



## Design and Technology

### Long Term Plan

This Long Term Scheme of Work meets the requirements of the National Curriculum in England: Design and Technology programmes of study: key stages 1 and 2 and Design and Technology programmes of study: key stage 3 (Department for Education)

The Long Term Scheme of Work has been developed in order to provide an accessible, broad and balanced, progressive, sequential plan for the teaching of Design and Technology.

The National Curriculum for Design and Technology states that Design and Technology should be an “inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation”







They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment.




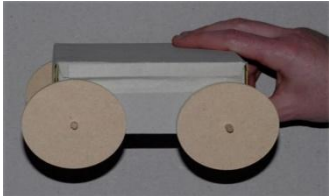




Teaching and Learning will be adapted and differentiated to meet the needs of each child, enabling them to achieve their very best.




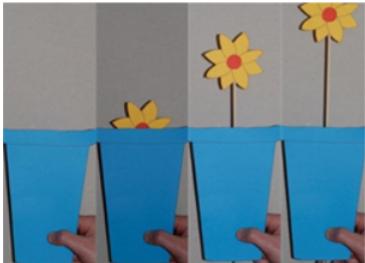





## Early Years

Seven key features of effective practice as identified in the DfE Development Matters guidance (July 2021): The best for every child; High-quality care; The Curriculum; Pedagogy; Assessment; Self-regulation and executive function; Partnership with parents.

<b>Communication and Language</b> Children have opportunities to; Communicate thoughts and feelings through creative expression
<b>Personal, social and emotional development</b> Children have opportunities to; Work towards shared attention with groups of people, including adults and children Play and explore with different artistic tools Work together within consistently applied codes of behaviour Have developing awareness of their own needs, views and feelings Have developing awareness of the needs, views and feelings of others, beginning to show sensitivity to other's needs and form positive relationships Discuss how different pieces of art make them feel
<b>Understanding the world</b> Children have opportunities to; See and explore different art from around the world Learn about the different techniques used in different areas
<b>Expressive Arts and Design</b> Children have opportunities to; Use their imagination to create through art, music, dance, play, role-play and stories to represent their own ideas, thoughts and feelings Respond in a variety of ways to what they see, hear, smell, touch and taste Express themselves in a range of creative ways
<b>Literacy</b> Children have opportunities to; Communicate preferences about tools, techniques and colours
<b>Maths</b> Children have opportunities to; Recognise, create and describe some patterns and sort and order objects simply

Key Stage 1	2024/25	2025/26	2026/27
Autumn	<b>Structures</b> Playgrounds 	<b>Structures</b> Houses 	<b>Structures</b> Castles 
Spring	<b>Textiles</b> Puppets 	<b>Textiles</b> Pouches 	<b>Textiles</b> Textile Pencil Case 
Summer	<b>Food</b> Fruit and Vegetables – Fruit Salads 	<b>Food</b> Fruit and Vegetables - Smoothies 	<b>Food</b> Fruit and Vegetables – Savoury salad 

Key Stage 2	2024/25	2025/26	2026/27
Autumn	<b>Structures</b> Bridges 	<b>Structures</b> Towers 	<b>Structures</b> Stadiums 
Spring	<b>Mechanisms</b> Axles and Wheels – Cars 	<b>Mechanisms</b> Axles and Wheels – Windmills 	<b>Mechanisms</b> Axles and Wheels -
Summer	<b>Food</b> Wraps 	<b>Food</b> Pasta Salad 	<b>Food</b> Dips 

Key Stage 3	2024/25	2025/26	2026/27
Autumn	<b>Electrical Systems</b> Torches 	<b>Electrical Systems</b> Night light 	<b>Electrical Systems</b> Beat the Buzzer 
Spring	<b>Mechanisms</b> Sliders 	<b>Mechanisms</b> Sliders and Levers 	<b>Mechanisms</b> Pneumatic toys 
Summer	<b>Food</b> Cereal Bars 	<b>Food</b> Potato Salad 	<b>Food</b> Noodle Dish 

Key Stage3/4	2024/25	2025/2026	2026/2027
Autumn	<p><b>Food</b> Making a meal</p> <p>Entry Level – Making a simple meal <a href="https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=108558">https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=108558</a></p> <p>Pre-entry level – Making a simple meal with support <a href="https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=108557">https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=108557</a></p>	<p><b>Food</b> Sweet or savoury</p> <p>Entry Level – Making rocky road <a href="https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=110003">https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=110003</a></p> <p>Pre-entry level – Making cheese straws with support <a href="https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=111746">https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=111746</a></p>	<p><b>Food</b> Healthy eating</p> <p>Entry Level – Healthy Eating <a href="https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=84427">https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=84427</a></p> <p>Pre-entry level – Making a healthy snack product <a href="https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=101106">https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=101106</a></p>
Spring	<p><b>Mechanisms systems</b></p> <p>Entry Level – Investigating mechanisms <a href="https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=121524">https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=121524</a></p> <p>Pre-entry level</p>	<p><b>Mechanisms systems</b></p> <p>Entry Level – Making a battery operated toy car from techcard <a href="https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=108940">https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=108940</a></p> <p>Pre-entry level</p>	<p><b>Mechanisms systems</b></p> <p>Entry Level – Designing and making a clock <a href="https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=110393">https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=110393</a></p> <p>Pre-entry level</p>
Summer	<p><b>Textiles</b></p> <p>Entry Level – Designing and making an item of jewellery <a href="https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=92092">https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=92092</a></p> <p>Pre-entry level – Sensory experience of materials <a href="https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=102246">https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=102246</a></p>	<p><b>Textiles</b></p> <p>Entry Level – Making an apron <a href="https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=116996">https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=116996</a></p> <p>Pre-entry level – Decorating a fabric container <a href="https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=71074">https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=71074</a></p>	<p><b>Textiles</b></p> <p>Entry Level – Textile printing techniques <a href="https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=115903">https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=115903</a></p> <p>Pre-entry level – Making and dyeing a pencil case <a href="https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=121607">https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=121607</a></p>