



**Long Term Planning**

**Design and Technology including Food Technology**



## Reception and Key Stage 1

	Autumn	Spring	Summer
2021 – 2022	<p><b>Exploring – Foods</b></p> <p>Introduction to cooking utensils / cookery room Seasonal cookery / example Christmas / New Year foods</p> <p>Introduce students to 'snack time' #school dinners from around the World</p> <p><b>Exploring Structures – D&amp;T</b> Investigate structures &amp; how to make stable Use of MDF – to make a decoration</p> <p>Introduce students to workshop / tools / machinery</p> <p>Cultural Capital - Europe</p>	<p><b>Exploring – Foods</b></p> <p>Introducing choice fruit/veg/ other</p> <p>Choosing fruit / tasting different fruits / vegetables</p> <p><b>Exploring materials – D&amp;T</b></p> <p>Understanding wood – finishing techniques such as glass paper / varnish</p> <p>Develop skills in using tools / machinery Understanding the need to wear protective clothing</p> <p>Cultural Capital - Australasia</p>	<p><b>Exploring – Fruit</b></p> <p>Investigate different fruit / vegetables Design &amp; make a fruit salad Design &amp; make a salad</p> <p>Chopping / preparing / eating own foods</p> <p><b>Exploring Home – D&amp;T</b></p> <p>Investigate buildings Look at materials used Model dream room / house Make wildlife homes</p> <p>Card construction / recycling</p> <p>Cultural Capital – South America</p>
	<p>Skills - Develop an awareness of food hygiene – wash hands Asking questions, disassembly, planning, making, observing, &amp; using equipment Develop students' knowledge &amp; understanding of food in all forms Be aware of the nature of some of our students needs example, limited food experience, skills in choosing Chopping, choosing, tasting, mixing, and washing up.</p> <p>Skills - Asking questions, disassembly, planning, making, observing, &amp; using equipment, tools, &amp; identifying, answering questions. Observing safe working practices Use of correct protective clothing</p>		
2022 - 2023	<p><b>Exploring – Containers</b></p> <p>Explore ways of carrying a packed meal Plan and make a meal for a purpose Example – sandwich bag / box Example appropriate items for carrying foods – sandwich box for soup?</p> <p>Picnic outside / Everyday items Visit school kitchen to see how sandwich are made from your selection to made the processes</p> <p><b>Exploring Structures – D&amp;T</b></p>	<p><b>Exploring – Bread</b></p> <p>Explore a range of breads Experience how bread is made Design &amp; make a bread product</p> <p>Look at dietary requirements / GI etc. Link to what sort of breads can you find in Africa visit it a Mill to see flour made</p> <p><b>Exploring Textiles - D&amp;T</b></p>	<p><b>Exploring – Enterprise</b></p> <p>Design &amp; make either a biscuit or cereal bar of your choice To see how you can work with your peers</p> <p>Consider dietary requirements? Carry out a survey</p> <p><b>Exploring Enterprise – D&amp;T</b></p>



