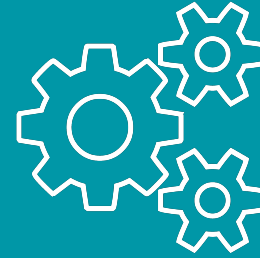


# Design and technology



## Long-term plan

### Standard

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Our standard Long-term plan covering the KS1 and KS2 National Curriculum and including lessons for the EYFS (Reception).

This document is regularly updated to reflect changes in our content and the most recent version can always be found [here](#).

This version was created on 20.03.23

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The logo for Kapow Primary, featuring the word 'Kapow' in a large, white, cursive font above the word 'Primary' in a smaller, white, sans-serif font, all set against a teal arrow-shaped background pointing to the right.

Kapow  
Primary™

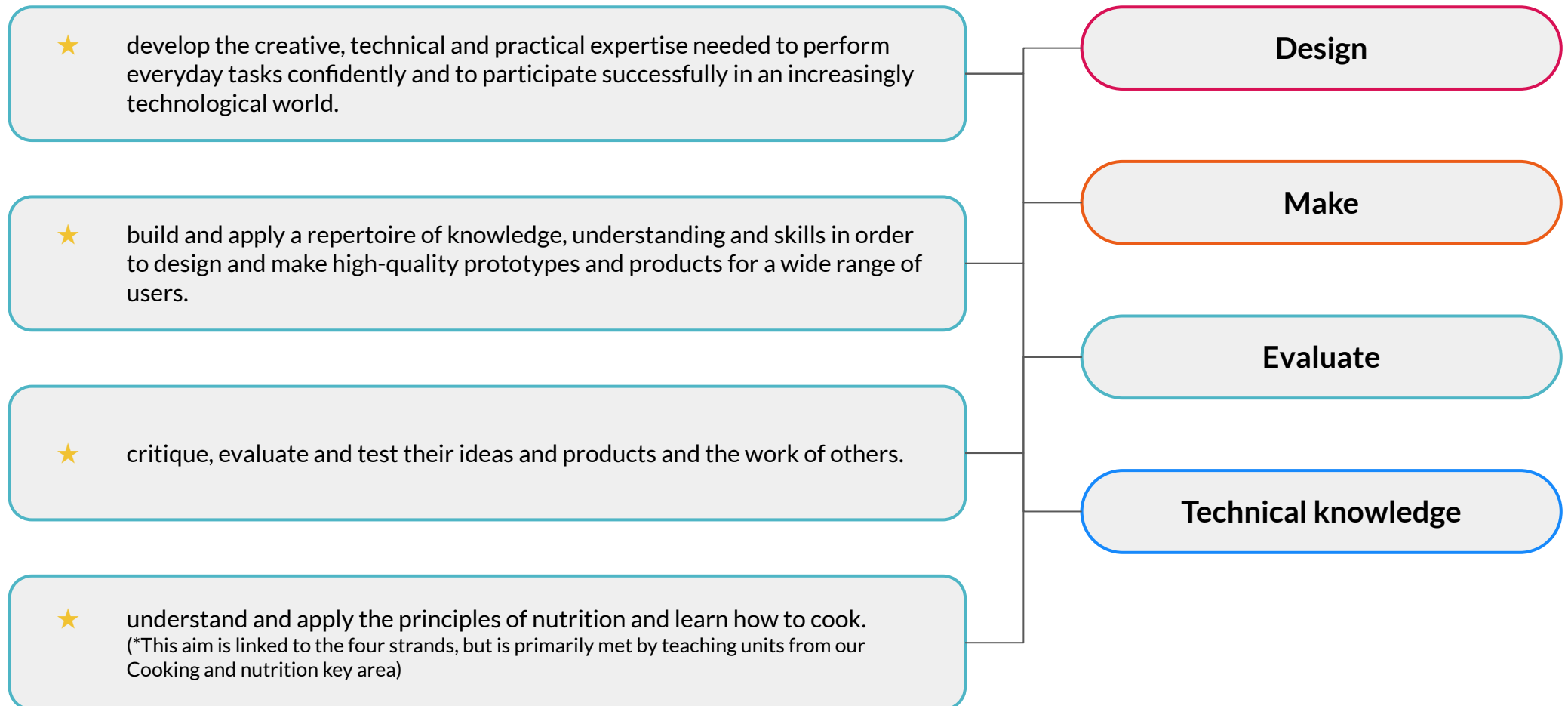
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# How does Kapow Primary's scheme of work align with the National Curriculum?

