learn how to join fabric together with glue</p> <p>Forward stich</p>	<p>Use templates and models to learn key skills</p> <p>Follow instructions given</p>	<p>Brief will be given</p> <p>Success criteria to be given</p> <p>Talk about what they want to design and how they are going to design it</p> <p>Draw and label what the final product should look like (front only)</p>	<p>Follow instructions to select the correct tools and materials</p>	<p>Say what they like / dislike about their product</p>	<p>Fabric with pre-cut holes</p> <p>Plastic needles</p> <p>Silk thread</p> <p>Buttons</p> <p>Felt</p> <p>Glue</p>
	Year 2	Structures	<p>Record simple opinions towards a product / design</p> <p>Explain why they have an opinion on whether a product is good or bad</p>	<p>To make axles and wheels</p>	<p>Use templates and models to learn key skills</p> <p>Follow instructions given</p>	<p>Brief will be given</p> <p>Success criteria to be given</p> <p>Annotate a simple drawing making notes about materials and techniques</p>	<p>Use their design to choose key equipment and materials needed</p>	<p>State whether their product met the simple criteria</p>	<p>Wooden Dowel</p> <p>Junior hacksaw</p>

		Area of DT	Evaluate products	Technical Knowledge	Explore	Design	Making	Evaluate	Equipment / Tools
Spring	Year 1	Levers and Sliders	<p>Say what they like and dislike about a product / design</p> <p>Identify if a product works or not</p> <p>Identify the materials a design / product is made from</p>	<p>Use levers in their products</p> <p>Use sliders in their products</p>	<p>Use templates and models to learn key skills</p> <p>Follow instructions given</p>	<p>Brief will be given</p> <p>Success criteria to be given</p> <p>Talk about what they want to design and how they are going to design it</p> <p>Draw and label what the final product should look like (front only)</p>	<p>Follow instructions to select the correct tools and materials</p>	<p>Say what they like / dislike about their product</p>	<p>scissors</p> <p>hole punch</p> <p>PVA Glue</p> <p>Sellotape</p> <p>Masking tape</p> <p>Split pins</p> <p>string</p> <p>Pipe cleaners</p>
	Year 2	Moving Parts	<p>Record simple opinions towards a product / design</p> <p>Explain why they have an opinion on whether a product is good or bad</p>	<p>To make axles and wheels</p>	<p>Use templates and models to learn key skills</p> <p>Follow instructions given</p>	<p>Brief will be given</p> <p>Success criteria to be given</p> <p>Annotate a simple drawing making notes about materials and techniques</p>	<p>Use their design to choose key equipment and materials needed</p>	<p>State whether their product met the simple criteria</p>	<p>Wooden Dowel</p> <p>Junior hacksaw</p>

		Area of DT	Evaluate products	Technical Knowledge	Explore	Design	Making	Evaluate	Equipment / Tools
Summer	Year 1	Food	<p>Say what they like and dislike about a product / design</p> <p>Identify if a product works or not</p> <p>Identify the materials a design / product is made from</p>	<p>To know why we need basic hygiene when preparing food (clean hands etc)</p> <p>Know where UK fruit and veg comes from</p> <p>Know what makes a healthy diet</p> <p>Slice soft fruit with a blunt knife</p>	<p>Use templates and models to learn key skills</p> <p>Follow instructions given</p>	<p>Brief will be given</p> <p>Success criteria to be given</p> <p>Talk about what they want to design and how they are going to design it</p> <p>Draw and label what the final product should look like (front only)</p>	<p>Follow instructions to select the correct tools and materials</p>	<p>Say what they like / dislike about their product</p>	<p>Blunt knife</p> <p>Chopping board</p> <p>Skewers</p>
	Year 2	Food	<p>Record simple opinions towards a product / design</p> <p>Explain why they have an opinion on whether a product is good or bad</p>	<p>To know why we need basic hygiene when preparing food (tools and worktops)</p> <p>Know where UK food comes from – animals and plant</p> <p>Know what makes a varied diet</p> <p>Chop, grate, slice food</p>	<p>Trial 2-3 ideas and decide which methods are more successful (from a small selection)</p> <p>Follow safety instruction when using tools and transporting resources</p>	<p>Brief will be given</p> <p>Success criteria to be given</p> <p>Annotate a simple drawing making notes about materials and techniques</p>	<p>Use their design to choose key equipment and materials needed</p>	<p>State whether their product met the simple criteria</p>	<p>Box grater</p>

