

DT – Long Term Plans 2025-2026

Our whole-school Curriculum Development Leaders for DT are Miss J Bethell and Mrs M Khatun

EYFS – Year N

Topic name	Learning question/s	Main EYFS/NC focus	Objectives to be covered	Key vocabulary	Curriculum themes	Enrichments
<u>Lemur's Red Hot Chilli</u> Creating pizza toppings, shopping role play, making a bag.	How do I prepare myself to make food/projects? What materials/tools do I need to create a project?	Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.	To use tools and materials to express ideas. To develop key vocabulary for appropriate DT resources in EYFS.	Scissors Glue Join Stick Cut Wash Clean Tidy	Aside from Muddy Monday, all themes follow a text. These themes are not just exclusive to DT but will also cover other areas of the EYFS curriculum such as Physical Development etc.	Use of outdoor environment. Potential trip linked to the zoo – focus on minibeasts, environments. Links to wider world knowledge, e.g. food is not grown at Tesco.
<u>Goldilocks</u> Creating porridge, comparing size and textures.	Can I talk about my creation? e.g. what have I made? What do I like about it? How could I improve it? How could I fix it?	Join different materials and explore different textures.				
<u>Muddy Mondays</u> Explore use of natural materials to create nests and other small world environments.						

<p><u>There was a Princess long ago</u> Using Duplo and other building materials to create castles.</p> <p><u>Superworm</u> Creating worms from different materials and different size scales.</p>						
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EYFS – Year R

Topic name	Learning question/s	Main EYFS/NC focus	Objectives to be covered	Key vocabulary	Curriculum themes	Enrichments
<p>The Very Hungry Caterpillar Creating fruit kebabs, exploring textures and taste</p> <p>Creating/constructing caterpillars of different lengths</p>	<p>How can we make a fruit kebab?</p> <p>What do I need to make a fruit kebab?</p> <p>How can I make a caterpillar?</p>	<p>Safely use and explore a variety of materials, tools and techniques, exploring design and texture.</p> <p>Share their creation, taste and talk about the taste.</p>	<p>To choose tools and fruits to make my kebab.</p> <p>To use the tools safely.</p> <p>To develop key vocabulary.</p>	<p>Kebab Knife Different fruits e.g. Melon Apple Strawberry</p>	<p>Aside from Welly Wednesday, all themes follow a text. These themes are not just exclusive to DT but will also cover other areas of the EYFS curriculum such as Physical Development etc.</p>	<p>Experience different types of food</p> <p>Starting to use different tools and develop their motor skills.</p> <p>Use of the outdoor area.</p>

<p>Welly Wednesdays Explore natural materials outside on a weekly basis, using these materials to create, join & use these to represent things in line with weekly planning.</p>	<p>What have I created?</p> <p>Can I explain the process?</p> <p>Can the process be improved?</p>					
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Provisions

Topic name	Learning question/s	Main EYFS/NC focus	Objectives to be covered	Key vocabulary	Curriculum themes	Enrichments
Moving a toy			<p>-Explores and experiments with a range of materials through sensory exploration</p> <p>-Knows that their movements can make marks and shows an interest in the effects Explores a range of construction materials</p> <p>-Stacks blocks horizontally and vertically to create structures</p> <p>- Selects and uses tools to assemble and join materials</p> <p>-Selects appropriate resources for the task Intentionally</p>			<p>Experience different types of moving toys</p> <p>Starting to use different tools and develop their motor skills.</p>

			<p>combines different materials to create a new effect.</p> <ul style="list-style-type: none">-Makes choices from a range of materials and shows preferences-Shows an awareness of the purpose of familiar objects-Shows an awareness of the purpose of familiar tools-Uses tools for a purpose with adult modelling-Selects and uses tools purposefully to shape materials-Uses construction to make enclosures and create spaces-Uses simple tools and techniques competently and appropriately-Names a single property of an image or object-Can describe what they are doing using a single action word/ sign/ symbol-Can describe what they plan to do next in simple terms (single step) Begins to use shapes to represent objects-Plans what they want to create in words, symbols or images <p>Can say one thing that they like about an object or image</p> <ul style="list-style-type: none">-Intentionally manipulates materials to achieve effect			
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			<ul style="list-style-type: none"> -Can say what they want to change about their work and why -chooses to express themselves using their preferred creative medium -Constructs with a purpose in mind, using a variety of techniques and materials - state a difference between two images or objects -Collects objects and tools for specific purposes. 			
Making a toy			<ul style="list-style-type: none"> -Explores and experiments with a range of materials through sensory exploration -Knows that their movements can make marks and shows an interest in the effects Explores a range of construction materials -Stacks blocks horizontally and vertically to create structures - Selects and uses tools to assemble and join materials -Selects appropriate resources for the task Intentionally combines different materials to create a new effect. 			<p>Experience/ explore different types of toys</p> <p>Starting to use different tools and develop their motor skills.</p>

