LONG TERM FORECAST	Key Stage 1 Design & Technology		
	Autumn	**Spring**	**Summer**
When designing and making, pupils should be taught to: **Design** ▪ design purposeful, functional, appealing products for themselves and other users based on design criteria ▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** ▪ select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing ▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria **Technical knowledge** ▪ build structures, exploring how they can be made stronger, stiffer and more stable ▪ explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.			
Year 1	Toys *(History)* Homes (Geograpgy)	Moving pictures *(History)*	Design a purposeful product for different weather conditions (Science & Geography)
Year 2	Winding Up (Christmas)	Vehicles *(History)*	Puppet Making = Sewing *(History)*

LONG TERM FORECAST Key Stage 2 Design and Technology

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

- 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

- 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

- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- 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

- understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages
- 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.

	Autumn	Spring	Summer
Year 3	Moving Monsters *(History)*	Photo Frames	Creating Sandwich Snacks *(Nutrition)*
Year 4	Light it up *(Geography & Science)*	Storybooks with moving parts *(History – Viking boat)*	Containers *Money containers (PSHE)* *Canopic Jars (History)*
Year 5	Moving Toys (History: Victorians)	Musical Instruments *(History)*	Bread *(History & Nutrition)*
Year 6	Shelters*(History)*	Controllable vehicles *(Geography)*	Slippers *(History)*