



Small Schools Partnership

Design and Technology

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Birdsedge



BEST

1. Statement of Intent

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

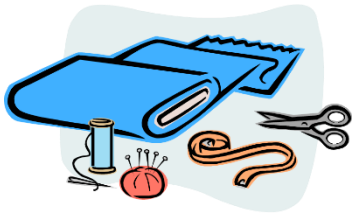
Aims

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

2. Design and Technology in the Small Schools Partnership an Overview

5 Key Areas are taught throughout each school year with links to chosen artists/designers:



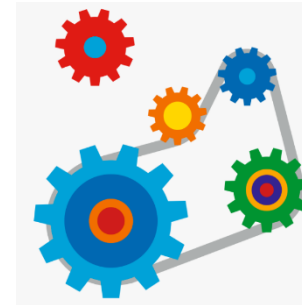
Textiles



**Food
Technology**



Construction



**Mechanical
Components**



**Digital
World**

Throughout all of these areas children should be given the opportunity to discuss and review their own and others work. Each aspect mentioned above should include the opportunity for **Design**, **Make** and **Evaluate** with Technical Knowledge wrapping around each of these.

They should develop the ability to express thoughts and feelings about artworks and explore a range of great artists, craft makers, architects and designers both current and through history.

A two-year cycle is used to ensure a broader coverage and less repetition in mixed aged classes. Art and DT as subjects are also taught in a half termly pattern to make better use of curriculum timetabling.

3. Whole School Long Term Plan Grange Moor



Long Term Plan: Design and Technology Cycle One

CLASS	AUTUMN 1	AUTUMN 2	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
R			Opportunities to design, make and evaluate using a range of tools within continuous provision			
C1 Year 1 and Year 2		Cooking and Nutrition – Smoothies (1)		Mechanisms – Making a moving monster (2)		Structures – Baby Bear's Chair (2)
C2 Year 3 and Year 4	Textiles – Cushions (3)		Structures – constructing a castle (3)		Mechanical Systems – Making a slingshot car (4)	
C3 Year 5 and Year 6		Digital World – Navigating the world (6)		Cooking and Nutrition - Developing a recipe (5)		Textiles – (bags6)

Long Term Plan: Design and Technology Cycle Two

CLASS	AUTUMN 1	AUTUMN 2	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
R			Opportunities to design, make and evaluate using a range of tools within continuous provision			
C1 Year 1 and Year 2		Textiles – Puppets (1)		Mechanisms – Making a Moving Story Book (1)		Cooking and Nutrition – Balanced Diet (2)
C2 Year 3 and Year 4	Digital World – Wearable Technology (3)		Cooking and Nutrition - Adapting a recipe (4)		Electrical Systems – Torches (4)	
C3 Year 5 and Year 6		Structures – bridges (5)		Mechanical Systems – Making a pop up book (5)		Electrical Systems – Steady Hand Game (6)

Whole School Long Term Plan Birdseye

Art/DT Cycle A 2025-26 Kapow Combined Planning						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1 – EYFS/Year 1 units and linked Seasonal Crafts and Projects	Structures: Stable structures	Drawing: Exploring line and shape	Textiles: Puppets	Painting and Mixed Media: Paint my world	Smoothies	Sculpture and 3D: Creation Station
Class 2 – Year 2 units	Drawing: Understanding tone and texture	Structures: Baby Bear's chair	Painting and Mixed Media: Life in Colour	Mechanisms: Fairground wheel	Sculpture and 3D: Clay houses	Mechanisms: Making a moving monster
Class 3 – Year 4 units	Drawing: Exploring tone, texture and proportion	Structures: Helmets	Painting and Mixed media: Light and Dark	Mechanical Systems option 1 Mechanical Car or option 2 Slingshot Car	Craft and Design: Fabric of nature	Electrical Systems: Torches
Art/DT Cycle B 2026-27 Kapow Combined Planning						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1 – EYFS /Year 1 units and linked Seasonal Crafts and Projects	Structures: Constructing a windmill	Drawing: Marvellous marks	Textiles: Puppets	Painting and Mixed Media: Colour Splash	Structures: Boats	Sculpture and 3D: Creation Station
Class 2 – Year 3 units	Digital World: Wearable technology	Developing Drawing Skills	Structures: Constructing a castle	Craft and Design: Ancient Egyptian scrolls	Cooking and Nutrition: Eating seasonally	Sculpture and 3D: Abstract shape and space
Class 3 – Year 5 units	Electrical Systems: Wobble Bots	Sculpture and 3D: Interactive Installation	Mechanical Systems option 1 Gears and Pulleys or option 2 Making a pop-up book	Drawing: Depth, emotion and movement	Cooking and Nutrition: Developing a recipe	Painting and Mixed Media: Portraits

4. Progression of Skills

Progression of skills and Knowledge Revised Art Scheme -

The D&T scheme of work follows a structured, [*spiral*](#) curriculum. This document is a valuable tool for enabling you to see how skills and knowledge build upon each other from year to year.

The document supports the D&T curriculum by outlining the progression of skills throughout KS1 and KS2 and showing which lessons support that progression.

This document outlines the development of D&T knowledge across all year groups, ensuring a clear pathway for pupil learning. Progression is broken down into six key areas:

- Cooking and nutrition: discovering where food comes from; creating a balanced diet; following kitchen hygiene and safety; developing preparation and cooking skills; following a recipe.
- Mechanisms: using cams, followers, levers and sliders to mimic natural movements.
- Structures: learning about the properties of materials; improving a structure's strength and stability; reinforcing structures.
- Textiles: using fabric techniques to fasten, sew and decorate.
- Electrical systems: creating electrical products using series circuits, circuit components, circuit diagrams and symbols.
- Digital world: programming products to perform tasks; developing 2D and 3D designs and models using CAD software.

5. Assessment

Art and design curriculum: Assessment

Formative

D&T lessons include ongoing assessment opportunities, such as questioning, retrieval practice and interactive activities.

These enable teachers to assess understanding in real time and adapt their teaching accordingly.

Summative

Each unit provides an *Assessment quiz* and *Knowledge catcher*, which allow teachers to measure pupils' understanding at key points.

These tools help gauge how well pupils have retained key knowledge and skills over time.