



BISHOPSWOOD SCHOOLS FEDERATION LONG TERM PLANNING: DT

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage	Ourselves	Celebrations	Pick'n'Mix	Brilliant Books	Spring has sprung	Animals
Activity/ task	<ul style="list-style-type: none"> *Create simple representations of familiar people *Joins in with familiar songs, dances and games *Explores texture *Use a variety of construction materials *Role play own experiences with others 	As before and including: <ul style="list-style-type: none"> *Imitates movements in response to music *Taps out single repeated rhythms *Colour mixing *Write Dance *Sings to self 	As before and including: <ul style="list-style-type: none"> *Explore and learns how sounds change *Makes up rhythms *Role play using imagination and props *Construct with a purpose in mind *Create representations of others e.g. dinosaurs *Chooses colours for a purpose 	As before and including: <ul style="list-style-type: none"> *Explain how they made their constructions and how tools can be used for a purpose 	As before and including: <ul style="list-style-type: none"> *Manipulate materials to achieve a planned effect *Adapts creations when necessary explaining why and how 	As before and including: <ul style="list-style-type: none"> *Develop and act out a narrative as part of a group
Objective / Skill	<p><u>ELG 16 - Expressive Art & Design - Exploring and using media and materials</u> Expected - Sing songs, make music and dance & experiment with ways of changing them. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, shape and form Exceeding - Develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decision about how media and materials can be combined and changed.</p> <p><u>ELG 17 - Expressive Art & Design - Being imaginative</u> Expected - 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, music, dance, role play and stories. Exceeding - Talk about the ideas and processes which have lead them to make music, designs, images or products. They can talk about features of their own work, recognising the differences between them and the strengths of others.</p>					
Year 1	Does a toy have to be shiny and new to be worth playing with?	Where do the leaves go in winter?	Was being the Queen the same for Q Elizabeth I and Q Victoria as it is for Elizabeth II?	Where did and do the wheels on the bus go?	Why do we remember Mary Anning?	Why can't a Meerkat live in the North Pole?
Activity/ task	<p>Design our own car All children to design a car for a purpose.</p> <p>Evaluate Evaluate new and old toys. What is it made from? Who is it used by? Similarities and differences.</p>		<p>Banquet Queen wants to know where all of her food has come from, packaging and food miles. Map and food</p>		<p>Making/Technical Knowledge Making a dinosaur out of paper. Discuss structure. Then making a paper plate dinosaur</p>	
Objective / Skill	<p>Design design purposeful, functional, appealing products for themselves</p>		<p>Cooking and Nutrition understand where food comes from</p>		<p>Making select from and use a range of tools and equipment to perform</p>	

	and other users based on design criteria Evaluate explore and evaluate a range of existing products				practical tasks Technical Knowledge build structures, exploring how they can be made stronger, stiffer and more stable	
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Year 2	What happened in the Great Fire Of London?	Why did the Titanic sink?	Why was Neil Armstrong a very brave person?	Where would you prefer to live: England or Perth?	Why do we love to be beside the seaside?	How can you be the next Masterchef?
Activity/ task			Weaving to make planets Paper weaving. Then in partners or individual, decide on textiles to use to create a planet.	Technical Knowledge Creating paper tower in science and discussion strength/stability (not taught in D&T)	Design, make and evaluate a beach box. Consider what makes a beach exciting and fun. What features does every beach have.	Design Ultimate chef hat to criteria Make a chef hat to fit using instructions (not assessed) Prepare healthy picnic for parents
Objective / Skill			Make select from and use a wide range of materials and components, including textiles according to their characteristics	Technical Knowledge build structures, exploring how they can be made stronger, stiffer and more stable	Make select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Design design purposeful, functional, appealing products for themselves and other users based on design criteria Evaluate evaluate their ideas and products against design criteria	Design generate, develop, model and communicate their ideas through talking design purposeful, functional, appealing products for themselves and other users based on design criteria Cooking and Nutrition use the basic principles of a healthy and varied diet to prepare dishes