

Long Term Forecast EYFS - Working towards NC Design Technology

Three and Four-Year-Olds	Personal, Social and Emotional Development	<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. 		
	Physical Development	<ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. 		
	Understanding the World	<ul style="list-style-type: none"> Explore how things work. 		
	Expressive Arts and Design	<ul style="list-style-type: none"> Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, in order 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. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 		
Reception	Physical Development	<ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 		
	Expressive Arts and Design	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 		
	ELG			
	<p>Physical Development-Fine Motor Skills-Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Expressive Arts and Design-Creating with Materials-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p>			
	Cycle 1	<ul style="list-style-type: none"> All about Me Light and Dark 	<ul style="list-style-type: none"> Cold Places and Weather Food and Growth 	<ul style="list-style-type: none"> Minibeasts Pirates
Cycle 2	<ul style="list-style-type: none"> People who help us/Super-heroes Space 	<ul style="list-style-type: none"> Dinosaurs Farm 	<ul style="list-style-type: none"> Terrific Tales Fun at the seaside 	

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for DT within the national curriculum. The table above outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for DT.

The most relevant statements for DT are taken from the following areas of learning: **Physical Development & Expressive Arts and Design**

LONG TERM FORECAST**Key Stage 1 Design & Technology****Autumn****Spring****Summer**

When designing and making, pupils should be taught to:

Design

- A. design purposeful, functional, appealing products for themselves and other users based on design criteria
- B. generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- C. select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing
- D. select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- E. explore and evaluate a range of existing products
- F. evaluate their ideas and products against design criteria

Technical knowledge

- G. build structures, exploring how they can be made stronger, stiffer and more stable
- H. explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.

Year 1

Toys (*History*)
Homes (Geography)
B, C, F, G

Moving pictures
(*History*)
A, B, C, D, E, F, H

Design a purposeful product for
different weather conditions
(Science & Geography)
B, C, D, E, F

Year 2

Winding Up (Christmas)
C, F, G, H

Vehicles
(*History*)
B, C, H

Puppet Making = Sewing
(*History*)
A, C, D, E, F

LONG TERM FORECAST

Key Stage 2 Design and Technology

Autumn

Spring

Summer

When designing and making, pupils should be taught to:

Design 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

- I. generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately

- J. select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate investigate and analyse a range of existing products

- K. evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- L. understand how key events and individuals in design and technology have helped shape the world

Technical knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures

- M. understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages
- N. understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors

apply their understanding of computing to programme, monitor and control their products.

Year 3	Moving Monsters (<i>History</i>) <i>I, J, M</i>	Photo Frames <i>I, J, K</i>	Creating Sandwich Snacks (<i>Nutrition</i>) <i>I, J, K</i>
Year 4	Light it up (<i>Geography & Science</i>) <i>I, J, K, L, N</i>	Storybooks with moving parts (<i>History – Viking boat</i>) <i>I, J, K, L</i>	Containers <i>Canopic Jars (History)</i> <i>I, J, K, L</i>
Year 5	Moving Toys (<i>History: Victorians</i>) <i>I, J, K, M</i>	Musical Instruments (<i>History</i>) <i>I, J, K, L</i>	Bread (<i>History & Nutrition</i>) <i>I, J, K</i>
Year 6	Shelters(<i>History</i>) <i>I, J, K, L</i>	Controllable vehicles (<i>Geography</i>) <i>I, K, L, M, N</i>	Slippers (<i>History</i>) <i>I, J, K, L</i>