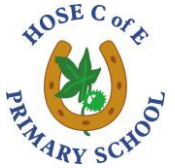


## Hose CofE Primary School DT Long Term Plan

Fox Class (EYFS, Y1 & Y2)			
	AUTUMN 1	SPRING 1	SUMMER 1
	<p>In addition to pre-planned units for Design &amp; Technology, the children have access to Design &amp; Technology within their everyday continuous provision. Within the classroom is the children's 'Workshop', through which they can design and create using their own ideas. Children are required to complete a design plan before creating, outlining what they will make and the resources they will need. Upon completion, their designs are evaluated as part of this process. Craft resources can be purchased through the Class Shop, with each child being given a weekly spending allowance for special materials. This requires children to think critically and carefully about what resources they will need and understand the value of different materials. Children also have endless opportunities within play to use the skills of Design &amp; Technology, such as in large block play outside where they test ideas and make structures more stable or stronger. Inside the classroom, the construction area allows them to practise these skills using fine motor control, with a wide range of construction resources such as rods, dowels and wheels, connectors and small blocks.</p>		
Cycle A	<p style="text-align: center;"><b>Structures</b> <b>Baby Bear Chair</b></p> <p>Identify man-made and natural structures, stable and unstable structural shapes and what makes a chair stable. Work independently to make a stable structure, following a demonstration. Explain how their ideas would be suitable for Baby Bear. Produce a model that supports a teddy, using the appropriate materials and construction techniques.</p> <p style="text-align: center;"><a href="https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-2/structures-baby-bears-chair/">https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-2/structures-baby-bears-chair/</a></p>	<p style="text-align: center;"><b>Mechanisms</b> <b>Fairground Wheel</b></p> <p>Design and label a wheel, consider the design of others and make comments about their practicality or appeal. Consider the materials, shape, construction and mechanisms of their wheel and label their designs. Build a structure with a rotating wheel, test and adapt their designs and follow a design plan.</p> <p style="text-align: center;"><a href="https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-2/mechanisms-fairground-wheel/">https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-2/mechanisms-fairground-wheel/</a></p>	<p style="text-align: center;"><b>Textiles</b> <b>Pouches</b></p> <p>Sew a running stitch with regular-sized stitches and understand that both ends must be knotted. Prepare and cut fabric to make a pouch from a template. Use a running stitch to join the two pieces of fabric together. Decorate their pouch.</p> <p style="text-align: center;"><a href="https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-2/textiles-pouches/">https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-2/textiles-pouches/</a></p>
Cycle B	<p style="text-align: center;"><b>Mechanisms</b> <b>Making a Moving Story Book</b></p> <p>Identify and distinguish between side-to-side or up-and-down slider mechanisms. Label drawings to show which parts of their design will move and in which direction. Evaluate the main strengths and weaknesses of their design and suggest alterations</p> <p style="text-align: center;"><a href="https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-1/mechanisms-making-a-moving-story-book/">https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-1/mechanisms-making-a-moving-story-book/</a></p>	<p style="text-align: center;"><b>Textiles</b> <b>Puppets</b></p> <p>Choosing a story book character to base their puppet designs on. Join fabric together using pins, staples or glue, design a puppet and use a template, join their two puppets' faces together as one and decorate a puppet to match their design.</p> <p style="text-align: center;"><a href="https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-1/textiles-puppets/">https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-1/textiles-puppets/</a></p>	<p style="text-align: center;"><b>Cooking &amp; Nutrition</b> <b>Fruit &amp; Vegetables / A Balanced Diet</b></p> <p>Describe and explain categories and characteristics of fruits and vegetables, name a range of places they grow. Name the main food groups and identify food that belongs in each group. Describe the taste, texture and smell of a given food, construct a wrap that meets the design brief and their plan.</p> <p style="text-align: center;"><a href="https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-2/food-a-balanced-diet/">https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-2/food-a-balanced-diet/</a></p>
Parrot Class (Y3 & Y4)			
	AUTUMN 1	SPRING 1	SUMMER 1