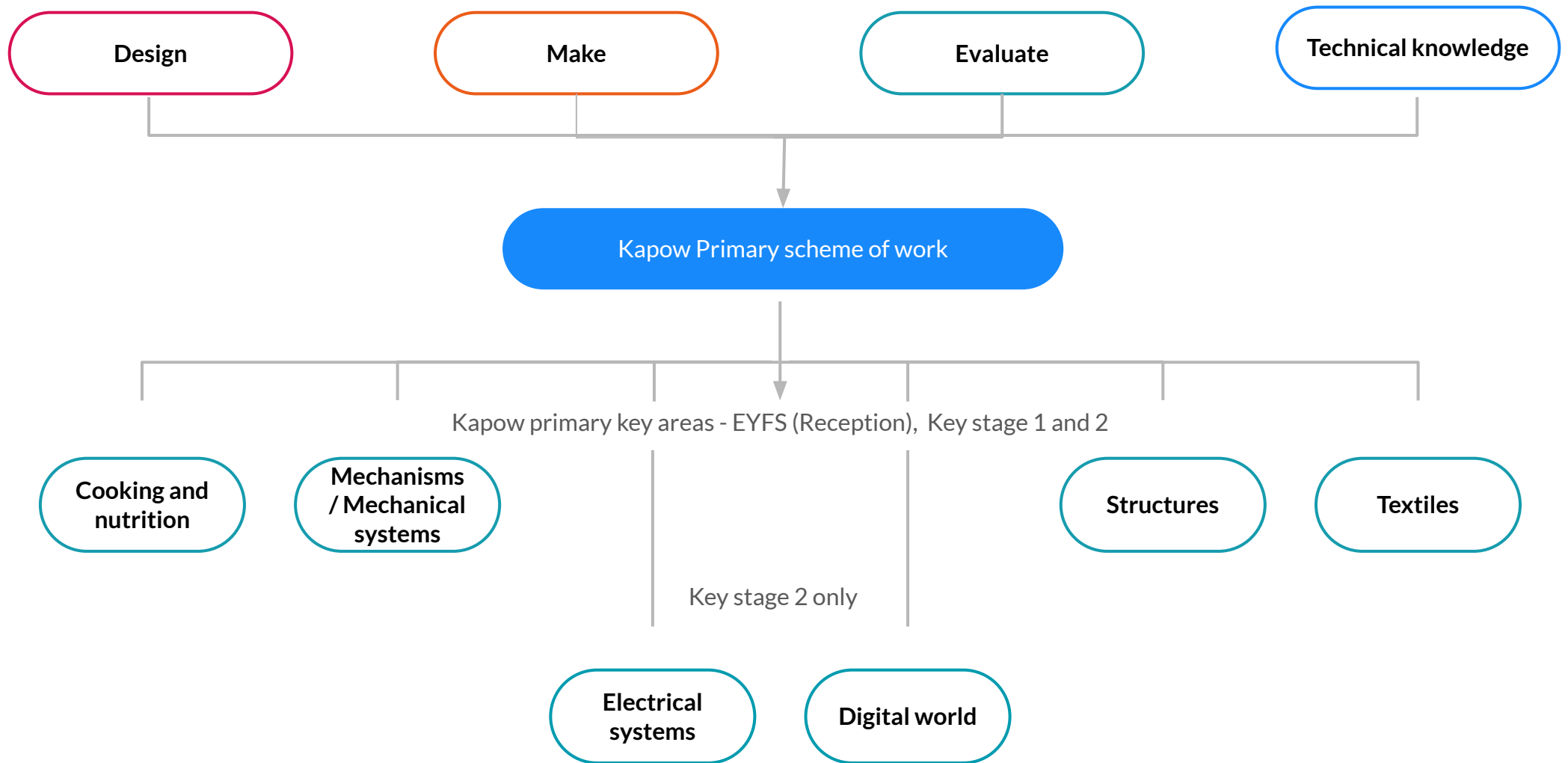
Our scheme of work fulfils the statutory requirements outlined in the **national curriculum (2014)**. The national curriculum Programme of study for Design and technology aims to ensure that all pupils:

We have identified four key strands which run throughout our scheme of work:



Our [D&T: National curriculum overview](#) document shows which of our units cover each of the National curriculum attainment targets and strands above. Each lesson plan references the relevant National curriculum objectives, along with cross-curricular links to any other subjects. For EYFS (Reception) links are made to Development matters and the Early Learning Goals.

# How is the Design and technology scheme of work organised?



# Key areas

The six key areas are revisited each year, with Electrical systems and Digital world beginning in KS2. The areas enable all subject leads, specialists or non-specialists, to understand and make it easy for teachers to see prior and future learning for your pupils. You can see, at a glance, how the unit you are teaching fits into their wider learning journey.

EYFS (Reception) Key Stage 1 and 2

## Cooking and nutrition

Where food comes from, balanced diet, preparation and cooking skills. Kitchen hygiene and safety. Following recipes.



