St George's Central CE Primary School and Nursery

Long Term Plan for Design Technology
Nursery (2 – 3 year olds)

Key Learning	Children will be encouraged to explore materials/ resources finding out what they are/ what they can do, and decide how they want to use them. The practitioners will aim to stimulate children's interest in modelling and support their ideas and scaffold their learning. Children will experience some simple cooking, baking and help to make playdough.
EYFS Statements	• Explore different materials, using all their senses to investigate them. • Manipulate and play with different materials. • Use their imagination aa they consider what they can do with different materials. • Make simple models which express their ideas.
Continuous Provision	In continuous provision the children will be provided with a range of found materials (junk) as well as blocks, clay, soft wood, card, off-cuts of fabrics and materials with different textures. Children will be provided with appropriate tools and joining methods for the materials offered.

St George's Central CE Primary School and Nursery

Long Term Plan for Design Technology
Nursery (3 – 4 year olds)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	All about Me/ Autumn	Dark/Light Celebrations	Weather/ It's cold	Spring/ New life	Our Town Tyldesley	Out and About
Key Learning	Throughout the year the children will experience construction junk modelling, den making, cooking and baking, clay, collage, cutting skills activities and designing, making, testing and evaluating products.					
	• Making Apple turnovers. • Make bread. • Leaf and twig collages. • Modelling with clay. • Construction in continuous provision.	• Den making • Making birthday cakes individually and collaboratively. • Design and make cards for birthdays and Christmas. • Make Christmas decorations. • Construction in continuous provision.	• Collage depictions linked to The Storm Whale story. • Make large clay dish and paint with cold colours. • Making pancakes. • Construction in continuous provision.	• Design and make Easter cards. • Make Easter baskets. • Making Easter nests and Easter biscuits. • Construction in continuous provision.	• 3D junk models of buildings found and Tyldesley. • Work collaboratively to make large 3D model of school. • Look at materials to see why certain ones are chosen to make uniforms for jobs. • Make sandwiches for the café. • Construction in continuous provision.	• Design and make boats and test if they float. • Work collaboratively to make large 3D train and aeroplane for role play. • Make pizza. • Den making, • Construction in continuous provision.
EYFS Statements	• Beginning to be interested in and describe the texture of things. • Uses various construction materials • Beginning to construct stacking blocks vertically and horizontally making enclosures and creating spaces • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. • Uses available resources to create props for role play. • Captures experiences and responses with a range of media, paint and other materials.					

St George's Central CE Primary School and Nursery

Long Term Plan for Design Technology
Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	All about Me	Fairytales	Space	Minibeasts	Pirates	Where in the World
Key Learning	Throughout the year the children will experience construction junk modelling, den making, cooking and baking, clay, collage, cutting skills activities and designing, making, testing and evaluating products.					
	• Making small world figures. • Exploring colour mixing. • Large and small scale constructions in continuous provision. • Large/small scale construction, junk modelling and opportunities to develop cutting skills in continuous provision.	• Following recipes to make toffee apples, gingerbread and mince pies. • Design and make puppets. • Christmas cards. • Making a calendar • Making salt dough decorations.	• Exploring media and materials to create textures to represent moon craters • Clay models of the moon • Using and manipulating materials to create planet models • Design and make pancakes • Large/small scale construction, junk modelling and opportunities to develop cutting skills in continuous provision.	• Research, design and make a bug hotel/wormery. • Weaving skills. • Design and make Easter cards. • Large/small scale construction, junk modelling and opportunities to develop cutting skills in continuous provision.	• Design and make a pirate costume with upcycling old clothes • Exploring media and materials to make a treasure box/telescope • Planning, making and evaluating smoothies • Large/small scale construction, junk modelling and opportunities to develop cutting skills in continuous provision.	• Research and designing flags • Planning, making and evaluating recipes e.g. pizza, ice cream, scones • Where in the worldLarge/small scale construction, junk modelling and opportunities to develop cutting skills in continuous provision.

EYFS Statements	• Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. • Chooses particular colours to use for a purpose. • Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Children use what they have learned 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, music, dance, role play and stories.

St George's Central CE Primary School and Nursery

Long Term Plan for Design Technology
Year 1 and Year 2

2025-2026						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Key Questions			How can you join fabric to create a puppet?		What makes a great tropical fruit salad?	How did the Billy Goats Gruff cross the river?
Key Learning			Textiles-templates and joining techniques		Food-preparing fruit and vegetables	Structures-freestanding structures
Narional Curriculum objectives			**Designing** • Design a functional and appealing product for a chosen user and purpose based on simple design criteria. • Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. **Making** • Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. • Select from and use textiles according to their characteristics.		**Designing** • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. **Making** • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.	**Designing** • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through talking, mock-ups and drawings. **Making** • Plan by suggesting what to do next. • Select and use tools, skills and techniques, explaining their choices. • Select new and reclaimed materials and construction kits to build their structures. • Use simple finishing techniques suitable for the structure they are creating.