Year Three and Four Medium Term Plan

		Area of DT	Evaluate products	Technical Knowledge	Explore	Design	Making	Evaluate	Equipment / Tools
Autumn	Year 3	Moving Pictures	Investigate a range of existing products identifying strengths and weaknesses	Use linkages and levers for moving parts	Evaluate if their mock ups are successful	Gather information about the needs and wants from an individual / group Generate their own criteria reflecting research Annotate front and back / side designs with information about technical choices and materials selected Describe the purpose of their products Explain how their products will work	Make annotations during the making process to reflect changes made – annotate on the plan	Evaluate their products against their own criteria Suggest ways in which to improve their product that reflects the evaluation	Low melt glue guns (take advice before use) Stapler rulers Double sided sticky tape
	Year 4	Structures	Know why certain materials have been used in a product	To join wood – butt joints To strengthen joints 2D (reinforce) To saw wood at a 45 degree angle To measure accurately To join a wide range of materials successfully	Make simple changes to their design	Consider aesthetic qualities of the design for the final user. Design to meet these needs. Explain options considered during the design process, indicating preferred choice	Make annotations during the making process to reflect changes made – annotate on the plan	Evaluate their products based on feedback from others	Low melt glue guns (take advice before use) Wood glue Stapler Saw Angle measure rulers Double sided sticky tape String Doweling Fabric

		Area of DT	Evaluate products	Technical Knowledge	Explore	Design	Making	Evaluate	Equipment / Tools
Spring	Year 3	Food	Investigate a range of existing products identifying strengths and weaknesses	Know what makes a healthy diet Use the oven to bake To cut with a sharp knife To grate hard food	Make mock ups of techniques learned making notes on where they could be used To measure accurately	Gather information about the needs and wants from an individual / group Generate their own criteria reflecting research Annotate front and back / side designs with information about technical choices and materials selected Describe the purpose of their products Explain how their products will work	Make annotations during the making process to reflect changes made – annotate on the plan	Evaluate their products against their own criteria Suggest ways in which to improve their product that reflects the evaluation	peelers Grater Oven trays Oven gloves oven Sharp knife
	Year 4	Food	Know why certain materials have been used in a product	Understand seasonality of foods in the UK Know which foods are grown Know which food is reared Use a hob and oven to cook	Evaluate if their mock ups are successful Make simple changes to their design	Consider aesthetic qualities of the design for the final user. Design to meet these needs. Explain options considered during the design process, indicating preferred choice	Make annotations during the making process to reflect changes made – annotate on the plan	Evaluate their products based on feedback from others	peelers Hob Garlic crusher Sharp knife Pan

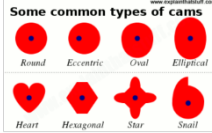
		Area of DT	Evaluate products	Technical Knowledge	Explore	Design	Making	Evaluate	Equipment / Tools
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Summer	Year 3	Pneumatics	Investigate a range of existing products identifying strengths and weaknesses		Evaluate if their mock ups are successful	Gather information about the needs and wants from an individual / group Generate their own criteria reflecting research Annotate front and back / side designs with information about technical choices and materials selected Describe the purpose of their products Explain how their products will work	Make annotations during the making process to reflect changes made – annotate on the plan	Evaluate their products against their own criteria Suggest ways in which to improve their product that reflects the evaluation	
	Year 4	Textiles	Know why certain materials have been used in a product	As above and blanket stitch	Make simple changes to their design	Consider aesthetic qualities of the design for the final user. Design to meet these needs. Explain options considered during the design process, indicating preferred choice Designs show cross sections and exploded views	Make annotations during the making process to reflect changes made – annotate on the plan	Evaluate their products based on feedback from others	Needles Felt Fine thread Silks Beads Buttons Different textured fabric