## Mechanisms/ Mechanical systems

Mimic natural movements using mechanisms such as cams, followers, levers and sliders.



Key Stage 2

## Structures

Material functional and aesthetic properties, strength and stability, stiffen and reinforce structures.



## Textiles

Fastening, sewing, decorative and functional fabric techniques including cross stitch, blanket stitch and appliqué.



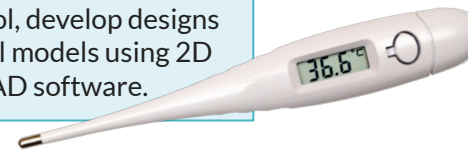
## Electrical systems

Operational series circuits, circuit components, circuit diagrams and symbols, combined to create various electrical products.



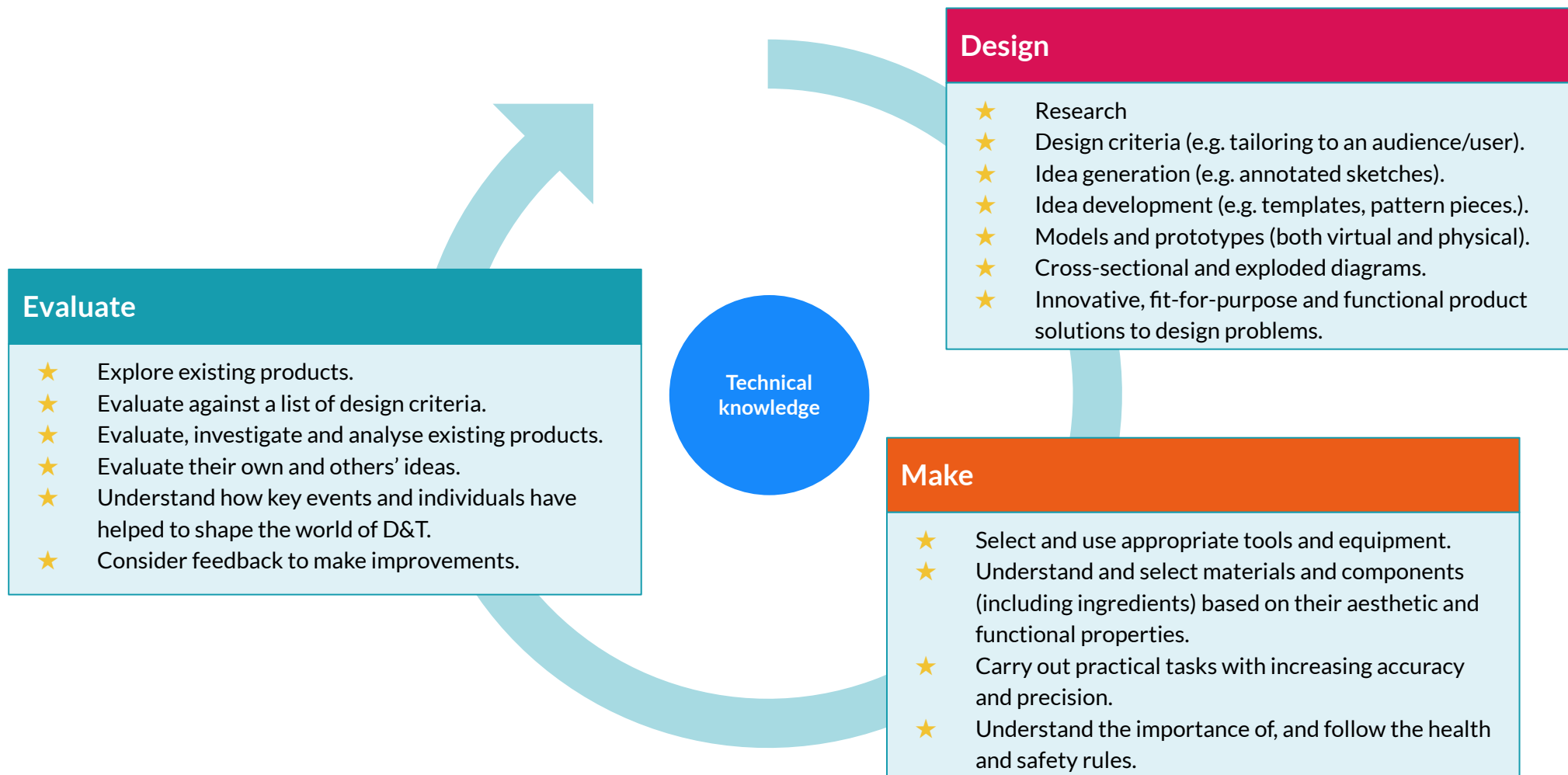
## Digital world

Program products to monitor and control, develop designs and virtual models using 2D and 3D CAD software.



