



Newton Hall Infants' School

Design and Technology Long Term Plan

Year	Autumn	Spring		Summer		
	<p><i>Design and Technology is embedded within the Early Years' Foundation Stage Curriculum through the use of the learning environment and classroom provision. The children are given a wealth of opportunities to engage in activities, both child-initiated and adult directed, which enable them to experiment with a range of media and materials to mark make, model and construct. During their time in Reception, the essential building blocks of Design and Technology capability are established.</i></p>					
EYFS	<p><u>All about me</u> Colour mixing. Use mixed media to paint. Explore different sized brushes.</p>	<p><u>Let's celebrate</u> Sculpting, clay, playdough, exploring tools to create effects.</p>	<p><u>Amazing animals</u> Combining media to produce a collage. Observational drawings/paintings.</p>	<p><u>Let's explore</u> Large scale design projects using recycled materials. Child to select equipment, materials and techniques independently to create an end product.</p>	<p><u>Growing plants</u> Still life drawings. Selecting between crayon, pencil and paint for best effect. Observational drawings/paintings - plants Natural art.</p>	<p><u>Under the sea</u> Models of lighthouses. Water colour pictures of the sea. Textured art with sand and glue.</p>
1	<p>Title MOVING PICTURES Focus: To develop their understanding of mechanisms. NC Ref Design- purposeful, functional, appealing products for themselves and other users based on design criteria Make - select from and use a range of tools and equipment to perform practical tasks Evaluate - explore and evaluate a range of existing products Technical knowledge -build structures, exploring how they can be made stronger,</p>		<p>Title FABRIC FACES Focus: To learn how to choose and manipulate fabrics to create different effects; NC Ref Design- purposeful, functional, appealing products for themselves and other users based on design criteria Make - select from and use a range of tools and equipment to perform practical tasks Evaluate - evaluate their ideas and products against design criteria Technical knowledge – Health and Safety scissors and sharp objects Bulds on –selecting equipment, materials and techniques independently to create an end product.</p>		<p>Title SENSATIONAL SALADS Focus: To apply skills when preparing healthy dishes. NC Ref Design- purposeful, functional, appealing products for themselves and other users based on design criteria Make - select from and use a range of tools and equipment to perform practical tasks Evaluate - evaluate their ideas and products against design criteria Technical knowledge –Food tasting/ allergies/ intolerances/ adult supervision/ kitchen equipment</p>	

	<p>stiffer and more stable, explore and use mechanisms. Builds on – large scale designs projects Prepares for - The opportunity to develop their understanding of structures.</p>	<p>Prepares for - How to use a graphics program to create a design and template select from a range of textiles.</p>	<p>Builds on –selecting equipment, materials and techniques independently to create an end product. Prepares for - Good food hygiene rules and using kitchen equipment to prepare food safely.</p>
2	<p>Title FABRIC BUNTING Focus: To use a graphics program to create a design and template for their bunting. NC Ref Design- purposeful, functional, appealing products for themselves and other users based on design criteria Make - select from and use a range of materials and equipment to perform practical tasks Evaluate - evaluate their ideas and products against design criteria Technical knowledge – Health and Safety scissors and sharp objects Builds on –selecting equipment, materials and techniques independently to create an end product. Prepares for – KS2 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>Title DIPS AND DIPPERS Focus: To know and understand food hygiene rules and using kitchen equipment to prepare food safely. To know about a healthy and varied diet NC Ref Design- purposeful, functional, appealing products for themselves and other users based on design criteria Make - select from and use a range of tools and equipment to perform practical tasks Evaluate - evaluate their ideas and products against design criteria Technical knowledge – Food tasting/ allergies/ intolerances/ adult supervision/ kitchen equipment Builds on –selecting equipment, materials and techniques independently to create an end product. Prepares for – KS2 use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p>	<p>Title Pirate Paddy Focus: To develop their understanding of structures. To create their ideas following the design criteria, create models from reclaimed materials NC Ref Design- purposeful, functional, appealing products for themselves and other users based on design criteria. Children gain a basic understanding about how structures can be made stronger, stiffer and more stable. Make - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Evaluate – Test and evaluate their ideas and products against design criteria Technical knowledge - Consider the materials, tools and equipment being used. Scissor safety rules should always be followed Builds on – To develop their understanding of mechanisms. Prepares for – KS2 - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p>