Year Five and Six Medium Term Plan

		Area of DT	Evaluate products	Technical Knowledge	Explore	Design	Making	Evaluate	Equipment / Tools
Autumn	Year 5	Structures	Investigate a range of existing products making comparisons between them Critically evaluate the quality of design (aesthetics and functions)	To join wood – butt joints To strengthen joints 2D (reinforce) To saw wood at a 45 degree angle To measure accurately	To explore a wide range of resources identifying the pro and cons of using the various resources trialled	Identify who they are designing for and its purpose Design products based on resources available to them. Find creative solutions when resources are limited Designs show exploded views	Make annotations during the making process to reflect changes made to overcome difficulties in functions and aesthetics	Compare their designs to designers studied. Make detailed evaluations for aesthetics and function	Crafting knife Laminator Wire Saw Hot melt (advice needed) Card Angle cutter Different sized wood Different thicknesses of card
	Year 6	Electronics	Investigate a range of existing products comparing the technical structures chosen by the designer Critically evaluate how the designs are suitable / not suitable for the consumer / user	Include a range of technical skills within one product.	Know how budget and profit could change their designs / products	Ensure the needs of the user is reflected in annotations (functions and aesthetics) Designs show cross sections and exploded views Make annotations to explain how different parts work within their design Make design choices within a budget	Make annotations during the making process to reflect changes made to overcome difficulties in functions and aesthetics	Make evaluations to reflect the outcomes of budget and profit	Crafting knife Laminator Wires Bulbs Buzzer Batteries Foil Paper Clips Saw Hot melt (advice needed) Card Angle cutter Different sized wood Different thicknesses of card

		Area of DT	Evaluate products	Technical Knowledge	Explore	Design	Making	Evaluate	Equipment / Tools
Spring	Year 5	Food	Investigate a range of existing products making comparisons between them Critically evaluate the quality of design (aesthetics and functions)	Know which food is 'caught' Prepare a balanced meal reflecting a healthy plate Use a range of cooking techniques including the addition of grill or bbq	To explore a wide range of resources identifying the pro and cons of using the various resources trialled	Identify who they are designing for and its purpose Design products based on resources available to them. Find creative solutions when resources are limited Designs show exploded views	Make annotations during the making process to reflect changes made to overcome difficulties in functions and aesthetics	Compare their designs to designers studied. Make detailed evaluations for aesthetics and function	Pestle and mortar Grill / bbq Skewers Fridge All equipment in KS2 so far
	Year 6	Lego	Investigate a range of existing products comparing the technical structures chosen by the designer Critically evaluate how the designs are suitable / not suitable for the consumer / user		Know how budget and profit could change their designs / products	Ensure the needs of the user is reflected in annotations (functions and aesthetics) Designs show cross sections and exploded views Make annotations to explain how different parts work within their design Make design choices within a budget	Make annotation to record changes made to keep to budget.	Make evaluations to reflect the outcomes of budget and profit	

		Area of DT	Evaluate products	Technical Knowledge	Explore	Design	Making	Evaluate	Equipment / Tools
Summer	Year 5	Cams	Investigate a range of existing products making comparisons between them Critically evaluate the quality of design (aesthetics and functions)	To make cams for moving parts Axle Crank Handle Follower Cams: cams link 	To explore a wide range of resources identifying the pro and cons of using the various resources trialled	Identify who they are designing for and its purpose Design products based on resources available to them. Find creative solutions when resources are limited Designs show exploded views	Make annotations during the making process to reflect changes made to overcome difficulties in functions and aesthetics	Compare their designs to designers studied. Make detailed evaluations for aesthetics and function	Cams Wheels Crafting knife Laminator Wire Saw Hot melt (advice needed) Card
	Year 6		Investigate a range of existing products comparing the technical structures chosen by the designer Critically evaluate how the designs are suitable / not suitable for the consumer / user		Know how budget and profit could change their designs / products	Ensure the needs of the user is reflected in annotations (functions and aesthetics) Designs show cross sections and exploded views Make annotations to explain how different parts work within their design Make design choices within a budget	Make annotation to record changes made to keep to budget.	Make evaluations to reflect the outcomes of budget and profit	