LONG TERM CURRICULUM MAP – DESIGN TECHNOLOGY

UKS2 Cycle A		
Spring 1	**Spring 2**	**Summer**
Bloodheart	**Vikings**	**Mexico**
Technical Knowledge: Cooking and Nutrition Outcome: Healthy cereal bar	Technical Knowledge: Mechanisms- Cams Outcome: Moving toy	Technical Knowledge: Cooking and Nutrition Outcome: Traditional Mexican meal
<u>Lancs KLIPS: Food</u> Prepare food products taking into account the properties of ingredients and sensory characteristics. Weigh and measure using scales. Select and prepare foods for a particular purpose. Work safely and hygienically. Show awareness of a healthy diet (using the eatwell plate).	<u>Lancs KLIPS: Mechanical system</u> Develop a technical vocabulary appropriate to the project. Use mechanical systems such as cams, pulleys and gears. Use electrical systems such as motors. Program, monitor and control using ICT.	<u>Lancs KLIPS: Food</u> Prepare food products taking into account the properties of ingredients and sensory characteristics. Weigh and measure using scales. Select and prepare foods for a particular purpose. Work safely and hygienically. Use a range of cooking techniques. Know where and how ingredients are grown and processed. Consider influence of chefs e.g. Jamie Oliver and school meals, Hugh Fearnley-Whittingstall and sustainable fishing etc.

UKS2 Cycle B		
Spring 1	**Summer 1**	**Summer 2**
Scream Machine	**I am Wonderful**	**Ancient Greece**
Technical Knowledge: Mechanical and Electrical systems	Technical Knowledge: Textiles Outcome: Design and make a bag	Technical Knowledge: Structures Outcome: Marble run
<u>Lancs KLIPS: Mechanical and Electrical systems</u> Develop a technical vocabulary appropriate to the project. Use mechanical systems such as cams, pulleys and gears. Use electrical systems such as motors. Program, monitor and control using ICT.	<u>Lancs KLIPS: Structures</u> Use the correct vocabulary appropriate to the project. Create 3D products using patterns pieces and seam allowance. Understand pattern layout. Decorate textiles appropriately (often before joining components). Pin and tack fabric pieces together. Join fabrics using over sewing, back stitch, blanket stitch or machine stitching (closer supervision). Combine fabrics to create more useful properties. Make quality products.	<u>Lancs KLIPS: Structures</u> Use the correct terminology for tools materials and processes. Use bradawl to mark hole positions. Use hand drill to drill tight and loose fit holes. Cut strip wood, dowel, square section wood accurately to 1mm. Join materials using appropriate methods. Build frameworks to support mechanisms. Stiffen and reinforce complex structures.

LONG TERM CURRICULUM MAP – DESIGN TECHNOLOGY

LKS2 Cycle A		
Autumn	**Spring**	**Summer**
Egyptians	**Tremors/There's no place like home**	**Potions**
Technical Knowledge: Textiles Outcome: 2D to 3D product	Technical Knowledge: Mechanical systems Outcome: Linkages and levers	Technical Knowledge: Food Outcome: Shell structures- Packaging
<u>Lancs KLIPS: Textiles</u> Develop vocabulary for tools materials and their properties. Understand seam allowance. Join fabrics using running stitch, over sewing, blanket stitch. Prototype a product using J cloths. Use prototype to make pattern. Explore strengthening and stiffening of fabrics. Explore fastenings (inventors?) and recreate some. Sew on buttons and make loops. Use appropriate decoration techniques.	<u>Lancs KLIPS: Levers and Linkages</u> Develop vocabulary related to the project. Use mechanical systems such as gears, pulleys, levers and linkages. Use lolly sticks/card to make levers and linkages. Use linkages to make movement larger or more varied.	<u>Lancs KLIPS: Stuctures</u> Develop vocabulary related to the project. Create shell or frame structures. Strengthen frames with diagonal struts. Make structures more stable by giving them a wide base.

LKS2 Cycle B		
Autumn	**Spring**	**Summer**
The impact of the Romans in Briton	**Scrumdiddlyumptious**	**Iron Man**
Technical Knowledge: Electrical systems Outcome: Alarm system	Technical Knowledge: Food Outcome: Dips and Dippers	Technical Knowledge: Mechanisms Outcome: Pneumatics
<u>Lancs KLIPS: Mechanical and Electrical systems</u> Develop vocabulary related to the project. Incorporate a circuit into a model. Use electrical systems such as switches bulbs and buzzers. Use ICT to control products.	<u>Lancs KLIPS: Food</u> Develop sensory vocabulary/knowledge using, smell, taste, texture and feel. Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury). Follow instructions/recipes. Make healthy eating choices – use the *Eatwell plate.* Join and combine a range of ingredients. Explore seasonality of vegetables and fruit. Develop understanding of how meat/fish are reared/caught.	