			<ul style="list-style-type: none">-Makes choices from a range of materials and shows preferences-Shows an awareness of the purpose of familiar objects-Shows an awareness of the purpose of familiar tools-Uses tools for a purpose with adult modelling-Selects and uses tools purposefully to shape materials-Uses construction to make enclosures and create spaces-Uses simple tools and techniques competently and appropriately-Names a single property of an image or object-Can describe what they are doing using a single action word/ sign/ symbol-Can describe what they plan to do next in simple terms (single step) Begins to use shapes to represent objects-Plans what they want to create in words, symbols or imagesCan say one thing that they like about an object or image-Intentionally manipulates materials to achieve effect-Can say what they want to change about their work and why			
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			<ul style="list-style-type: none"> -chooses to express themselves using their preferred creative medium -Constructs with a purpose in mind, using a variety of techniques and materials - state a difference between two images or objects -Collects objects and tools for specific purposes. 			
Aquariums			<ul style="list-style-type: none"> -Explores and experiments with a range of materials through sensory exploration -Knows that their movements can make marks and shows an interest in the effects Explores a range of construction materials -Stacks blocks horizontally and vertically to create structures - Selects and uses tools to assemble and join materials -Selects appropriate resources for the task Intentionally combines different materials to create a new effect. -Makes choices from a range of materials and shows preferences 	Water Fish		

			<ul style="list-style-type: none">-Shows an awareness of the purpose of familiar objects-Shows an awareness of the purpose of familiar tools-Uses tools for a purpose with adult modelling-Selects and uses tools purposefully to shape materials-Uses construction to make enclosures and create spaces-Uses simple tools and techniques competently and appropriately-Names a single property of an image or object-Can describe what they are doing using a single action word/ sign/ symbol-Can describe what they plan to do next in simple terms (single step) Begins to use shapes to represent objects-Plans what they want to create in words, symbols or imagesCan say one thing that they like about an object or image-Intentionally manipulates materials to achieve effect-Can say what they want to change about their work and why-chooses to express themselves using their preferred creative medium			
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			<ul style="list-style-type: none"> -Constructs with a purpose in mind, using a variety of techniques and materials - state a difference between two images or objects -Collects objects and tools for specific purposes. 			
Making instruments			<ul style="list-style-type: none"> -Explores and experiments with a range of materials through sensory exploration -Knows that their movements can make marks and shows an interest in the effects Explores a range of construction materials -Stacks blocks horizontally and vertically to create structures - Selects and uses tools to assemble and join materials -Selects appropriate resources for the task Intentionally combines different materials to create a new effect. -Makes choices from a range of materials and shows preferences -Shows an awareness of the purpose of familiar objects 	<ul style="list-style-type: none"> Sound Loud Quiet Fast Slow High Low Beat Rhythm Shake Tap Bang Make Create 		Explore different instruments

