

DT Long Term Curriculum Plan

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	I can make a simple plan before making.					
	I can choose appropriate resources and tools.					
	I can use my own ideas to make something.	I can talk about my work and describe how things work.	I can make a product which moves.	I can describe how something works.	I can cut food safely.	I can cut food safely.
	I can explain to someone else how I want to make a product.	I can make my models stronger.				

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2	I can think of an idea and plan what to do next.					
	I can choose tools and materials and explain why I have chosen them					
	I can explain what went well with my work.					
	I can suggest what I could do better next time.					

			I can measure materials to use in a model or structure.	I can explain why I have chosen specific textiles.	I can measure ingredients.
				I can join materials and components in different ways.	I can describe the ingredients I am using.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	I can follow a step-by-step plan, choosing the right equipment and materials.					
	I can select the most appropriate tools and techniques for a given task.					
	I can prove that my design meets some set criteria.	I can evaluate my designs to show how they can be improved.	I can evaluate my designs to show how they can be improved.	I can evaluate my designs to show how they can be improved.	I can evaluate my designs to show how they can be improved.	I can evaluate my designs to show how they can be improved.
I can design a product and make sure that it looks attractive.						
I can use labelled sketches to show my ideas.						

		I can explain my ideas.	I can work accurately to measure, make cuts and make holes.	I can work accurately to measure.		
			I can make a product which uses both electrical and mechanical components.	I can choose a textile for both its suitability and its appearance.	I can describe how food ingredients come together.	I can describe how food ingredients come together.

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	I can produce a plan and explain it.					
4	I can evaluate and suggest improvements for my designs.					
	I can evaluate products for both their purpose and appearance.					
	I can present a product in an interesting way.	I can measure accurately.	I can use ideas from other people when I am designing.	I can measure accurately.	I can measure accurately.	
			I can persevere and adapt my work when my original ideas do not work.	I know how to be both hygienic and safe when using food.	I know how to be both hygienic and safe when using food.	

				I can explain how I have improved my original design.		
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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5	I can produce a detailed, step-by-step plan					

	I can use a range of tools and equipment competently.					
	I can evaluate appearance and function against original criteria.					
	I can explain how a product will appeal to a specific audience.	I can suggest alternative plans; outlining the positive features and draw backs.		I can make a prototype before I make a final version.	I show that I can be both hygienic and safe in the kitchen.	I show that I can be both hygienic and safe in the kitchen.
			I can come up with a range of ideas after collecting information from different sources.			

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6	I can follow and refine my plans.					
	I show that I can test and evaluate my products.					
	I can evaluate my product against clear criteria.					
			I can show that I consider culture and society in my plans and designs.	I can use market research to inform my plans and ideas.	I can work within a budget.	I can work within a budget.
			I can justify my plans in a convincing way.		I can explain how products should be stored and give reasons.	I can explain how products should be stored and give reasons.