



LACEBY STANFORD SCHOOL

DT Long Term Plan 2024/2025



EYFS	The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The children are offered the opportunity to develop pre-skills to feed into national curriculum subjects through continuous provision and learning opportunities. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters Reception to match the programme of study for DT.			
	Personal, Social and Emotional Development	Physical Development	Understanding the World	Expressive Arts and Design
	<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	<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.• 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	<ul style="list-style-type: none">• Explore how things work.	<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.• Explore, use and refine a variety of artistic effects to express their ideas and feelings.



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		<p>posture when sitting at a table or sitting on the floor.</p> <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery. 				<ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • 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.
National Curriculum	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<p>Mechanisms Levers & Linkages</p> <p>Moving Books</p>		<p>Textiles Templates & joining Techniques</p> <p>Glove Puppets</p>		<p>Food Preparing Fruit & Vegetables</p> <p>Fruit and vegetables kebabs</p>	
Year 2	<p>Food Preparing Fruit & Vegetables</p> <p>Fruit smoothies</p>		<p>Mechanisms Wheels & Axels</p> <p>Trolley for Gardening Equipment</p>		<p>Structures Free Standing Structures</p> <p>Bridges</p>	



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Year 3	Mechanical Systems Levers & Linkages Moving Books /Cards	Food Healthy & Varied Diet Healthy Sandwich, wrap or pitta	Textiles 2D to 3D product Purse/Wallet
Year 4	Structures Shell structures Gift Boxes	Food Healthy & Varied Diet A Cornish Picnic	Electrical Systems Simple circuits and switches Night Lights
Year 5	Food Celebrating Culture & seasonality Cornish pasties & scones	Mechanical Systems Pulleys or Gears Moving Toys	Structures Frame Structures Shelters
Year 6	Electrical Systems Monitoring and Control Alarms	Textiles Combining different Fabric Shapes Bags/Cases	Food Celebrating Culture & seasonality Seasonal snacks for sports day/school event