			<ul style="list-style-type: none">-Shows an awareness of the purpose of familiar tools-Uses tools for a purpose with adult modelling-Selects and uses tools purposefully to shape materials-Uses construction to make enclosures and create spaces-Uses simple tools and techniques competently and appropriately-Names a single property of an image or object-Can describe what they are doing using a single action word/ sign/ symbol-Can describe what they plan to do next in simple terms (single step) Begins to use shapes to represent objects-Plans what they want to create in words, symbols or imagesCan say one thing that they like about an object or image-Intentionally manipulates materials to achieve effect-Can say what they want to change about their work and why-chooses to express themselves using their preferred creative medium-Constructs with a purpose in mind, using a variety of techniques and materials			
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			<ul style="list-style-type: none"> - state a difference between two images or objects -Collects objects and tools for specific purposes. 			
<p>From the dairy (May need to change due to dairy allergies.)</p>			<ul style="list-style-type: none"> -Explores and experiments with a range of materials through sensory exploration -Knows that their movements can make marks and shows an interest in the effects Explores a range of construction materials -Stacks blocks horizontally and vertically to create structures - Selects and uses tools to assemble and join materials -Selects appropriate resources for the task Intentionally combines different materials to create a new effect. -Makes choices from a range of materials and shows preferences -Shows an awareness of the purpose of familiar objects -Shows an awareness of the purpose of familiar tools -Uses tools for a purpose with adult modelling 	Milk Cows		

			<ul style="list-style-type: none">-Selects and uses tools purposefully to shape materials-Uses construction to make enclosures and create spaces-Uses simple tools and techniques competently and appropriately-Names a single property of an image or object-Can describe what they are doing using a single action word/ sign/ symbol-Can describe what they plan to do next in simple terms (single step) Begins to use shapes to represent objects-Plans what they want to create in words, symbols or imagesCan say one thing that they like about an object or image-Intentionally manipulates materials to achieve effect-Can say what they want to change about their work and why-chooses to express themselves using their preferred creative medium-Constructs with a purpose in mind, using a variety of techniques and materials - state a difference between two images or objects			
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			-Collects objects and tools for specific purposes.			
Fruits and vegetables			<ul style="list-style-type: none"> -Explores and experiments with a range of materials through sensory exploration -Knows that their movements can make marks and shows an interest in the effects Explores a range of construction materials -Stacks blocks horizontally and vertically to create structures - Selects and uses tools to assemble and join materials -Selects appropriate resources for the task Intentionally combines different materials to create a new effect. -Makes choices from a range of materials and shows preferences -Shows an awareness of the purpose of familiar objects -Shows an awareness of the purpose of familiar tools -Uses tools for a purpose with adult modelling -Selects and uses tools purposefully to shape materials -Uses construction to make enclosures and create spaces 	<p>Different fruits e.g. Melon Apple Strawberry</p>		Taste and explore different fruits

			<ul style="list-style-type: none">-Uses simple tools and techniques competently and appropriately-Names a single property of an image or object-Can describe what they are doing using a single action word/ sign/ symbol-Can describe what they plan to do next in simple terms (single step) Begins to use shapes to represent objects-Plans what they want to create in words, symbols or imagesCan say one thing that they like about an object or image-Intentionally manipulates materials to achieve effect-Can say what they want to change about their work and why-chooses to express themselves using their preferred creative medium-Constructs with a purpose in mind, using a variety of techniques and materials - state a difference between two images or objects -Collects objects and tools for specific purposes.			
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Year 1

Topic name	Learning question/s	Main EYFS/NC focus	Objectives to be covered	Key vocabulary	Curriculum themes	Enrichments
<p>Moving pictures</p> <p>Designer – Waldo Hunt</p>	<p>How can we make a picture move?</p>	<p>Mechanisms</p> <p>Sliders and levers</p>	<p>1:1 Generates ideas using pictures and words</p> <p>1:2 Makes simple plans</p> <p>1:3 Explains what they are planning to make and why</p> <p>1:4 Chooses and uses tools and materials with help</p> <p>1:6 Recognises the characteristics of familiar products: names products and identifies who/what they are for.</p> <p>1:7 Explains how their product and others work, identifying what they are made from.</p> <p>1:8 Explains what went well with their work</p> <p>1:10</p>	<p>Design</p> <p>Cut</p> <p>Join</p> <p>Sketch</p> <p>Plan</p> <p>Slider</p> <p>Pivot</p> <p>Wheel</p> <p>Lever</p> <p>Push</p> <p>Pull</p> <p>Direction</p> <p>Mechanism</p>	<p>Environment - Making children aware moving parts in books and the impact they have on the reading experience.</p> <p>World of work- Children being made more aware of the work of an illustrator and how their job affects the overall reading experience – makes the book come to life!</p> <p>Mental health and well-being- Being creative makes you feel very happy and it allows you to express your ideas and imagination.</p> <p>Celebrating Diversity- Everyone’s interpretation of a moving picture will be different depending on interests and</p>	<p>Introduction to films. - trip to the cinema</p> <p>Bring a story that they have learnt to life.</p>

Applies their knowledge of the characteristics of suitable materials, in particular how structures can be made stronger / stiffer.

imagination, which is what makes them special!

