



Ings Farm Primary Long Term Plan

## Design & Technology 2017-2018

### Skills & Processes

- |   |                       |
|---|-----------------------|
| 1 | structures            |
| 2 | mechanical systems    |
| 3 | electrical systems    |
| 4 | pneumatic systems     |
| 5 | textiles              |
| 6 | cooking and nutrition |

Skills & Processes involved - Indicate by term or C for continuous

Year	Term 1	Term 2	Term 3	1	2	3	4	5	6
Nursery	<p><b>Continuous provision: Construction:</b> Wooden blocks, bricks, Duplo, lego, sticklebricks, mobilo people, vehicles, animals, images - posters, photographs, maps, routes, drawings, cameras, books - non-fiction and fiction, clipboards and paper, road mats, fabric, mirrors, telephones, walkie-talkies, tape measures, tools, hard hats, wheelbarrows, trolleys, tyres, planks, characters from stories, name labels for displaying finished products.</p> <p><b>Mark Making:</b> Mark makers - pencils, pens, felt tips, crayons, chalk, tools - scissors, rulers, hole punch, staplers, paper clips, treasury tags, glue sticks, paper - varying sizes, plain, lined, card, postcards, envelopes, notepads, diaries, white boards, aqua draw mats, magnetic letters, clipboards, alphabet frieze, high frequency words, name cards, books - fiction, non-fiction, dictionaries, writing templates - letter, story, recipes, instructions, menus cards, appointment books, messy play trays - sand, foam, cornflour.</p> <p><b>Creative:</b> Variety of materials - boxes, cartons, wood, fabric, straws, sticks, ribbon, wool, bottle tops, a variety of paper - card, sugar paper, tissue paper, cellophane, foil, magazines, newspaper, fasteners - paper clips, split pins, elastic bands, staplers, clear tape, masking tape, string, glue, scissors, rulers, pencils, pens, books - non-fiction and fiction, clipboards and paper, pipe cleaners, sequins, beads, buttons, braid, glitter, characters from stories, name labels for displaying finished products.</p>			<p><b>Early Learning Goal (by the end of Reception):</b> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>					
Reception									
Year 1	<p>Food Fruit kebabs <b>drawing</b> <b>home school local community</b></p>	<p>Structures Playground equipment <b>mock-ups</b> <b>playgrounds gardens</b></p>	<p>Mechanisms Levers - moving pictures <b>talking drawing</b></p>	2	3				1
Year 2	<p>Textiles Puppets <b>templates</b> <b>school</b></p>	<p>Food <b>drawing</b> <b>school</b></p>	<p>Mechanisms Wheels and axles Information Communication Technology <b>mock-ups</b> <b>industry</b></p>		3			1	2
Year 3	<p>Mechanical systems Levers and linkages - Toys <b>prototypes</b> <b>home</b></p>	<p>Textiles Purses - Romans <b>pattern pieces</b> <b>culture</b></p>	<p>Pneumatic systems Vikings topic <b>cross-sectional and exploded diagrams</b> <b>wider environment</b></p>		1		3	2	
	<p><b>Food all year: small groups to work with Chef Pye fortnightly learning to 'prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques'</b></p>								
Year 4	<p>Electrical systems <b>Prototypes</b> <b>computer-aided design</b> <b>leisure industry wider environment</b></p> <p>Visit to 'Mima' for STEAM Inventors and inventions workshop</p>	<p>Structures Shell structures - WW2 topic <b>discussion</b> <b>home</b></p>	<p>Food Rationing - WW2 topic <b>annotated sketches</b> <b>culture</b></p>	2		1			3
Year 5	<p>Food USA <b>annotated sketches</b> <b>school</b></p>	<p>Structures Bridges - Visit to the Baltic <b>cross-sectional and exploded diagrams</b> <b>leisure</b></p>	<p>Textiles Rainforest animals <b>pattern pieces</b> <b>enterprise</b> - The 'Fiver' project</p>	1				2	3

	Year 5 and 6 STEM club weekly at Rye Hills.								
Year 6	Mechanical systems prototypes cross-sectional and exploded diagrams industry	Food Chinese annotated sketches wider environment	Electrical systems annotated sketches industry enterprise	3	1				2
Whole School									
working context	<b>KS1</b> home school gardens local community industry playgrounds other(please specify)		<b>KS2</b> home school leisure culture enterprise industry wider environment other(please specify)						
Design techniques	<b>KS1</b> talking drawing templates mock-ups Information Communication Technology		<b>KS2</b> discussion annotated sketches cross-sectional and exploded diagrams prototypes pattern pieces computer-aided design						