

Theme Map - Long Term Plan 1 yearly cycle Design Technology

Term	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1	<u>Ourselfs</u>	<ul style="list-style-type: none"> ♦ create a box habitat/survival kit 				
Autumn 2	<p>Toys Designing toys and mechanisms Design (a car)</p> <p>A. design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>B. generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make (a car)</p> <p>C. select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Evaluate (a car)</p> <p>E. explore and evaluate a range of existing products</p> <p>Technical knowledge explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<ul style="list-style-type: none"> . Design - A. design purposeful, functional, appealing products for themselves and other users based on design criteria . generate, develop, model and communicate their ideas through talking, drawing, templates, and, where appropriate, information and communication technology Make - C. select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] . Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate - E. evaluate their ideas and products against design criteria Technical knowledge . build structures, exploring how they can be made stronger, stiffer and more stable . 				
Spring 1	<u>People Who Help Us</u>		Preparing Egyptian feasts (y3/4 extend skills through techniques themed day around feasts)	Preparing feasts, Y4/5, Themed day linked to feasts. Extend through techniques used. ♦ a. Use research& criteria	Evaluation of sculptures, Mexican masks, design, create, evaluate	Designing and making rain sticks ♦ A. Use research& criteria to develop products which are fit for

			<ul style="list-style-type: none"> ◆ A. Use research& criteria to develop products which are fit for purpose ◆ C. Evaluate existing products and improve own work e. Understand seasonality; prepare & cook mainly savoury dishes 	<p>to develop products which are fit for purpose</p> <ul style="list-style-type: none"> ◆ c. Evaluate existing products and improve own work e. Understand seasonality; prepare & cook mainly savoury dishes 	<ul style="list-style-type: none"> ◆ A. Use research& criteria to develop products which are fit for purpose and aimed at specific groups ◆ B Use annotated sketches, cross-section diagrams & computer-aided design <p>C. Analyse & evaluate existing products and improve own work</p>	<p>purpose and aimed at specific groups</p> <ul style="list-style-type: none"> ◆ B Use annotated sketches, cross-section diagrams & computer-aided design <p>C. Analyse & evaluate existing products and improve own work</p>
Spring 2	<p>Nursery Rhymes Moving Pictures Design</p> <ul style="list-style-type: none"> ◆ a. design purposeful, functional, appealing products for themselves and other users based on design criteria ◆ b. generate, develop, model and communicate their ideas through talking, drawing, <p>Make</p> <ul style="list-style-type: none"> ◆ c. select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ◆ d. select from and use a wide range of materials and components, <p>Evaluate</p> <ul style="list-style-type: none"> ◆ e. explore and evaluate a range of existing products ◆ f. evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> ◆ g. build structures, exploring how they can be made stronger, stiffer and more stable ◆ h. explore and use 	<p><i>Link to science materials - making model trains Wheels, axles ,joins etc</i></p> <p>Design</p> <ul style="list-style-type: none"> ◆ a. design purposeful, functional, appealing products for themselves and other users based on design criteria ◆ b. generate, develop, model and communicate their ideas through talking, drawing, templates, , where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> ◆ c. select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ◆ d. select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> ◆ e. explore and evaluate a 	<p>Roman Chariot</p> <ul style="list-style-type: none"> ◆ A. Use research & criteria to develop products which are fit for purpose ◆ B. Use annotated sketches and prototypes to explain ideas ◆ D. Use mechanical systems in own work 	<p>Pop up books</p> <p>A. Use research& criteria to develop products which are fit for purpose</p> <ul style="list-style-type: none"> ◆ B. Use annotated sketches and prototypes to explain ideas ◆ D. Use mechanical systems in own work 	<p>Tribal/Kachina Dolls - link to art and design, linked to literacy</p> <ul style="list-style-type: none"> ◆ A. Use research& criteria to develop products which are fit for purpose and aimed at specific groups ◆ B Use annotated sketches, cross-section diagrams <p>C. Analyse & evaluate existing products and improve own work</p>	<p>Sculpture (African geometric masks), tribal masks/African dolls, Art from an African perspective/viewpoints Linked to art and design</p> <ul style="list-style-type: none"> ◆ A. Use research& criteria to develop products which are fit for purpose and aimed at specific groups ◆ B Use annotated sketches, cross-section diagrams n <p>C. Analyse & evaluate existing products and improve own work</p>

	<p>mechanisms [for example, , wheels and axles], in their</p> <p>Technical knowledge explore and use mechanisms [for example, levers, sliders, in their products</p>	<p>range of existing products</p> <ul style="list-style-type: none"> ◆ f. evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> ◆ g. build structures, exploring how they can be made stronger, stiffer and more stable ◆ h. explore and use mechanisms [for example, , wheels and axles], in their products. 				
<p>Summer 1</p>		<p><i>Link to science healthy eating Homework design a box model of a shop/Making a healthy sandwich</i></p> <p>Design design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, where appropriate, information and communication technology</p> <p>Make</p> <ul style="list-style-type: none"> c. select from and use a range of tools and equipment to perform practical tasks. d. select from and use a wide range of ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> f. evaluate their ideas and products against design criteria • I Use the principles of healthy and varied diets to prepare dishes <p>J understand where food comes</p>				

		from.				
Summer 2	<p>Mini-Beasts Design and build a minibeast hotel - whole class project, children to find out about, collect materials and decide how to build. (1 week project)</p> <p>Design</p> <ul style="list-style-type: none"> ◆ A. design purposeful, functional, appealing products for themselves and other users based on design criteria ◆ B. generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> ◆ D. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> ◆ f. evaluate their ideas and products against design criteria 					