# The design process

The Design and technology National Curriculum outlines the three main stages of the design process: design, make and evaluate. Each Kapow Primary unit follows these stages, to form a full project. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical and technical understanding, required for each strand.



**Cooking and nutrition\*** has a separate section in the D&T National Curriculum, with additional focus on specific principles, skills and techniques in food, including where food comes from, diet and seasonality. Cooking and nutrition units still follow the design process summarised above, for example by tasking the pupils to develop recipes for a specific set of requirements (design criteria) and to suggest methods of packaging the food product including the nutritional information.

# How does Kapow Primary help our school to meet statutory guidance for D&T?

Each of our key areas links to the technical knowledge section of the Design and technology National Curriculum or reinforces principles learnt through exploring various methods and techniques. From KS1 to KS2, the technical knowledge descriptors build upon prior learning and/or introduce new learning.

	Structures	Mechanisms	Textiles	Electrical systems	Digital world	Cooking and nutrition
EYFS	<p>Explore junk modelling, tinkering with temporary and permanent joins, and a range of materials.</p> <p>Create basic models to test in different conditions.</p>	<p>Explore a simple paper slider mechanism.</p>	<p>Explore and develop threading and weaving skills with different materials and objects.</p>			<p>Explore and become familiar with different fruits and vegetables, using their senses.</p>
KS1	<p>Build structures such as windmills and chairs, exploring how they can be made stronger, stiffer and more stable. Recognise areas of weakness through trial and error.</p>	<p>Introduce and explore simple mechanisms, such as sliders, wheels and axles in their designs. Recognise where mechanisms such as these exist in toys and other familiar products.</p>	<p>Explore different methods of joining fabrics and experiment to determine the pros and cons of each technique.</p>	<p><b>KS2 only*</b> Create functional electrical products that use series circuits, incorporating different components such as bulbs, LEDs, switches, buzzers and motors.</p> <p>Consider how the materials used in these products can:</p>	<p><b>KS2 only*</b> Learn how to develop an electronic product with processing capabilities.</p> <p>Apply Computing principles to program functions within a product including to control and monitor it.</p> <p>Understand how the history and evolution of product design lead to the on-going Digital revolution and the impact it is having in the world today.</p>	<p>Learn about the basic rules of a healthy and varied diet to create dishes.</p> <p>Understand where food comes from, for example plants and animals.</p>
KS2	<p>Continue to develop KS1 exploration skills, through more complex builds such as pavilion and bridge designs. Understand material selection and learn methods to reinforce structures.</p>	<p><b>Mechanical systems</b></p> <p>Extend pupils understanding of individual mechanisms, to form part of a functional system, for example: Automatas, that use a combination of cams, followers, axles/shaft, cranks and toppers.</p>	<p>Understand that fabric can be layered for effect, recognising the appearance and technique for different stitch and fastening types, including their:</p> <ul style="list-style-type: none"> <li>● Strength.</li> <li>● Appropriate use.</li> <li>● Design.</li> </ul>	<ul style="list-style-type: none"> <li>● Protect the circuitry.</li> <li>● Reflect light.</li> <li>● Conduct electricity.</li> <li>● Insulate.</li> </ul>		<p>Understand and apply the principles of a healthy and varied diet to prepare and cook a variety of dishes using a range of cooking techniques and methods.</p> <p>Understand what is meant by seasonal foods.</p> <p>Know where and how ingredients are sourced.</p>

# Design and technology in EYFS (reception)

Child-led learning is integral to the Early Years curriculum, and rightly so. Supporting children in following and exploring their own interests allows for a greater depth of learning and understanding and much higher levels of wellbeing and engagement.

Adults in the classroom can model how to use Design and technology to aid children in their pursuits and scaffold the learning so that they can reach a deeper level of understanding.

We know that the difficulty with child-led Design and technology projects often arises when the pupils are not equipped to properly plan their creation or execute their ideas in the way that they wish, sometimes meaning that they will spend a very short amount of time at the workshop or junk modelling area before moving on.

Planning, designing, making and developing skills and knowledge are all fundamental parts of our Design and technology scheme. As you work through our EYFS reception units, children will have plenty of opportunities to get to know each of these areas, as they explore different materials, processes and outcomes.

When pupils are accessing these areas outside of lesson times, it is your job to support and scaffold their learning, offering suggestions or listening to their ideas. Rather than creating artificial learning opportunities during these times of child-led play, instead wait until you observe that a child or group of children have shown a particular interest in a topic. Offer to help them enhance their chosen area of exploration by providing additional resources, demonstrating how to use existing resources or even using the computer.