			Evaluating • Explore and evaluate a range of existing textile products relevant to the project being undertaken. • Evaluate their ideas throughout and their final products against original design criteria. Technical knowledge and understanding • Understand how simple 3-D textile products are made, using a template to create two identical shapes. • Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. • Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. • Know and use technical vocabulary relevant to the project.		**Evaluating** • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose. Technical knowledge and understanding • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate. • Know and use technical and sensory vocabulary relevant to the project.	**Evaluating** • Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. • Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. Technical knowledge and understanding • Know how to make freestanding structures stronger, stiffer and more stable. • Know and use technical vocabulary relevant to the project.

St George's Central CE Primary School and Nursery

Long Term Plan for Design Technology
Year 1 and Year 2

2026-2027						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Key Questions		What did the journey to Bethlehem look like?			What would you take on a picnic?	How will teddy get home?
Key Learning		Creating mechanisms using sliders and levers			Food-preparing fruit and vegetables	Creating mechanisms with wheels and axles
Narional Curriculum objectives		**Designing** • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through drawings and mock-ups with card and paper. **Making** • Plan by suggesting what to do next. • Select and use tools, explaining their choices, to cut, shape and join paper and card. • Use simple finishing techniques suitable for the product they are creating.			**Designing** • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. **Making** • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.	**Designing** • Generate initial ideas and simple design criteria through talking and using own experiences. • Develop and communicate ideas through drawings and mock-ups. **Making** • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.

		Evaluating •Explore a range of existing books and everyday products that use simple sliders and levers. • Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. Technical knowledge and understanding • Explore and use sliders and levers. • Understand that different mechanisms produce different types of movement. • Know and use technical vocabulary relevant to the project.			**Evaluating** • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose. Technical knowledge and understanding • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate. • Know and use technical and sensory vocabulary relevant to the project.	**Evaluating** • Explore and evaluate a range of products with wheels and axles. • Evaluate their ideas throughout and their products against original criteria. Technical knowledge and understanding • Explore and use wheels, axles and axle holders. • Distinguish between fixed and freely moving axles. • Know and use technical vocabulary relevant to the project.

St George's Central CE Primary School and Nursery

Long Term Plan for Design Technology
Year 3 and Year 4

2025-2026						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Key Questions		How would you use a moving model to explain a volcano?	What makes the basis of a good soup recipe?			How does a flat paper pattern turn into a pencil case?
Key Learning		Mechanical systems-levers and linkages	Food-healthy and varied diet			Textiles-2D shape to 3D product
Narional Curriculum objectives		**Designing** • Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. • Use annotated sketches and prototypes to develop, model and communicate ideas. **Making** • Order the main stages of making. • Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. • Select from and use finishing techniques suitable for the product they are creating.	**Designing** • Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. **Making** • Plan the main stages of a recipe, listing ingredients, utensils and equipment.			**Designing** • Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. • Produce annotated sketches, prototypes, final product sketches and pattern pieces. **Making** • Plan the main stages of making. • Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. • Select fabrics and fastenings according to their functional characteristics e.g.

		Evaluating • Investigate and analyse books and, where available, other products with lever and linkage mechanisms. • Evaluate their own products and ideas against criteria and user needs, as they design and make. Technical knowledge and understanding • Understand and use lever and linkage mechanisms. • Distinguish between fixed and loose pivots. • Know and use technical vocabulary relevant to the project.	• Select and use appropriate utensils and equipment to prepare and combine ingredients. • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. **Evaluating** • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. Technical knowledge and understanding • Know how to use appropriate equipment and utensils to prepare and combine food. • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. • Know and use relevant technical and sensory vocabulary appropriately.			strength, and aesthetic qualities e.g. pattern. **Evaluating** • Investigate a range of 3-D textile products relevant to the project. • Test their product against the original design criteria and with the intended user. • Take into account others' views. • Understand how a key event/individual has influenced the development of the chosen product and/or fabric. Technical knowledge and understanding • Know how to strengthen, stiffen and reinforce existing fabrics. • Understand how to securely join two pieces of fabric together. • Understand the need for patterns and seam allowances. • Know and use technical vocabulary relevant to the project.