<p>Teddy bear's picnics -</p> <p>Soup</p> <p>Designer – Paul Hollywood</p>	<p>What goes into a soup?</p> <p>Can you put fruit or vegetables into a soup?</p> <p>What type of fruits and vegetables do you know?</p> <p>Where do fruit and vegetables come from?</p>	<p>Food</p> <p>Preparing fruit and vegetables (including cooking and nutrition requirements for KS1)</p>	<p>1:1 Generates ideas using pictures and words</p> <p>1:2 Makes simple plans</p> <p>1:3 Explains what they are planning to make and why</p> <p>1:4 Chooses and uses tools and materials with help</p> <p>1:8 Explains what went well with their work</p> <p>1:11 Knows that all food comes from animals and plants</p> <p>1:12 Can sort healthy and non-healthy foods</p> <p>1:13</p>	<p>Food</p> <p>Healthy</p> <p>Unhealthy</p> <p>Sweet</p> <p>Sour</p> <p>Juicy</p> <p>Fruit</p> <p>Vegetables</p> <p>Balanced diet</p> <p>Picnic</p>	<p>Environment – children will learn about fruit/veg that is available in their surroundings</p> <p>Wellbeing and mental health – children will learn the importance of eating healthily and maintaining a healthy lifestyle</p> <p>World of Work – nutrition, kitchen assistant,</p> <p>Environment and Our School - the school garden and surrounding areas</p> <p>Celebrating diversity - Food around the world – what do soups in different countries look like?</p>	<p>Introduction to a variety of foods.</p> <p>Encourage children to share soups from their culture</p> <p>Use of different tools.</p> <p>Designing for a purpose – teddy's picnic with their parents.</p>
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Can talk about / design healthy food for a purpose (packed lunch / garden party)

<p>Structures - children to create a chair for Travelling Ted</p> <p>Designer - Charles Rennie Mackintosh</p>	<p>What can I use to make a chair?</p>	<p>Structures Freestanding structures</p>	<p>1:1 Generates ideas using pictures and words</p> <p>1:2 Makes simple plans</p> <p>1:3 Explains what they are planning to make and why</p> <p>1:4 Chooses and uses tools and materials with help</p> <p>1:6 Recognises the characteristics of familiar products: names products and identifies who/what they are for.</p> <p>1:7 Explains how their product and others work, identifying what they are made from.</p> <p>1:8 Explains what went well with their work</p> <p>1:10</p>	<p>Design Make Evaluate Purpose Home Materials Resources Tools Assemble Stiffer Durable Weatherproof Manmade Natural</p>	<p>Environment- Make children aware of the importance of insects and wildlife to the climate and growth of new plants etc. Focus on the use of recyclable materials</p> <p>World of work- designing products and making them- engineering and craftsperson careers. There are different careers involved in the different stages of designing and making products</p> <p>Mental health and well-being- It feels really good to make something- especially out of recycled materials. Creating something gives you a real sense of achievement and sense of pride,</p>	<p>Use of the outdoor area to explore a range of seating options.</p>
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			Applies their knowledge of the characteristics of suitable materials, in particular how structures can be made stronger / stiffer.		especially if you have learnt new skills along the way!	
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Year 2

Topic name	Learning question/s	Main EYFS/NC focus	Objectives to be covered	Key vocabulary	Curriculum themes	Enrichments
Mechanisms Vauxhall cars Designer - Adrian Newey Chief Technology Officer of the Red Bull Racing (MK)	Can I make a vehicle for carrying equipment to the school garden? What will it need? How will I make it?	Wheels and axles	Knowledge: -Uses ICT/ models/ pictures and words to develop and communicate ideas - You can use Purple mash so the children can design their vehicle -Uses knowledge of existing products to come up with their own ideas -States what they are making and why, explaining how their products will work -Selects appropriate tools, techniques and materials, explaining their choices -Uses tools and can assemble, join and combine materials and components in a variety of ways -Knows how simple components and mechanisms work	Mechanisms axles joining joints levers motion Up down Push Pull wheels	World of work – building cars, transport drivers Our school and town – Vauxhall factory, using transport Environment - Electric cars	Trip to Stockwood Discovery centre