To learn more please see our [Teacher guide: D&T and Continuous Provision](#).





# A spiral curriculum

The scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** Pupils return to the key areas again and again during their time in primary school.
- ✓ **Increasing depth:** Each time a key area is revisited it is covered with greater complexity.
- ✓ **Prior knowledge:** Upon returning to each key area, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.



## Is there any flexibility in the Kapow Primary Design and technology scheme?

Our Design and technology scheme of work is organised into units of four lessons (or six in EYFS: Reception).

Within each unit, lessons must be taught in order as they build upon each other.

Across a single year group, units themselves do not need to be taught in the suggested order.

The flexibility in the order allows schools to adapt the planning to suit their school and to make use of cross-curricular links available.

The suggested order in these long term plans takes account of the limited resources which may be available in school. Therefore the key strands have been distributed across the year so that all year groups are not requiring the same tools and equipment at the same time.

## Other useful documentation:

There are a number of essential documents that can support you in planning and approaching our **Design and technology** scheme of work and they can be found on our [Subject planning page](#)

- ✓ [Progression of knowledge and skills document](#)
- ✓ [National curriculum mapping](#)
- ✓ [Knowledge organisers](#)
- ✓ [Approaching the new Digital world units to program, monitor and control products](#)
- ✓ [Design and technology resource and costings sheet](#)
- ✓ [Equipment list](#)
- ✓ [Personal development, SMSC and British values mapping](#)
- ✓ [Intent, Implementation, Impact statement](#)
- ✓ [Risk assessments](#)

	Unit 1	Unit 2	Unit 3	Unit 4		
<b>EYFS</b> (Reception)	<b>Structures</b>	<b>Cooking and nutrition</b>	<b>Textiles</b>	<b>Structures</b>		
	<a href="#">Junk modelling</a>	<a href="#">Soup</a>	<a href="#">Bookmarks</a>	<a href="#">Boats</a>		
	<b>Autumn lesson</b>	<b>Christmas lesson</b>	<b>Spring lesson</b>	<b>Easter lesson</b>	<b>Summer lessons</b>	
	<a href="#">Hibernation box</a>	<a href="#">Sliding picture</a>	<a href="#">Flower threading</a>	<a href="#">Hanging decoration</a>	<a href="#">Designing a rainbow salad</a> and <a href="#">Making a rainbow salad</a>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<b>Cooking and nutrition</b>	<b>Mechanisms</b>	<b>Structures</b>	<b>Textiles</b>	<b>Mechanisms</b>	<ul style="list-style-type: none"> <li>★ Celebrate KS1's achievements in D&amp;T, with a gallery of their products.</li> <li>★ Set an invention challenge with scrap materials.</li> <li>★ Extra-curricular trips.</li> <li>★ Overflow time to complete units.</li> </ul>
	<a href="#">Fruit and vegetables</a>	<a href="#">Making a moving story book</a>	<a href="#">Constructing a windmill</a>	<a href="#">Textiles: Puppets</a>	<a href="#">Wheels and axles</a>	
<b>Year 2</b>	<b>Mechanisms</b>	<b>Cooking and nutrition</b>	<b>Mechanisms</b>	<b>Structures</b>	<b>Textiles</b>	
	<a href="#">Fairground wheel</a>	<a href="#">A balanced diet</a>	<a href="#">Making a moving monster</a>	<a href="#">Baby bear's chair</a>	<a href="#">Pouches</a>	

The units within a year group can be taught in any order. We have considered the limited equipment available in school when creating our suggested order. All units have six lessons in EYFS (Reception) and four lessons in KS1.

The units within a year group can be taught in any order. We have considered the limited equipment available in school when creating our suggested order. All KS2 units have four lessons.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Textiles	Electrical systems	Mechanical systems	Digital world	Cooking and nutrition	Structures
	<a href="#">Cross-stitch and applique Cushions</a> or <a href="#">Egyptian collars</a>	<a href="#">Electric poster</a>	<a href="#">Mechanical systems: Pneumatic toys</a>	<a href="#">Digital world: Electronic charm</a>	<a href="#">Eating seasonally</a>	<a href="#">Constructing a castle</a>
Year 4	Electrical systems	Mechanical systems	Digital world	Cooking and nutrition	Structures	Textiles
	<a href="#">Torches</a>	<a href="#">Making a slingshot car</a>	<a href="#">Mindful moments timer</a>	<a href="#">Adapting a recipe</a>	<a href="#">Pavilions</a>	<a href="#">Fastenings</a>
Year 5	Mechanical systems	Digital world	Cooking and nutrition	Structures	Textiles	Electrical systems
	<a href="#">Making a pop-up book</a>	<a href="#">Monitoring devices</a>	<a href="#">What could be healthier?</a>	<a href="#">Bridges</a>	<a href="#">Stuffed Toys</a>	<a href="#">Doodlers</a>
Year 6	Digital world	Cooking and nutrition	Structures	Textiles	Electrical systems	Mechanical systems
	<a href="#">Navigating the world</a>	<a href="#">Come dine with me</a>	<a href="#">Playgrounds</a>	<a href="#">Waistcoats</a>	<a href="#">Steady hand game</a>	<a href="#">Automata toys</a>