	<p>Playgrounds Explore playground equipment Name playground equipment</p> <p>Use construction kits / modelling techniques</p> <p>Cultural Capital – Asia</p>	<p>Puppets Explore colour &amp; texture in fabrics Make a puppet</p> <p>Cutting fabric / sewing materials together Designing a puppet</p> <p>Cultural Capital - Africa</p>	<p>Design &amp; make a free standing frame for a purpose – such as end of year photograph</p> <p>Continue to develop skills in using tools / machinery Understanding the need to wear protective clothing</p> <p>Cultural Capital - USA</p>
	<p>Skills - develop an awareness of food hygiene – wash hands Asking questions, disassembly, planning, making, observing, &amp; using equipment Develop students' knowledge &amp; understanding of food in all forms Spreading, chopping, cutting, rubbing in, baking using the oven</p> <p>Skills - Asking questions, disassembly, planning, making, observing, &amp; using equipment, tools, &amp; identifying, answering questions. Observing safe working practices Use of correct protective clothing</p>		
2023 - 2024	<p><b>Exploring – Pneumatics</b></p> <p>Explore ways in which simple mechanisms work such as scissors, balloon pump To make a moving figure linked to class shared reading book</p> <p>Use card, straws/ balloons/ lollipop sticks</p> <p><b>Exploring – Foods</b></p> <p>Introduction to cooking utensils / cookery room Seasonal cookery / example Christmas / New Year foods</p> <p>Cultural Capital - Europe</p>	<p><b>Exploring – Foods</b></p> <p>How chocolate / sweets are made Where does chocolate / sugar come from? Experiment with melting chocolate, use a mould to create a new design</p> <p>Choosing a chocolate mould to make a chocolate / sweet treat</p> <p><b>Exploring materials – D&amp;T</b></p> <p>Understanding how to design and make a racing car</p> <p>Develop skills in construction kits / balloon racing cars</p> <p>Cultural Capital - Australasia</p>	<p><b>Exploring – Textiles</b></p> <p>Investigate different colours and textures of materials Look at different joining methods To design and make a picnic blanket</p> <p>Use joining techniques, threading / Velcro /simple sewing /</p> <p><b>Exploring – Foods</b></p> <p>Understanding food groups Example food you can take on a picnic Energy giving foods, healthy foods Food Allergies Make a healthy snack –</p> <p>Chopping / preparing / packaging</p> <p>Cultural Capital – South America</p>
	<p>Skills - develop an awareness of food hygiene – wash hands Asking questions, disassembly, planning, making, observing, &amp; using equipment Develop students' knowledge &amp; understanding of food in all forms Spreading, chopping, cutting, rubbing in, baking using the oven</p> <p>Skills - Asking questions, disassembly, planning, making, observing, &amp; using equipment, tools, &amp; identifying, answering questions. Observing safe working practices</p>		



	Use of correct protective clothing
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## Key Stage 2

	Autumn	Spring	Summer
2021 – 2022	<p><b>Exploring – Foods</b></p> <p>Introduction to cooking utensils / cookery room Seasonal cookery / example Christmas hamper</p> <p>Introduce students to 'snack time'</p> <p><b>Exploring simple mechanisms – D&amp;T</b></p> <p>To follow the movement of every day products e.g. scissors and bicycle pump, and develop an understanding of movement created by lever and slide mechanisms</p> <p>To make a slider based on a well-known story with which the students are familiar.</p> <p>Cultural Capital - Europe</p>	<p><b>Exploring – Foods</b></p> <p>Developing choice fruit/veg / introduction of seasonal foods</p> <p>Choosing fruit / tasting different fruits / vegetables</p> <p><b>Exploring Textiles – D&amp;T</b></p> <p>To explore colour &amp; texture in fabrics Look at how fabrics can be joined Design &amp; make a weaving</p> <p>To use natural items to dye fabric / design and create a weaving</p> <p>Cultural Capital - Australasia</p>	<p><b>Exploring – Fruit</b></p> <p>Investigate different fruit / vegetables Design &amp; make a fruit salad Design &amp; make a salad</p> <p>Chopping / preparing / eating own foods</p> <p><b>Exploring Materials – D&amp;T</b></p> <p>Design and make a musical instrument which can be used to accompany a performance</p> <p>Basic tools for cutting/shaping wood, plastic and card. Painting materials / mounding material</p> <p>Cultural Capital – South America</p>
	<p>Skills - develop an awareness of food hygiene – wash hands Asking questions, disassembly, planning, making, observing, &amp; using equipment Develop students' knowledge &amp; understanding of food in all forms Spreading, chopping, cutting, rubbing in, baking using the oven To be able to follow a simple recipe</p> <p>Skills - Asking questions, disassembly, planning, making, observing, &amp; using equipment, tools, &amp; identifying, answering questions. Observing safe working practices Use of correct protective clothing</p>		
2022 – 2023	<p><b>Exploring – Packaging</b></p> <p>Develop a range of packaging For a Pizza –</p> <p>Combining ingredients dough / flavours Use of card construction techniques / templates</p>	<p><b>Exploring – Sandwich</b></p> <p>Develop an awareness of healthy eating Design &amp; make a sandwich for a purpose How is bread made? Consider sell by dates/ sandwich from your group?</p> <p>Cutting / slicing / use of correct coloured chopping boards</p>	<p><b>Knowledge – Eat your 5 a day</b></p> <p>Investigate that different foods have different nutritional values Explore a range of fruit and vegetables Design and make a salad either fruit or using vegetables.</p> <p>Choosing fruit / tasting different fruits / vegetables Chopping / preparing / eating own foods</p>



