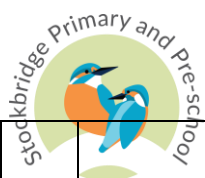




Long term plan overview – **DT (Upper)**

		Year A			Year B			Year C		
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
		Ancient Greeks Lights, Camera, Action	Heroes & Villains Mamma Mia!	A line through time Planet Earth	Let's go green! Divide & rule	Antarctica Ancient Egypt	A river runs through it Sporty Stockbridge	Adventurers Ahoy! Out of this world	1001 Arabian nights WW2	Feed me now Summer seas
design	Understanding contexts, users and purpose		Collect in from a variety of sources on preferences of consumers	Develop detailed criteria for products from existing ones (y6)	Understand aesthetics of clothes and appeal to wearer		Collect information from end consumer on preferences and reflect this in end design. Follow existing recipes and encourage evaluation to aid their design.	Set clear design criteria		
	Generating, developing, modelling and communicating ideas	Design, sketch and use a diagram or model to communicate design (Y4) Use cross sectional diagrams and modelling (Y5) Use cross sectional and exploded diagrams (Y6)	Use info gathered to inform designs in words, sketches and diagrams (Y4) Clarify and share ideas through discussion Ensure ideas meet a range of needs	Use cross- sectional & exploded drawings, prototypes & pattern pieces (Y6)	Develop pattern pieces and collections of fabric and materials suitable to the users needs. Communicate ideas on labelled sketches (Y4) modelling (Y5) and pattern pieces (Y6)	Investigate design features, components, of existing products and suggest how these might inform their design	Write recipe based on ones cooked already, with amendments.	Develop ideas from a basic simple circuit to add in components appropriate to age and stage (see skills and techniques box)		
Make	Planning	Make realistic plans, identifying processes, equipment and materials needed (Y3) Alter plan depending on design development (Y4-6)		Make realistic plans, reflecting on designs as product develops (Y4) Work from own detailed plans, modifying as appropriate (Y5)	Work from own detailed plans, modifying as appropriate (Y5) Check work as it develops & modify approach in light of progress (Y6)	Work from own detailed plans (detail depends on level of children)	Gather ingredients and resources (Y4/5) and shop to a budget (Y6) in line with plan for meal.	Make realistic plans, reflecting on designs as product develops (Y4) Work from own detailed plans, modifying as appropriate (Y5)	Work from own detailed plans, modifying as appropriate (Y5) Check work as it develops & modify approach in light of progress (Y6)	
	Practical skills and techniques	<u>Mechanics</u> Pulleys, levers, linkages (Y4) Cams (Y5)	<u>Cooking</u> Focus on seasonality for pizza toppings (Y4)	<u>Joining & Cutting</u> Making bird house	<u>Textiles</u> Upcycling linked to topic	<u>Computer control</u> Linked to rooms in the	<u>Cooking</u> Focus on balanced diet	<u>Electricity</u> Making torches/lights for a specific	<u>Structures</u> Shelter building Prototype and build frame and shell	<u>Cooking</u> Focus on food source (Jody



Long term plan overview – DT (Upper)

		Choice of mechanisms (Y6) To make scenery for theatre <i>U&A: knowledge of structures and joining to make theatre</i>	Italian dishes – pasta varieties and a basic sauce (Y5/6) Kneading, rolling, cutting, tearing skills <i>U&A of basic cooking skills from KS1</i>	feeders for specific bird types <i>U&A of joining techniques and habitat houses from KS1</i>	Use simple patterns (Y4) Create 3D item of clothing using variety of joining techniques inc. sewing machine (Y5) Combine fabrics checking for fit, snags and glitches (Y6) <i>U&A of basic sewing stitches</i>	science labs in Antarctica or a move forwards from pioneers in A. Egypt.	Make healthy choices and explain why (Y4) Evaluate meals and consider if they contribute to balanced diet (Y5) Plan a balanced diet meal to a budget (Y6)	purpose linked to space exploration Incorporate a motor (Y4) Incorporate switches (Y5) Incorporate a range of electrical components (Y6)	structures showing awareness of how to stiffen, strengthen & reinforce (Y4) Build a framework using variety of materials (Y5) Select most appropriate materials and frames (Y6)	Sheckter's Longstock)
Evaluate	Own ideas and products	Identify what has worked well and what could be improved, evidencing and explaining the results of research (Y4) Test and evaluate products against a detailed design spec and make adaptations as they develop the product (Y5) Demonstrate modifications made to a product, as a result of ongoing evaluation by themselves and others (Y6)								
	Existing products		Taste existing pizza and main meal products from Italian recipes and ready meals and evaluate for taste, appearance, smell, texture and preference of end user.	Examine (Y4) and evaluate (Y5/6) the effectiveness and quality of joining of existing bought products.	Research work done by textile artists and say what they like about a piece, identifying techniques and materials used in creating it and the aesthetic value (Y5)	Explain how an existing product is useful to the user (can look at any technological product within their realm)	Consider M&S (or other retailer) meals for £10 – are they balanced? (Y4) Health (Y5) Good value for money (Y6) How could they be improved?			
	Key events and individuals			Innovation through new products: Green & Blue, Cornwall; bee brick, birdhouses	Charles McIntosh – waterproof fabric	Programming pioneers: Steve Jobs & Steve Wozniak (Apple) Tim Berners Lee (WWW)	Mary Berry Great British Bake Off		Exploring Anderson and Morrison shelters from WW2 and their role in protection	Jamie Oliver- campaign for healthy food in schools & hospitals



Long term plan overview – DT (Upper)

Sources for support		How should your puppets tell their story? Nuffield Foundation unit (www.stem.org)	Skills development (www.letsgetcooking)			(planbee.com)	Skills development (www.letsgetcooking)	What sort of light will work for you? Nuffield Foundation unit (www.stem.org)	QCA old Unit of work on shelters (on server) https://www.stem.org.uk/resources/elibrary/resource/31807/vanished-blitz-mystery	Field to fork resources (www.twinkl.com) Skills development (www.letsgetcooking)
---------------------	--	---	--	--	--	---------------	--	---	---	---