EYFS: Reception			
Unit 1	Workshop	Autumn lesson	Hibernation box (1 lesson) - Coming soon! Designing and making a hibernation box, children consider the function of a product.
	<p><u>Junk modelling</u> (5 lessons)</p> <p>Exploring materials through junk modelling, children develop their scissor skills and awareness of different materials and joining techniques. Children begin to make verbal plans and material choices before starting and problem solve while making their model.</p>		
Unit 2	Cooking and nutrition	Christmas lesson	Sliding picture (1 lesson) - Coming soon! Creating a sliding mechanism chimney picture, children develop their cutting and joining skills.
	<p><u>Soup</u> (5 lessons)</p> <p>Learning about vegetables and where they come from while preparing to make a soup. Children describe the taste of a range of vegetables and design a soup recipe as a class. They practise cutting skills and prepare the vegetables for their class soup before testing the final product.</p>		
Unit 3	Textiles	Spring lesson	Flower threading (1 lesson) - Coming soon! Creating their own threading cards, children practise using scissors and a hole punch.
	<p><u>Bookmarks</u></p> <p>Developing fine motor skills through a range of threading activities before moving on to use binka and a needle. Children design a bookmark, considering what to include and why and then follow their designs to complete their bookmarks.</p>		
Unit 4	Structures	Easter lesson	Hanging decoration (1 lesson) - Coming soon! Designing a hanging egg decoration, children make choices about how to decorate.
	<p><u>Boats</u></p> <p>Considering the properties of materials through water play, children discover which materials are waterproof and whether they float or sink. Children evaluate a variety of boats and use their new-found knowledge to design and make a boat that is waterproof and floats.</p>		
		Summer lessons	Rainbow salad (2 lessons) - Coming soon! Researching, designing and making a colourful and healthy salad.

Year 1			
<b>Autumn 1</b>	<b>Cooking and nutrition</b>	<b>Autumn 2</b>	<b>Mechanisms</b>
	<p><u><a href="#">Fruit and vegetables</a></u> (4 lessons) Handle and explore fruits and vegetables and learn how to identify which category they fall into, before undertaking taste testing to establish chosen ingredients for a smoothie they will make, with accompanying packaging.</p>		<p><u><a href="#">Making a moving story book</a></u> (4 lessons) Experiment with sliders before planning and making three pages of a moving story book, based on a familiar story, drawing the page backgrounds, creating the moving parts and assembling it.</p>
<b>Spring 1</b>	<b>Structures/ Mechanisms</b>	<b>Spring 2</b>	<b>Textiles</b>
	<p><u><a href="#">Constructing a windmill</a></u>(4 lessons) Design, decorate and build a windmill for a mouse (client) to live in, develop an understanding of different types of windmill, how they work and their key features. Look at real existing examples and the functions that they carry out.</p>		<p><u><a href="#">Puppets</a></u> (4 lessons) Explore different ways of joining fabrics before creating hand puppets based upon characters from a well-known fairytale. Develop technical skills of cutting, glueing, stapling and pinning.</p>
<b>Summer 1</b>	<b>Mechanisms</b>	<b>Summer 2</b>	<ul style="list-style-type: none"> <li>★ Celebrate KS1's achievements in D&amp;T, with a gallery of their products. Rotate the classes and ask them to provide feedback and ask questions to their peers</li> <li>★ Set an invention challenge with scrap and recycled materials. Provide the pupils with a variety of textures and joining methods before sharing their ideas</li> <li>★ Extra-curricular trips. You could plan to take the pupils to see what happens in the world of production, material sourcing, invention and mechanisms</li> <li>★ As overflow time to complete units where other school events takeover or to provide more time for classes to complete projects</li> </ul>
	<p><u><a href="#">Wheels and axles</a></u> (4 lessons) Learn about the main components of a wheeled vehicle. Develop understanding of how wheels, axles and axle holders work; problem-solve why wheels won't rotate; to design and build their own vehicle designs.</p>		