	<p><b>Exploring Textiles – D&amp;T</b></p> <p>To understand what the project involves To research different decorations such as Halloween/Christmas/Birthdays</p> <p>To identify the materials to be used on the project</p> <p>Cultural Capital - Asia</p>	<p><b>Exploring Materials – D&amp;T</b></p> <p>To use various information sources to find out about masks To sketch and model their ideas for making a mask</p> <p>Basic tools for cutting/shaping wood, plastic and card. Painting materials / mounding material</p> <p>Cultural Capital - Africa</p>	<p><b>Exploring Mechanisms- Pneumatic – D&amp;T</b></p> <p>Investigating various examples of how items are worked by air Look at use of balloons racing cars / vehicles</p> <p>Use construction kits / modelling techniques Experiment with how to attach syringes to create a moving part / attach balloons and use cardboard construction</p> <p># note some students may not like to use or be in same area as balloons</p> <p>Cultural Capital - USA</p>
	<p>Skills - develop an awareness of food hygiene – wash hands, clean apron Asking questions, disassembly, planning, making, observing, &amp; using equipment, tools, &amp; identifying, answering questions. To build on skills practiced in KS1 given the nature of some of our students needs example, limited food experience, skills in choosing, Observing safe working practices – Bridge position when cutting / use of correct chopping boards / how to use a knife To be able to follow a simple recipe</p> <p>Skills - Asking questions, disassembly, planning, making, observing, &amp; using equipment, tools, &amp; identifying, answering questions. Observing safe working practices Use of correct protective clothing</p>		
2023 - 2024	<p><b>Exploring – Containers</b></p> <p>Explore ways of carrying a packed meal Plan and make a meal for a purpose Hamper for Christmas linked to season produce</p> <p>Inquire about others food preference / Everyday items</p> <p><b>Exploring Textiles - D&amp;T</b></p> <p>To design &amp; make a personalize a container for others Such as pencil case / money container / phone</p> <p>Fabric dyes, pens, crayons and wax Iron / Sewing machine</p>	<p><b>Exploring – Global Food</b></p> <p>Explore a range of foods from the different country linked to Cultural Capital Research and make items Create a recipe book</p> <p>Look at school dinners from around the World</p> <p><b>Exploring Materials – D&amp;T</b></p> <p>Working in wood design and make a home for a bird</p> <p>Basic tools for cutting/shaping wood, use of finishing techniques</p> <p>Cultural Capital - Australasia</p>	<p><b>Knowledge – Dips</b></p> <p>Develop an awareness of healthy packed meals Plan and make a picnic for a purpose Explore &amp; evaluate a range of existing products comparing different dips &amp; dippers</p> <p>Explain why it is important to eat a balanced and variety of foods groups to stay healthy</p> <p><b>Exploring Structures – D&amp;T</b></p> <p>Design and make a Tea light Lantern</p> <p>Basic tools for cutting/shaping wood, Create a strong structure to</p> <p>Cultural Capital – South America</p>