			<ul style="list-style-type: none"> -Uses mechanisms such as wheels and axles -Describes what they like/dislike about an existing product -Suggests how their products and others could be improved -Makes simple judgements about their design ideas against design criteria. 			
<p>Food Smoothies – could use 2nd part of Oak KS1 unit</p> <p>Creator - Richard Reed Innocent drinks</p>	How can I prepare a healthy drink?	<p>Preparing fruit and vegetables (including cooking and nutrition requirements for KS1)</p>	<ul style="list-style-type: none"> -Understands the importance of eating 5 a day -Can describe the ingredients they are using -States what they are making and why, explaining how their products will work <p>Skills:</p> <ul style="list-style-type: none"> -Can prepare a healthy food dish with or without heat source -Makes simple judgements about their design ideas against design criteria. 	<p>Smoothie Healthy Fruit Blend Recipe Equipment Sweet Bitter</p>	<p>Environment – children will learn about fruit that is available in their surroundings</p> <p>Wellbeing and mental health – children will learn the importance of eating healthily and maintaining a healthy lifestyle</p> <p>World of Work – nutrition, juice bars, kitchen assistant,</p> <p>Environment and Our School - the school garden and surrounding areas</p> <p>Celebrating diversity - Fruits</p>	<p>Introduction to different foods.</p> <p>Could be an opportunity to buy the products from the staff to help them budget – simple addition work.</p> <p>Food can come in different forms</p>

					around the world	
Textiles Puppets Designer – Vivien Westwood	How can I design and sew my own puppet?	Templates and joining techniques	2.2 Uses knowledge of existing products to come up with their own ideas 2.4 Selects appropriate tools, techniques and materials, explaining their choices 2.5 Uses tools and can assemble, join and combine materials and components in a variety of ways 2.6 Describes what they like/dislike about an existing product 2.7 Suggests how their products and others could be improved 2.8 Makes simple judgements about their design ideas against a design criteria. 2.11 Knows that textile products can be created by joining and assembling fabric shapes	Thread Needle Sewing Weaving Puppet Design Evaluate Stich Wool Fabric	Environment – sustainable materials – Can these materials be recycled or can we use recycled materials for our puppets. World of work - what jobs are available for someone who is good at sewing and weaving. Linking this to the hat factory industry that there used to be in Luton.	Could someone come from the industry? Local puppet shows companies?

YEAR 3

Topic name	Learning question/s	Main EYFS/NC focus	Objectives to be covered	Key vocabulary	Curriculum themes	Enrichments
Structures pneumatic systems Yr ¾ project on the page Focus Pneumatics	How can I make a structure that moves?	Shell structures (including CAD)	3:1 Designs are fit for purpose and their ideas are realistic 3:2	Mechanisms axles joining	World of work and ambition Engineering	Introduction to hydraulics. Trip to see different machines – science

<p>Previous year 3 unit creating moving monsters.</p> <p>Designer – Jim Henson (Muppets)</p>	<p>How do pneumatic system work?</p>		<p>Plans using labelled sketches, words</p> <p>3:3 Select materials and components suitable for the task</p> <p>3:4 Measures, marks out, cuts and shapes materials with some accuracy</p> <p>3:5 Uses their design criteria to evaluate their completed products</p> <p>3:8 Uses mechanical systems such as levers and pneumatic systems to create movement</p>	<p>joints</p> <p>Push</p> <p>Pull</p> <p>Pneumatic</p> <p>System</p>	<p>Environment and Our School – Luton has a big engineering industry. Our catchment school is an engineering school.</p>	<p>museum etc. How things work.</p> <p>Great stem opportunity.</p>
<p>Food Healthy packed lunch Create either oat bar or a dip.</p> <p>Designer – Gary Rhodes</p>	<p>How do you make a healthy lunch?</p> <p>Where do food come from?</p> <p>What food goes into a dip?</p>	<p>Healthy and varied diet (including cooking and nutrition requirements for KS2)</p>	<p>3:1 Designs are fit for purpose and their ideas are realistic</p> <p>3:2 Plans using labelled sketches, words</p> <p>3:5 Uses their design criteria to evaluate their completed products</p>	<p>Healthy</p> <p>Unhealthy</p> <p>Food groups</p> <p>Diary</p> <p>Meat</p> <p>Vegetables</p>	<p>Environment – children will learn about fruit/veg that is available in their surroundings</p> <p>Wellbeing and mental health – children will learn the importance of eating healthily</p>	<p>Possible trip to buy their own food.</p> <p>Invite a nutritionist/cook in to talk to the children</p>