Year 2			
<b>Autumn 1</b>	<b>Mechanisms</b>	<b>Autumn 2</b>	<b>Cooking and nutrition</b>
	<p><a href="#">Fairground wheel</a> (4 lessons) Design and create a functional Ferris wheels, consider how the different components fit together so that the wheels rotate and the structure stands freely. Select appropriate materials and develop their cutting and joining skills.</p>		<p><a href="#">A balanced diet</a> (4 lessons) Explore and learn what forms a balanced diet, pupils will taste test ingredient combinations from different food groups that will inform a wrap design of their choice which will include a healthy mix of protein, vegetables and dairy.</p>
<b>Spring 1</b>	<b>Mechanisms</b>	<b>Spring 2</b>	<b>Structures</b>
	<p><a href="#">Making a moving monster</a> (4 lessons) After learning the terms: pivot, lever and linkage, pupils design a monster that will move using a linkage mechanism. Pupils practise making linkages and experiment with various materials to bring their monsters to life.</p>		<p><a href="#">Baby bear's chair</a> (4 lessons) Using the tale of Goldilocks and the Three Bears as inspiration, pupils help Baby Bear by making him a brand new chair, exploring different shapes and materials. When designing the chair, they consider his needs and what he likes.</p>
<b>Summer 1</b>	<b>Textiles</b>	<b>Summer 2</b>	<ul style="list-style-type: none"> <li>★ Celebrate KS1's achievements in D&amp;T, with a gallery of their products. Rotate the classes and ask them to provide feedback and ask questions to their peers</li> <li>★ Set an invention challenge with scrap and recycled materials. Provide the pupils with a variety of textures and joining methods before sharing their ideas</li> <li>★ Extra-curricular trips. You could plan to take the pupils to see what happens in the world of production, material sourcing, invention and mechanisms</li> <li>★ As overflow time to complete units where other school events takeover or to provide more time for classes to complete projects</li> </ul>
	<p><a href="#">Pouches</a> (4 lessons) Introduction to sewing. Pupils make their own template, accurately cut their fabric and sew a basic running stitch.</p>		

Year 3			
<b>Autumn 1</b>	<b>Textiles</b>	<b>Autumn 2</b>	<b>Electrical systems</b>
	<p><b>Cross stitch and appliqué (4 lessons)</b>  <a href="#">Cushions</a> or <a href="#">Egyptian collars</a>            Introduce two new skills to add to the pupils' repertoire: cross stitch and appliqué. Pupils apply their knowledge to the design, decoration and assembly of their own cushions or Egyptian collars.</p>		<p><b><a href="#">Electric poster</a> (4 lessons)</b>            An introduction to information design and electrical systems, pupils create an electric poster using a basic circuit to develop a museum display about The Romans.</p>
<b>Spring 1</b>	<b>Mechanical systems</b>	<b>Spring 2</b>	<b>Digital world</b>
	<p><b><a href="#">Pneumatic toys</a> (4 lessons)</b>            Design and create a toy with a pneumatic system, learning how trapped air can be used to create a product with moving parts. Pupil are introduced to thumbnail sketches and exploded diagrams.</p>		<p><b><a href="#">Electronic charm</a> (4 lessons)</b>            Design, code, make and promote a Micro:bit electronic charm to use in low-light conditions, developing their understanding of programming to monitor and control products to solve a design scenario.</p>
<b>Summer 1</b>	<b>Cooking and nutrition</b>	<b>Summer 2</b>	<b>Structure</b>
	<p><b><a href="#">Eating seasonally</a> (4 lessons)</b>            Pupils discover when and where fruits and vegetables are grown and learn about seasonality in the UK. They look at the relationship between the colour of fruits and vegetables and their health benefits by making three dishes.</p>		<p><b><a href="#">Constructing a castle</a> (4 lessons)</b>            Learning about the features of a castle, pupils design and make one of their own. They will also be using configurations of handmade nets and recycled materials to make towers and turrets before constructing a stable base.</p>



Year 4			
<b>Autumn 1</b>	<b>Electrical systems</b>	<b>Autumn 2</b>	<b>Mechanical systems</b>
	<p><a href="#">Torches</a> (4 lessons) Pupils apply their scientific understanding of electrical circuits to create a torch made from recycled and reclaimed materials and objects. They design and evaluate their product against set design criteria.</p>		<p><a href="#">Making a slingshot car</a> (4 lessons) Transform lollipop sticks, wheels, dowel and straws into a moving car. Pupils use a glue gun to construct, make the launch mechanism, design and create the chassis of a vehicle using nets.</p>
<b>Spring 1</b>	<b>Digital world</b>	<b>Spring 2</b>	<b>Cooking and nutrition</b>
	<p><a href="#">Mindful moments timer</a> (4 lessons) Design, program, prototype and brand a Micro:bit timer to a specified amount of minutes. Pupils carry out research and existing product analysis to determine how a programmable product could be personalised to their needs.</p>		<p><a href="#">Adapting a recipe</a> (4 lessons) Work in groups to adapt a simple biscuit recipe, to create the tastiest biscuit ensuring that their creation comes within the given budget of overheads and costs of ingredients.</p>
<b>Summer 1</b>	<b>Structure</b>	<b>Summer 2</b>	<b>Textiles</b>
	<p><a href="#">Pavilions</a> (4 lessons) Exploring pavilion structures, learning about what they are used for and investigate how to create strong and stable structures before designing and creating their own pavilions, complete with cladding.</p>		<p><a href="#">Fastenings</a> (4 lessons) Building upon their sewing skills from previous years, pupils design and create a book sleeve; exploring a variety of fastenings and selecting the most appropriate for their design based on strength and appropriate-use.</p>