St George's Central CE Primary School and Nursery

Long Term Plan for Design Technology
Year 3 and Year 4

2026-2027						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Key Questions		What is the best way to costruct a desk lamp?		What is the best way to build a desk tidy?		What does a Mediterranean diet look like?
Key Learning		Electrical systems-simple circuits and switches		Structures-shell structures		Food-healthy and varied diet
Narional Curriculum objectives		**Designing** • Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. **Making** • Order the main stages of making. • Select from and use tools and equipment to cut, shape, join and finish with		**Designing** • Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. • Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. **Making** • Order the main stages of making. • Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.		**Designing** • Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. **Making** • Plan the main stages of a recipe, listing ingredients, utensils and equipment. • Select and use appropriate utensils and

		some accuracy. • Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. **Evaluating** • Investigate and analyse a range of existing battery-powered products. • Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work. Technical knowledge and understanding • Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers. • Apply their understanding of computing to program and control their products. • Know and use technical vocabulary relevant to the project.		• Explain their choice of materials according to functional properties and aesthetic qualities. • Use finishing techniques suitable for the product they are creating. **Evaluating** • Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used. • Test and evaluate their own products against design criteria and the intended user and purpose. Technical knowledge and understanding • Develop and use knowledge of how to construct strong, stiff shell structures. • Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. • Know and use technical vocabulary relevant to the project.		equipment to prepare and combine ingredients. • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. **Evaluating** • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. Technical knowledge and understanding • Know how to use appropriate equipment and utensils to prepare and combine food. • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. • Know and use relevant technical and sensory vocabulary appropriately.

St George's Central CE Primary School and Nursery

Long Term Plan for Design Technology
Year 5 and Year 6

2025-2026						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Key Questions	Where would a spider want to live?		How do the seasons affect the availability of food?			How can you use electrical circuits to improve a game?
Key Learning	Structures-frame structures		Food-seasonality			Electrical systems-more complicated systems and switches
Narional Curriculum objectives	**Designing** • Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. • Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. **Making** • Formulate a clear plan, including a step-by-step list of what needs to be done		**Designing** • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. **Making** • Write a step-by-step recipe, including a list of ingredients, equipment and utensils			**Designing** • Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost. • Generate and develop innovative ideas and share and clarify these through discussion. • Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams. **Making** • Formulate a step-by-step plan to guide making, listing tools, equipment,

	and lists of resources to be used. • Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. • Use finishing and decorative techniques suitable for the product they are designing and making. **Evaluating** • Investigate and evaluate a range of existing frame structures. • Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. • Research key events and individuals relevant to frame structures. Technical knowledge and understanding • Understand how to strengthen, stiffen and reinforce 3-D frameworks. • Know and use technical vocabulary relevant to the project.		• Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately for the intended user and purpose. **Evaluating** • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. • Understand how key chefs have influenced eating habits to promote varied and healthy diets. Technical knowledge and understanding • Know how to use utensils and equipment including heat sources to prepare and cook food. • Understand about seasonality in relation to food products and the source of different food products. • Know and use relevant technical and sensory vocabulary.			materials and components. • Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. • Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment. **Evaluating** • Continually evaluate and modify the working features of the product to match the initial design specification. • Test the system to demonstrate its effectiveness for the intended user and purpose. Technical knowledge and understanding • Understand and use electrical systems in their products. • Apply their understanding of computing to program, monitor and control their products. • Know and use technical vocabulary relevant to the project.

St George's Central CE Primary School and Nursery

Long Term Plan for Design Technology
Year 5 and Year 6

2026-2027						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Key Questions		How can 3 pieces of fabric make a 3D object?	What foods typically form part of a South American diet?		How does a ferris wheel turn?	
Key Learning		Textiles-combining different fabric shapes	Food-celebrating culture		Mechanical systems-pulleys or gears	
Narional Curriculum objectives		**Designing** • Generate innovative ideas by carrying out research including surveys, interviews and questionnaires. • Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computeraided design. • Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. **Making** • Produce detailed lists of equipment and fabrics relevant to their tasks. • Formulate step-by-step	**Designing** • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Use words, information and communication technology as appropriate to develop and communicate ideas. **Making** • Write a step-by-step recipe, including a list of ingredients, equipment and utensils • Select and use appropriate utensils and		**Designing** • Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide their thinking. • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. **Making** • Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team.	

		plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. **Evaluating** • Investigate and analyse textile products linked to their final product. • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. Technical knowledge and understanding • A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. • Fabrics can be strengthened, stiffened and reinforced where appropriate.	equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately. **Evaluating** • Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. • Know how to use utensils and equipment including heat sources to prepare and cook food. • Know and use relevant technical and sensory vocabulary.		• Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost. **Evaluating** • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. • Investigate famous manufacturing and engineering companies relevant to the project. Technical knowledge and understanding • Understand that mechanical and electrical systems have an input, process and an output. • Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. • Know and use technical vocabulary relevant to the project.	