	Cultural Capital - Europe		
	<p>Skills - develop an awareness of food hygiene – wash hands, clean apron            Asking questions, disassembly, planning, making, observing, &amp; using equipment, tools, &amp; identifying, answering questions.            To build on skills practiced in KS1 given the nature of some of our students needs example, limited food experience, skills in choosing,            Observing safe working practices – Bridge position when cutting / how to use a knife / how to use an hob &amp; oven safely            To be able to follow a simple recipe</p> <p>Skills - Asking questions, disassembly, planning, making, observing, &amp; using equipment, tools, &amp; identifying, answering questions.            Observing safe working practices            Use of correct protective clothing</p>		
2024 - 2025	<p><b>Explore – Biscuits</b></p> <p>Explore a range of biscuits            Experience how they are made            Design &amp; make a range of different biscuits</p> <p>Combining ingredients dough / flavours</p> <p><b>Exploring Textiles - D&amp;T</b></p> <p>Trouser Bag            Design and make a bag out of an old pair of trousers            Consider decoration / function</p> <p>Consider environmental factors – upcycling</p> <p>Cultural Capital - Asia</p>	<p><b>Explore – Bread Bake Off</b></p> <p>Experience how different breads are made            Evaluating existing products            Designing / manufacturing chosen design</p> <p>Carry out a survey /            design a bread using market research of which            is the most popular            evaluate product</p> <p><b>Exploring mechanisms – D&amp;T</b></p> <p>To design and make a vehicle using recycled materials            UNICEF – support work</p> <p>Consider charity work / plastic pollution / recycling</p> <p>Cultural Capital - Africa</p>	<p><b>Explore – Enterprise / negotiated project</b></p> <p>To improve and reflect on students' progress in Design and Technology</p> <p>To carry out projects based on a class / group project</p> <p>To market your design &amp; to see how you can work with your peers            To see how much profit you have made</p> <p>Carry out a survey            Design a advert / poster            Consider dietary requirements? If making a food item</p> <p>Cultural Capital - USA</p>
	<p>Skills - develop an awareness of food hygiene – wash hands, clean apron, oven gloves            Asking questions, disassembly, planning, making, observing, &amp; using equipment, tools, &amp; identifying, answering questions.            To build on skills practiced in KS1 given the nature of some of our students needs example, limited food experience, skills in choosing,            Observing safe working practices – Bridge position when cutting / how to use a knife safely / how to use an oven safely            To be able to follow a simple recipe</p> <p>Skills - Asking questions, disassembly, planning, making, observing, &amp; using equipment, tools, &amp; identifying, answering questions.            Observing safe working practices            Use of sewing machines / thinking about the wider world environment</p>		



	Use of correct protective clothing
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## Key Stage 3

	Autumn	Spring	Summer
2021– 2022	<p><b>Exploring – Foods</b></p> <p>Introduction to cooking utensils / cookery room Seasonal cookery / example Christmas hamper</p> <p>Introduce students to 'snack time'</p> <p><b>Exploring materials – D&amp;T</b></p> <p>To design and make a ornamental decoration For a target audience</p> <p>Clay / salt dough</p> <p>Cultural Capital - Europe</p>	<p><b>Exploring – Seasonal foods</b></p> <p>Understanding the importance of seasonal foods and how to use them Look at recipes from other countries</p> <p>Understanding of seasonality Specialist regions for ingredients Create, evaluate seasonal recipes</p> <p><b>Exploring Textiles – D&amp;T</b></p> <p>To explore colour &amp; texture in fabrics Look at how fabrics can be joined Design &amp; make a weaving</p> <p>To use natural items to dye fabric / design and create a weaving</p> <p>Cultural Capital - Australasia</p>	<p><b>Exploring – Keeping foods safe</b></p> <p>Understand important food storage facts Implications of not storing food in a correct way</p> <p>Looking at using Food Technology room Understanding cleaning / hygiene food preparation</p> <p><b>Exploring Materials – D&amp;T</b></p> <p>Design and make a musical instrument which can be used to accompany a performance</p> <p>Basic tools for cutting/shaping wood, plastic and card. Painting materials / mounding material</p> <p>Cultural Capital – South America</p>
	<p><b>Focused Practical Tasks</b></p> <p>Asking questions, disassembly, planning, making, observing, &amp; using equipment, tools, &amp; identifying, answering questions Continuing to develop an awareness of food hygiene – wash hands, clean apron, oven gloves To build on skills practiced in KS2 given the nature of some of our students needs example, limited food experience, skills in choosing, Observing safe working practices – developing more complexed food preparation skills / cooking techniques to include cooking times, methods and temperatures when using either electric or gas oven To be able to follow a recipe and make adaptations to recipe Observing safe working practices at all times</p> <p>Asking questions, disassembly, planning, making, observing, &amp; using equipment, tools, &amp; identifying, answering questions. Observing safe working practices Use o of sewing machines / thinking about the wider world environment Use of correct protective clothing</p>		