Year 5			
<b>Autumn 1</b>	<b>Mechanical systems</b>	<b>Autumn 2</b>	<b>Digital world</b>
	<p><a href="#">Making a pop-up book</a> (4 lessons) Create a four-page pop-up story book design, incorporating a range of functional mechanisms that use levers, sliders, layers and spacers to give the illusion of movement through interaction.</p>		<p><a href="#">Monitoring devices</a> (4 lessons) Program a Micro: bit animal monitoring device that will alert the owner when the temperature is not optimal. Develop 3D CAD skills by learning how to navigate the Tinkercad interface and essential tools.</p>
<b>Spring 1</b>	<b>Cooking and nutrition</b>	<b>Spring 2</b>	<b>Structures</b>
	<p><a href="#">What could be healthier?</a> (4 lessons) Research and modify a traditional bolognese sauce recipe to make it healthier. Cook improved versions, creating appropriate packaging and learn about where the ingredients the importance of animal welfare when farming cattle.</p>		<p><a href="#">Bridges</a> (4 lessons) After learning about various types of bridges and exploring how the strength of structures can be affected by the shapes used, create their own bridge and test its durability - using woodworking tools and techniques.</p>
<b>Summer 1</b>	<b>Textiles</b>	<b>Summer 2</b>	<b>Electrical systems</b>
	<p><a href="#">Stuffed toys</a> (4 lessons) Create a stuffed toy by applying skills learnt in previous units. Introduce blanket stitch.</p>		<p><a href="#">Doodlers</a> (4 lessons) Explore series circuits further and introduce motors. Explore how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own.</p>

Year 6			
<b>Autumn 1</b>	<b>Digital world</b>	<b>Autumn 2</b>	<b>Cooking and nutrition</b>
	<p><a href="#">Navigating the world</a> (5 lessons) <i>Lesson 5 is optional*</i> Program a navigation tool to produce a multifunctional device for trekkers. Combine 3D virtual objects to form a complete product concept in 3D computer-aided design modelling software.</p>		<p><a href="#">Come dine with me</a> (4 lessons) Research and prepare a three-course meal and taste-test and score their food. Research the journey of their main ingredient from 'farm to fork' or write a favourite recipe.</p>
<b>Spring 1</b>	<b>Structures</b>	<b>Spring 2</b>	<b>Textiles</b>
	<p><a href="#">Playgrounds</a> (4 lessons) Design and create a model for a new playground featuring five apparatus, made from three different structures. Using a footprint as the base, practise visualising objects in plan view and get creative including natural features.</p>		<p><a href="#">Waistcoats</a> (4 lessons) Select fabrics, use templates, pin, decorate and stitch materials together to create a waistcoat for a person or purpose of their choosing. Create or use a pattern template to fit a desired person or item (e.g. teddy bear).</p>
<b>Summer 1</b>	<b>Electrical systems</b>	<b>Summer 2</b>	<b>Mechanical systems</b>
	<p><a href="#">Steady hand game</a> (4 lessons) Design and create a steady hand game, use nets to create the bases and apply knowledge of electrical circuits to build an operational circuit with a buzzer that completes the circuit when the handle makes contact with the wire.</p>		<p><a href="#">Automata toys</a> (4 lessons) Use woodworking skills, pupils construct an automata; measuring and cutting their materials, assembling the frame, choosing cams and designing the characters that sit on the followers to form an interactive shop display.</p>

This page shows recent updates that have been made to this document.

Date	Update
08.06.22	Y5 <i>Doodlers</i> unit replaces <i>Electronic greetings card</i> unit p. 7 and p. 15
19.08.22	Added new alternative Year 3 Cross stitch and applique theme p.10
09.11.22	Added EYFS (Reception) units which are now published on the website.
20.03.23	Changed key area title from 'Food' to 'Cooking and nutrition' and removed 'Cooking and nutrition as a strand.