			<p>3:9 Understands a healthy balanced diet</p> <p>3:10 Understands a healthy balanced diet</p>	<p>Carbohydrates</p> <p>Blend</p> <p>Bitter</p> <p>Sweet</p>	<p>and maintaining a healthy lifestyle</p> <p>World of Work – nutrition, kitchen assistant,</p> <p>Environment and Our School - the school garden and surrounding areas</p> <p>Celebrating diversity - Food around the world</p>	
<p>Textiles</p> <p>Project on a page: design and make a holder/purse/wallet or designing with aprons (need subscription or download for £8) - children could make a hat to link with Luton?</p> <p>Designer – Walter Wright (Hat designer from Luton)</p>	<p>How do you securely join material together?</p> <p>How do you make a structure stiff?</p>	<p>2D shape to 3D product</p>	<p>3:1 Designs are fit for purpose and their ideas are realistic</p> <p>3:2 Plans using labelled sketches, words</p> <p>3:5 Uses their design criteria to evaluate their completed products</p> <p>3:6 Knows how to make strong, stiff shell structures</p>	<p>textile sewing thread needle target group product</p> <p>Material</p> <p>Structure</p> <p>CAD</p>	<p>World of Work – fashion designer</p> <p>Celebrating diversity – different designs and inspirations/target markets</p>	<p>Make links with Chiltern or University of Bedfordshire.</p>

Year 4

Topic name	Learning question/s	Main EYFS/NC focus	Objectives to be covered	Key vocabulary	Curriculum themes	Enrichments
<p>Mechanical Systems Pop-up mechanisms (involves cams) – KEEP – could look at Oak mechanisms unit for teaching approach but the pop-up mechanisms unit is a better unit and very different from KS1’s mechanisms unit. Yr5/6 project on a page</p> <p>Designer – George Stephenson.</p>	<p>How do you create a moving structure?</p> <p>How do cams work?</p>	<p>Levers and linkages</p>	<p>Reflects on their designs as they develop and identifies what can be improved</p> <p>Evaluates appearance and function against original criteria.</p> <p>Identifies whether materials can be recycled or reused</p> <p>Assembles, joins and combines materials and components with some accuracy</p> <p>Applies a range of finishing techniques</p> <p>Communicates ideas using words, labelled sketches and models, showing an awareness of potential problems</p> <p>Produces step by step plans</p>	<p>Mechanisms</p> <p>axles</p> <p>joining</p> <p>joints</p> <p>levers</p> <p>motion</p> <p>Up</p> <p>down</p> <p>Push</p> <p>Pull</p> <p>Cams</p> <p>Structure</p> <p>Movements</p>	<p>World of work and ambition</p> <p>Engineering</p> <p>Environment and Our School – Luton has a big engineering industry. Our catchment school is an engineering school.</p>	<p>Looking at toys</p>
<p>Electrical Systems</p>		<p>Simple circuits and switches</p>	<p>Reflects on their designs as they develop and identifies what can be improved</p>	<p>Electricity</p> <p>Current</p>	<p>World of work and ambition</p>	<p>Bring in an electrician.</p>

