

Design Technology Long Term Plan

EYFS – Year 6

EYFS	
<p>Development Matters Links: EYFS</p>	<p><u>Communication & Language</u></p> <ul style="list-style-type: none"> • Identify new vocabulary before planning activities. • Articulate ideas and thoughts in well-formed sentences • Use new vocabulary in different contexts. • Engage in non-fiction books. <p><u>Personal, Social & Emotional Development</u></p> <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. • Show resilience and perseverance in the face of challenge. <p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. <p><u>Literacy</u></p> <ul style="list-style-type: none"> • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name. <p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Notice patterns and arrange things in patterns. • Talk about and explore 2D and 3D shapes. • Talk about and identify the patterns around them. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Continue, copy and create repeating patterns. <p><u>Understanding the world</u></p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. <p><u>Expressive Art & Design</u></p> <ul style="list-style-type: none"> • Explore different materials freely, 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. Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.

DOWN AMPNEY PRIMARY SCHOOL

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Cycle A	Autumn	Spring	Summer
Key Stage 1			
	Food	Structures	Mechanisms
	Preparing fruit and vegetables	Freestanding Structures	Sliders and Levers
Lower Key Stage 2			
	Food	Structures	Mechanical Systems
	Healthy and varied diet	Shell Structures	Levers and Linkages
Upper Key Stage 2			
	Food	Structures	Mechanical Systems
	Celebrating culture and seasonality	Frame Structures	Pulleys and gears
Cycle B	Autumn	Spring	Summer
Key Stage 1			
	Mechanisms	Food	Textiles
	Axles and Wheels	Preparing Fruit and Vegetables	Templates and joining techniques
Lower Key Stage 2			
	Electrical Systems	Food	Textiles
	Simple circuits and switches (including programming and control)	Healthy and varied diet	2D shape to 3D Product
Upper Key Stage 2			
	Electrical Systems	Food	Textiles
	More complex switches and circuits (including programming, monitoring and control)	Celebrating culture and seasonality	Combining different fabric shapes (including computer-aided design)