## Hose CofE Primary School DT Long Term Plan

Cycle A	<b>Digital World</b> <b>Wearable Technology</b> Design, code and promote a piece of wearable technology to use in low light conditions, developing their understanding of programming to monitor and control products to solve a design scenario.  <a href="https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-3/digital-world-wearable-technology/">https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-3/digital-world-wearable-technology/</a>	<b>Cooking and Nutrition</b> <b>Eating Seasonally</b> Discovering when and where fruits and vegetables are grown. Learning about seasonality in the UK and the relationship between the colour of fruits and vegetables and their health benefits by making three dishes.  <a href="https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-3/food-eating-seasonally/">https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-3/food-eating-seasonally/</a>	<b>Structures</b> <b>Constructing a Castle</b> Learning about the features of a castle, children design and make one of their own. Using configurations of handmade nets and recycled materials to make towers and turrets and constructing a base to secure them.  <a href="https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-3/structures-constructing-a-castle/">https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-3/structures-constructing-a-castle/</a>
<b>Additional Stand Alone Lessons</b> Cooking & Nutrition: Adapting a Recipe (Lesson 1): <a href="https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-4/food-adapting-a-recipe/">https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-4/food-adapting-a-recipe/</a> Textiles: Fastenings (Lesson 1) <a href="https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-4/textiles-fastenings/">https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-4/textiles-fastenings/</a>			
Cycle B	<b>Mechanical Systems</b> <b>Making a Slingshot Car</b> Transforming lollipop sticks, wheels, dowels and straws into a moving car. Using a glue gun to, making a launch mechanism, designing and making the body of the vehicle using nets and assembling these to the chassis.  <a href="https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-4/mechanical-systems-making-a-slingshot-car/">https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-4/mechanical-systems-making-a-slingshot-car/</a>	<b>Textiles</b> <b>Egyptian Collars</b> Building on the children’s repertoire by introducing two new skills: cross-stitch and appliqué. After learning these techniques, the children apply their knowledge to the design, decoration and assembly of their very own Egyptian Usekh /Wesekh collars to represent their unique personalities.  <a href="https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-3/textiles-cushions-or-egyptian-collars/textiles-egyptian-collars/">https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-3/textiles-cushions-or-egyptian-collars/textiles-egyptian-collars/</a>	<b>Electrical Systems</b> <b>Torches</b> Applying their scientific understanding of electrical circuits, children create a torch, designing and evaluating their product against set design criteria.  <a href="https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-4/electrical-systems-torches/">https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-4/electrical-systems-torches/</a>
<b>Additional Stand Alone Lessons</b> Textiles: Cross-Stitch & Applique (Lesson 1) <a href="https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-3/textiles-cushions-or-egyptian-collars/textiles-egyptian-collars/">https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-3/textiles-cushions-or-egyptian-collars/textiles-egyptian-collars/</a> Mechanical Systems: Pneumatic Toys (Lesson 1 and/or 2) <a href="https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-3/mechanical-systems-pneumatic-toys/">https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-3/mechanical-systems-pneumatic-toys/</a>			

## Hose CofE Primary School DT Long Term Plan

Monkey Class (Y5 & Y6)			
	AUTUMN 1	SPRING 1	SUMMER 1
Cycle A	<p style="text-align: center;"><b>Electrical Systems Doodlers</b></p> <p>Explore series circuits further and introduce motors. Explore how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own.</p> <p><a href="https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-5/electrical-systems-doodlers/">https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-5/electrical-systems-doodlers/</a></p>	<p style="text-align: center;"><b>Mechanical Systems Making a Pop-Up Book</b></p> <p>Creating a four-page pop-up storybook design incorporating a range of mechanisms and decorative features, including: structures, levers, sliders, layers and spacers.</p> <p><a href="https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-5/mechanical-systems-making-a-pop-up-book/">https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-5/mechanical-systems-making-a-pop-up-book/</a></p>	<p style="text-align: center;"><b>Cooking and Nutrition What Could be Healthier?</b></p> <p>Researching and modifying a traditional bolognese sauce recipe to make it healthier. Children cook their healthier versions, making appropriate packaging and learn about farming cattle.</p> <p><a href="https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-5/food-what-could-be-healthier/">https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-5/food-what-could-be-healthier/</a></p>
Cycle B	<p style="text-align: center;"><b>Textiles Waistcoats</b></p> <p>Selecting suitable fabrics, using templates, pinning, decorating and stitching to create a waistcoat for a person or purpose of their choice.</p> <p><a href="https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-6/textiles-waistcoats/">https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-6/textiles-waistcoats/</a></p>	<p style="text-align: center;"><b>Structure Playgrounds</b></p> <p>Designing and creating a model of a new playground featuring five apparatus, made from three different structures. Creating a footprint as the base, pupils visualise objects in plan view and get creative with their use of natural features</p> <p><a href="https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-6/structure-playgrounds/">https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-6/structure-playgrounds/</a></p>	<p style="text-align: center;"><b>Digital World Navigating The World</b></p> <p>Programming a navigation tool to produce a multifunctional device for trekkers. Combining 3D objects to form a complete product in CAD 3D modelling software and presenting a pitch to 'sell' their product.</p> <p><a href="https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-6/digital-world-navigating-the-world/">https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-6/digital-world-navigating-the-world/</a></p>