<p>(including programming and control from project on a page) Oak Electronics – nightlight idea – this would work with the project on a page unit <i>Timetabling factor- science</i></p> <p>Designer – James Dyson</p>	<p>What is programming? When do we use programming?</p>		<p>Makes design choices based on the available resources- saying who or what it is for</p> <p>Uses simple electrical circuits to create functional products</p> <p>Evaluates appearance and function against original criteria.</p> <p>Assembles, joins and combines materials and components with some accuracy</p> <p>Applies a range of finishing techniques</p> <p>Communicates ideas using words, labelled sketches and models, showing an awareness of potential problems</p> <p>Produces step by step plans</p>	<p>Programming Coding</p>	<p>Engineering, electrician</p> <p>Environment and Our School – Luton has a big engineering industry. Our catchment school is an engineering school.</p>	<p>Hands on activity</p> <p>Taking electrical products apart.</p>
<p>Food Soup – link to seasonality – would be best done in autumn term</p>	<p>Why is it important of having a balanced meal? How do you create soup?</p>	<p>Healthy eating (including cooking and nutrition requirements for KS2)</p>	<p>Communicates ideas using words, labelled sketches and models, showing an awareness of potential problems</p> <p>Knows how to prepare a balanced meal using different food groups</p>	<p>Healthy Unhealthy Food groups Diary Meat</p>	<p>Environment – children will learn about fruit/veg that is available in their surroundings Wellbeing and mental health – children will</p>	<p>Link to the garden - could they use the things in the garden for their soups.</p>

Designer – Delia Smith	What are the different types of soup?		<p>Knows that food is grown, reared and caught in the UK, Europe and the wider world</p> <p>Explains how to be both hygienic and safe when using and preparing food.</p> <p>Produces step by step plans</p>	<p>Vegetables</p> <p>Carbohydrates</p> <p>Blend</p> <p>Bitter</p> <p>Sweet</p> <p>Seasoning</p>	<p>learn the importance of eating healthily and maintaining a healthy lifestyle</p> <p>World of Work – nutrition, kitchen assistant,</p> <p>Environment and Our School - the school garden and surrounding areas</p> <p>Celebrating diversity - Food around the world</p>	
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Year 5

Topic name	Learning question/s	Main EYFS/NC focus	Objectives to be covered	Key vocabulary	Curriculum themes	Enrichments
<p>Mechanical Systems</p> <p>Pulleys or gears</p> <p>Project on a page – incorporating pulleys or gears into a new toy (can also download additional ideas £8 or subscription)</p> <p>Moon buggies</p>	How do gears and pulleys work?		<p>Knows how mechanical systems, such as gears and pulleys, create movement</p> <p>Knows how to reinforce a 3D structure</p> <p>Comments on how much a product costs or how innovative the design is</p>	<p>Mechanisms</p> <p>axles</p> <p>joining</p> <p>joints</p> <p>levers</p> <p>motion</p>	<p>World of work and ambition</p> <p>Engineering</p> <p>Environment and Our School – Luton has a big engineering industry. Our catchment</p>	Trip to a toy museum

<p>-CAD https://www.tinkercad.com/login</p> <p>Children to design a moon buggy using cad and then they could make their designs.</p> <p>Link to Yr 5 topics</p> <p>Designers – AIRBUS – space (Stevenage.)</p>			<p>Demonstrates resourcefulness when facing problems assembling, joining and shaping</p> <p>Generates ideas drawing on research, using written ideas, models, mock ups and templates</p>	<p>Up down Push Pull Cams Structure Movements Gears Pulleys</p>	<p>school is an engineering school.</p>	
<p>Pizzas Designer – Jamie Oliver</p>	<p>What go on to a pizza?</p> <p>Are Pizzas healthy or not?</p> <p>What is CAD?</p>	<p>Celebrating culture (including cooking and nutrition requirements for KS2)</p>	<p>Demonstrates safe and hygienic practices when preparing food.</p> <p>Knows that seasons affect the food available at different times of the year</p> <p>Designs a recipe combining a range of ingredients</p>	<p>Healthy Unhealthy Food groups Diary Meat Vegetables Carbohydrates Blend Bitter</p>	<p>Our school and town</p> <p>Mental health and wellbeing World of work and ambition</p>	<p>MasterChef-style competition.</p> <p>Pizza Express workshop</p>