LONG TERM CURRICULUM MAP – DESIGN TECHNOLOGY

KS1 Cycle A		
Autumn	**Spring**	**Summer**
Bright lights big city	**Splendid Skies**	**Land Ahoy**
Technical Knowledge: Structures Outcome: Structures – Whose home?	Technical Knowledge: Textiles Outcome: Making Sunhat for Barnaby Bear	Technical Knowledge: Levers. Slides and wheels Outcome: Moving pictures
<u>Lancs KLIPS: Structures</u> Explore how to make structures stronger. Investigate different techniques for stiffening a variety of materials. Test different methods of enabling structures to remain stable. Join appropriately for different materials and situations e.g. glue, tape. Mark out materials to be cut using a template. Use a glue gun with close supervision.	<u>Lancs KLIPS: Textiles</u> Cut out shapes which have been created by drawing round a template onto the fabric. Join fabrics by using e.g. running stitch, glue, staples, over sewing, tape. Decorate fabrics with attached items e.g. buttons, beads, sequins, braids, ribbons. Colour fabrics using a range of techniques e.g. fabric paints, printing, painting.	<u>Lancs KLIPS: Mechanisms</u> Join appropriately for different materials and situations e.g. glue, tape. Mark out materials to be cut using a template. Fold, tear and cut paper and card. Cut along lines, straight and curved. Use a hole punch. Insert paper fasteners for card. Experiment with levers and sliders to find different ways of making things move in a 2D plane.

KS1 Cycle B		
Autumn	**Spring**	**Spring**
Superheroes	**Moon Zoom**	**Dinosaur Planet**
Technical Knowledge: Food Outcome: Fruit salad or smoothie	Technical Knowledge: Levers and Slides Outcome: Moving pictures	Technical Knowledge: Textiles Outcome: Puppet
<u>Lancs KLIPS: Food</u> Develop a food vocabulary using taste, smell, texture and feel. Group familiar food products e.g. fruit and vegetables. Explain where food comes from. Cut, peel, grate, chop a range of ingredients Work safely and hygienically. Understand the need for a variety of foods in a diet. Measure and weigh food items, non-statutory measures e.g. spoons, cups.	<u>Lancs KLIPS: Mechanisms</u> Join appropriately for different materials and situations e.g. glue, tape. Mark out materials to be cut using a template. Fold, tear and cut paper and card. Cut along lines, straight and curved. Use a hole punch. Insert paper fasteners for card. Experiment with levers and sliders to find different ways of making things move in a 2D plane.	<u>Lancs KLIPS:Textiles</u> Cut out shapes which have been created by drawing round a template onto the fabric. Join fabrics by using e.g. running stitch, glue, staples, over sewing, tape. Decorate fabrics with attached items e.g. buttons, beads, sequins, braids, ribbons. Colour fabrics using a range of techniques e.g. fabric paints, printing, painting.

EYFS					
Within Design Technology we will cover: CONSTRUCTION KITS, RECLAIMED MATERIALS TOOLS AND EQUIPMENT, DESIGNING, MAKING AND EVALUATING			***Key Learning in Designing and Making:*** EXPLORE DESIGN MAKE EVALUATE TOOLS AND EQUIPMENT SAFETY		
EYFS Understanding the World			Past and Present, People, Culture and Communities, The Natural World		
Designing and Making					
All about me	**People who help us**	**Amazing animals**	**Traditional tales**	**Space**	**Superheroes**
Myself My Family My Friends People who help us Exploring schools grounds	Celebrations and Christmas Observing animal and change in the environment Exploring locally	Family mealtimes Senses and food Changes in food Using 'paint' program to draw food Planting	How animals grow Planting and observing Different jobs (farming) Local farms and history	Stories from around the world Old clothes, new clothes Buildings around the world	Observing weather Using everyday technology (hand fans, wind up radio, kindle) Forest School! E-safety (across all terms)
DESIGNING, MAKING AND EVALUATING RELEVANT TO ALL TOPICS – • Use of questioning • Chance to evaluate, talk about and improve • Sharing ideas • Celebration of creative ideas • What tools/resources have you/will you use -why?					
Continuous Provision plays a vital role in the development of children's skills in designing and making. Children's creativity and ability to develop their own skills independently is supported through allowing the children to have access to lots of different materials and tools (in every area, not only the Workshop area). The children's learning is consolidated through effective questioning and prompting from adults and peers.					
EYFS – Expressive Arts and Design Creating with Materials Being Imaginative and Expressive					
All about me	**People who help us**	**Amazing animals**	**Traditional tales**	**Space**	**Superheroes**
Colour mixing Charades to explore movement Holding a pencil	Natural material pictures Clay creatures Christmas craft	Edible paint Vegetable characters Shopping role play	Seed shakers Farmyard songs Building a tractor	Junk modelling vehicles Deconstruction (using tools)	Designer sunglasses Seasonal pictures