



# Federation of St. Cuthbert's and St. Sebastian's Catholic Primary Schools



## DT : CURRICULUM : LONG TERM PLAN

### RETURN AND REVIEW

Assessment of retained knowledge, understanding and skills (Summer Term)

	AUTUMN TERM	SPRING TERM	SUMMER TERM
EYFS	<p><b><u>Technology</u></b></p> <p>Knows how to operate simple equipment. (UW_30-50)</p> <p>Shows an interest in technological toys with knobs or pulleys, or real objects. (UW_30-50)</p>	<p><b><u>Technology</u></b></p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. (UW_30-50)</p> <p>Uses various construction materials. (UW_30-50)</p> <p><b><u>Exploring and using media and materials</u></b></p> <p>Beginning to be interested in and describe the texture of things. (EAD_30-50)</p>	<p><b><u>The world</u></b></p> <p>• Talks about why things happen and how things work. . (UW_40-60)</p> <p><b><u>Exploring and using media and materials</u></b></p> <p>Beginning to be interested in and describe the texture of things.</p> <p>Realises tools can be used for a purpose. (UW_30-50)</p> <ul style="list-style-type: none"> <li>• Experiments to create different textures.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> <li>• Selects appropriate resources and adapts work where necessary.</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using. (UW_40-60)</li> </ul> <p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD_ELG)</p> <p><b><u>Being Imaginative</u></b></p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art. (EAD_ELG)</p>

<p>Y1</p>	<p><b><u>Textiles</u></b> <i>Patient's Slippers</i></p> <p><b>REVISITED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- Describe how different textiles feel</li> <li>- Make a product from textiles by gluing</li> <li>- Use pictures and words to plan.</li> </ul>	<p><b><u>Construction/Use of Materials</u></b> <i>London's Bridge and Buildings</i></p> <p><b>REVISITED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- Using appropriate tools and a range of materials to make structures/models</li> <li>- Strengthening models</li> <li>- Suggest how their products could be improved</li> </ul>	<p><b><u>Cooking and Nutrition</u></b> <i>Teddy Bear's Picnic</i></p> <p><b>REVISITED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- Cutting foods safely</li> <li>- Know that all food comes from plants and animals</li> <li>- Name and sort foods into the five groups</li> </ul>
<p>Y2</p>	<p><b><u>Mechanisms</u></b> <i>Moving pictures</i></p> <p><b>REVISITED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- Joining materials together as part of a moving product</li> <li>- Adding design to their product</li> <li>- Describe their design using pictures, diagrams, models and words.</li> </ul>	<p><b><u>Use of Materials/Construction</u></b> <i>Animal Enclosures</i></p> <p><b>REVISITED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- Joining and measuring materials</li> <li>- Using joining, rolling and folding to build strength</li> <li>- Make simple judgements about their products and ideas against design criteria</li> </ul>	<p><b><u>Cooking &amp; Nutrition</u></b> <i>African Cuisine</i></p> <p><b>REVISITED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- Know that food has to be farmed</li> <li>- Use appropriate equipment to weigh and measure ingredients</li> <li>- Know that everyone should eat at least five portions of fruit and vegetables every day</li> </ul>
<p>Y3</p>	<p><b><u>Mouldable Materials</u></b> <i>Clay Pots</i></p> <p><b>REVISITED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- Use a range of techniques to shape and mould</li> <li>- Use finishing techniques</li> <li>- Step by step planning to show order and equipment.</li> </ul>	<p><b><u>Cooking &amp; Nutrition</u></b> <i>Garden Salad</i></p> <p><b>REVISITED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- Know that food is reared and caught</li> <li>- Know that a healthy diet is made up from a variety and balance of different foods and drinks, as depicted in the 'eat well' plate</li> <li>- Measure in grams</li> </ul>	<p><b><u>Textiles</u></b> <i>Fashion Accessory</i></p> <p><b>REVISITED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- Choosing textiles for appearance and qualities.</li> <li>- Joining different textiles types in different ways.</li> <li>- Identify the strengths and weaknesses of their ideas and products</li> </ul>
<p>Y4</p>	<p><b><u>Stiff/Flexible Sheet Materials</u></b> <i>Lunch boxes</i></p> <p><b>REVISITED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- Making attempts to strengthen products</li> <li>- Measuring for accuracy</li> <li>- Suggesting improvements for original designs</li> </ul>	<p><b><u>Cooking &amp; Nutrition</u></b> <i>Afternoon Tea</i></p> <p><b>REVISITED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- Know how seasons effect food availability</li> <li>- Know that to be active and healthy, food is needed to provide energy for the body</li> <li>- Follow a recipe</li> <li>-</li> </ul>	<p><b><u>Electrical &amp; Mechanical Components</u></b> <i>Alarms</i></p> <p><b>REVISITED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- Using simple circuits with a number of components</li> <li>- Adding things to their circuits</li> <li>- Evaluating aesthetics and functionality.</li> </ul>

<p>Y5</p>	<p><b><u>Textiles</u></b> <i>Fabric Advent Calendar</i></p> <p><b>REVISITED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- Use a range of joining techniques</li> <li>- Making up a prototype</li> <li>- Taking user's view into account when designing.</li> </ul>	<p><b><u>Mechanical Components</u></b> <i>Fairground Rides</i></p> <p><b>REVISITED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- Understand how cams, pulleys and gears create movement</li> <li>- Testing and refining products</li> <li>- Evaluating appearance and function against design criteria</li> </ul>	<p><b><u>Cookery &amp; Nutrition</u></b> <i>Savoury</i></p> <p><b>REVISITED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- Understand how food is processed into ingredients</li> <li>- Know that different foods contain different substances e.g. nutrients, water, fibre.</li> <li>- Measure accurately</li> </ul>
<p>Y6</p>	<p><b><u>Cookery &amp; Nutrition</u></b> <i>Great British Dishes</i></p> <p><b>REVISITED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- Know that a recipe can be adapted a by adding or substituting</li> <li>- Know that recipes can be adapted to change the appearance, taste, texture and aroma</li> <li>- Work out ratios in recipes</li> </ul>	<p><b><u>Stiff &amp; Flexible</u></b> <i>Bird Boxes</i></p> <p><b>REVISITED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- Strengthening, stiffening and reinforcing products.</li> <li>- Hiding joints to improve aesthetics</li> <li>- Use market research to improve designs</li> </ul>	<p><b><u>Electrical Components</u></b></p> <p><b>REVISITED KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- Use different kinds of circuits</li> <li>- Understand how more complex electrical circuits and components can be used to create functional products</li> <li>- Critically evaluate the quality of the design, manufacture and fitness for purpose</li> </ul>