				Sweet Dough CAD		
<p>Electrical Systems –compare with project on a page Monitoring and Control</p> <p>CAMS</p> <p>Designer - Tim Berners-Lee</p>	<p>How to use electrical systems safely?</p> <p>Why are we so dependent on electricity?</p>	<p>More complex switches and circuits (including programming, monitoring and control)</p>	<p>Evaluates how effectively they have used information sources to inform judgements when designing and making</p> <p>Explains their choice of materials and creates a resource list</p> <p>Carries out research and identifies a target group/ individual for their product</p>	<p>Electricity</p> <p>Current</p> <p>Programming</p> <p>Coding</p> <p>Monitor</p>	<p>World of work and ambition</p> <p>Engineering, electrician</p> <p>Environment and Our School – Luton has a big engineering industry. Our catchment school is an engineering school.</p>	<p>Children to programme and experiment using their own micro-bits</p> <p>Lego work shop – See JW we did it in Yr 3. But they have one with programming.</p>

Year 6

Topic name	Learning question/s	Main EYFS/NC focus	Objectives to be covered	Key vocabulary	Curriculum themes	Enrichments
<p>Textiles</p> <p>Children to use old clothes and upcycle them into something new – maybe make a hat to fit with the curriculum theme.</p>	<p>How can I design and make a product by upcycling textiles?</p>	<p>Combining different fabric shapes (including CAD)</p>	<p>Carries out research using surveys, interviews, questionnaires and web-based resources and relate this to their target group.</p>	<p>textile sewing thread needle target group product upcycling</p>	<p>Celebrating diversity – different designs and inspirations/target markets</p> <p>Wellbeing and mental health –</p>	<p>Links with University of Bedfordshire</p> <p>The hat industry in Luton</p>

<p>Designer – Laura Ashley</p>			<p>Generates ideas drawing on research using written models, mock-ups and templates.</p> <p>Makes design decisions based on time, resources and cost.</p> <p>Uses textiles to create a 3D product joining a range of fabric shapes (sewing).</p>		<p>benefits of sewing as a hobby World of work and ambition – links to careers and opportunities linked to sewing Environment – upcycling and its benefits</p>	
<p>Structures shelters – WWII inspired Project on a page – small scale bird hides - CAD Isambard Kingdom Brunel English civil engineer</p>	<p>How do you create a structure to protect a human?</p>	<p>Frame structures –</p>	<p>6:1 Carries out research, using surveys, interviews, questionnaires and web-based resources and relate this to their target individual/ group</p> <p>6:2 Generates ideas drawing on research using written, models, mock ups and templates</p> <p>6:4 Formulates step by step plans as a guide to making-including a list</p>	<p>Stiff Durable Structure Rigid Waterproof Shelter</p>		<p>RAF Museum trip links to WW2 Camping Kingswood</p>

			<p>of tools and equipment needed</p> <p>6:5 Works with a range of tools, materials, equipment, components (electrical/ computer) and processes and shows, that they understand their characteristics</p> <p>6:6 Shows they understand the form and function of familiar products</p> <p>6:7 Can say how sustainable the products are and any impacts the products have beyond their intended purpose.</p> <p>6:8 Evaluates how they have used information sources to inform judgements when designing and making</p>			
<p>Food Rationing BUT must address DT requirements and</p>	<p>How can I create a menu and meal using a limited</p>	<p>Celebrating culture and seasonality (including cooking and</p>	<p>Knowledge: Knows that different food and drink contain different substances-</p>	<p>hygiene taste texture ingredients appearance</p>	<p>Wellbeing and mental health- cooking is a nice hobby which children can enjoy</p>	<p>RAF Museum trip links to WW2</p>

<p>not be activity based.</p> <ul style="list-style-type: none"> Children could make the Bedfordshire clanger/vegetable pasty using rationing foods. This will link really well to our curriculum themes. <p>Designer - Jean Christophe Novel (Lives in Tea Green)</p>	<p>choice of foods?</p>	<p>nutrition requirements for KS2)</p>	<p>nutrients, water and fibre Creates a menu and knows that recipes can be adapted to change the appearance, taste and texture</p> <p>Skills: Makes design decisions based on time, resources and cost (designing meals with limited ingredients)</p>	<p>nutrients/nutritious/nutrition fibre preparation rationing meal flavours menu affordable savoury sweet substances</p>	<p>during lockdown. Share discussions on what cooking we can all try at home and encourage children to bring in photos.</p> <p>World of work and ambition – children may want to be chefs in the future</p> <p>Environment – not wasting food – recap from history topic how during rationing no food was wasted.</p>	
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