



The Oaks Primary School

Bringing Learning to Life

Progression of knowledge and skills

Design Technology



The Oaks Primary School
Bringing Learning to Life

Design and Technology Long Term Plan

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Food						
End product	Fruit salad	Fruit Smoothie	Vegetable Soup	Wraps (including fish and eggs)	Biscuits – adapting recipes	Quiche using seasonal produce.	Bread
Product User Purpose	Design a make a fruit kebab to taste different foods and decide on our favourite as a class-tally chart	Design, make and evaluate a fruit smoothie for a friend.	Design, make and evaluate vegetable soup for the staff.	Design, make and evaluate a wrap for a family member. Criteria - to meet user's needs	Design, make and evaluate biscuits to raise money for class charity.	Design, make and evaluate a quiche to take home for their family.	Design, make and evaluate bread.
Project on a Page	Preparing fruit and vegetables	Preparing fruit and vegetables	Preparing fruit and vegetables	Healthy and Varied Diet	Healthy and Varied Diet	Celebrating culture and seasonality	Celebrating culture and seasonality
Designers	Frank Shailor - toaster		Paul Ainsworth-famous chef in Padstow. Uses seasonal produce	Nicholas Appert Tinned fish	Ruthe Graves Wakefield – chocolate chip cookie.		Paul Hollywood Bread throughout history
	Structures						
End product	Use different materials to make bridges for the Three Billy Goats Gruff	Playground Equipment			Desk Tidy	Bridges	
Product User Purpose	Design and make rockets	Design make and evaluate a piece of playground equipment for a character in a story.			Design, make and evaluate a desk tidy for a teacher.	Design, make and evaluate a bridge for a small car to travel across.	
Project on a Page	Create a scarecrow for the gardening area	Freestanding structures			Shell structures with CAD	Frame structures with CAD	
Designers						Isambard Kingdom Brunel	



The Oaks Primary School
Bringing Learning to Life

						Thomas Pritchard – first iron bridge	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Electrical Systems (Y4 and 6)						
End product					Torch		
Product User Purpose					Design, make and evaluate a torch for an intended user.		
Project on a Page					Simple circuits and switches		
Designers					Benjamin Franklin started exploring electricity in 1746- first to label positive and negative charge Nikolas Tesla Ptolemy – lighthouse		
	Mechanisms						
End product		A page in a book of traditional tales with moving parts.	Cars	Moving Animal		Moving toy	Steady Hand Game
Product User Purpose		Design, make and evaluate a page in a book.	Design make and evaluate a vehicle that moves.	Design, make and evaluate a moving animal for a younger child.		Design make and evaluate a moving toy with a cam mechanism for a child in Reception.	Design make and evaluate a game for children in Year 4.
Project on a Page		Sliders and levers	Wheels and Axles	Pneumatics		Cam mechanisms	Micro bits/Crumble
Designers			Carl Benz -first car				Garrett Morgan Traffic Light



The Oaks Primary School
Bringing Learning to Life

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Textiles						
End product	Create a scarecrow for the gardening area		Mask	Bag/pencil case/purse			Hats
Product User Purpose			Design, make and evaluate a superhero mask for role play.	Design, make and evaluate a purse as a gift for someone.			Design, make and evaluate a hat for a particular purpose.
Project on a Page			Templates and Joining Techniques	2D shape to 3d product			Combining different Fabric shapes
Designers							Phillip Treacy OBE (1967 – present) John Hetherington – top hat

Basic Requirements of a DT unit of work in the new curriculum.

- DT should be taught in 3 separate half termly units. These should alternate with the art units of learning.
- DT should be recorded in a separate DT book. This should be passed up to the next class at the end of the year.
- Children should make the products outlined on the long term plan.
- Teachers should use the objectives, vocabulary, focused practical tasks etc outlined in the 'Projects on a Page' from the DT Association when planning DT sequences of lessons.
- The children need to work through the complete process of designing, making and evaluating. This sequence should also include time for the children to create prototypes/practise skills before starting on their final product.
- The children need to record their learning in the form of plans, notes, annotations, exploded diagrams, evaluations etc. Individual Projects on a Page for guidance.