2022 - 2023	<p><b>Exploring – Specialist Diets</b></p> <p>To explore a range of meals for a special diet Investigate special diets Explore a range of different diets Vegan / Vegetarianism / GI To understand each diet / what types of food they do and do not eat Produce a two course meal for a specialist diet</p> <p>Combining ingredients / think about cross contamination of food stuffs</p> <p><b>Exploring Textiles – D&amp;T</b></p> <p>To identify the materials to be used on the project</p> <p>Cultural Capital - Asia</p>	<p><b>Exploring – Chocolate</b></p> <p>Looking at history of chocolate Create a piece of chocolate for a target audience Design and make a package for your chocolate design Design and make a chocolate mould</p> <p>Combining ingredients / chocolate tempering Hygienic packaging / competitive pricings Use tools to make a wooden template / vacuum form</p> <p><b>Exploring Materials – D&amp;T Pocket Game</b></p> <p>Explore a range of pocket games Experience making prototypes/models/testing to see if pocket game idea works Design &amp; make a pocket game using recycled materials</p> <p>Basic tools for cutting/shaping wood, plastic and card. Painting materials / mounding material</p> <p>Cultural Capital - Africa</p>	<p><b>Knowledge – Eat your 5 a day</b></p> <p>Investigate that different foods have different nutritional values Explore a range of fruit and vegetables Design and make a salad either fruit or using vegetables.</p> <p>Choosing fruit / tasting different fruits / vegetables Chopping / preparing / eating own foods</p> <p><b>Exploring Mechanisms- Kites</b></p> <p>Investigate a range of materials to determine the most suitable for making a kite Design, plan and make a kite Pneumatic – D&amp;T</p> <p>Use construction kits / modelling techniques Experiment with how to attach syringes to create a moving part / attach balloons and use cardboard construction</p> <p># note some students may not like to use or be in same area as balloons</p> <p>Cultural Capital - USA</p>
	<p><b>Focused Practical Tasks</b></p> <p>Asking questions, disassembly, planning, making, observing, &amp; using equipment, tools, &amp; identifying, answering questions Continuing to develop an awareness of food hygiene – wash hands, clean apron, oven gloves To build on skills practiced in KS2 given the nature of some of our students needs example, limited food experience, skills in choosing, Observing safe working practices – developing more complexed food preparation skills / cooking techniques to include cooking times, methods and temperatures when using either electric or gas oven To be able to follow a recipe and make adaptations to recipe Observing safe working practices at all times</p> <p>Asking questions, disassembly, planning, making, observing, &amp; using equipment, tools, &amp; identifying, answering questions. Observing safe working practices Use o of sewing machines / thinking about the wider world environment Use of correct protective clothing</p>		



2023- 2024	<p><b>Explore – Food product range</b></p> <p>Explore batch production Use manufacturing aids, moulds, templates Design &amp; make a food product range making sure accuracy / precision for all items</p> <p>Combining ingredients / think about team work</p> <p><b>Explore – How to Solve Design Problems</b></p> <p>Look at how to use / reuse products To reuse tubular containers to design and make a new item from these containers</p> <p>Cultural Capital - Asia</p>	<p><b>Explore – No Cook Recipe Challenge</b></p> <p>Develop ideas / recipes without using a heat sources Working on adaptability / design skills</p> <p>Cutting / slicing / use of a variety of food stuffs</p> <p><b>Explore – Tee – Shirt Challenge</b></p> <p>Explore logos on a range of clothing Design &amp; make a logo for an item of clothing</p> <p>Fabric dyes, pens, crayons, wax Screen printing / tie &amp; dye Iron / Sewing machine</p> <p>Cultural Capital - Africa</p>	<p><b>Explore – Enterprise / negotiated project</b></p> <p>To improve and reflect on students' progress in Design and Technology</p> <p>To carry out projects based on a class / group project</p> <p>To market your design &amp; to see how you can work with your peers To see how much profit you have made</p> <p>Carry out a survey Design a advert / poster Consider dietary requirements? If making a food item</p> <p>Cultural Capital - USA</p>
	<p><b>Focused Practical Tasks</b></p> <p>Asking questions, disassembly, planning, making, observing, &amp; using equipment, tools, &amp; identifying, answering questions Continuing to develop an awareness of food hygiene – wash hands, clean apron, oven gloves To build on skills practiced in KS2 given the nature of some of our students needs example, limited food experience, skills in choosing, Observing safe working practices – developing more complexed food preparation skills / cooking techniques to include cooking times, methods and temperatures when using either electric or gas oven To be able to follow a recipe and make adaptations to recipe Observing safe working practices at all times</p> <p>Asking questions, disassembly, planning, making, observing, &amp; using equipment, tools, &amp; identifying, answering questions. Observing safe working practices Use o of sewing machines / thinking about the wider world environment Use of correct protective clothing</p>		



## Key Stage 4 - Accredited courses

In KS4 student follow an accredited course such as, AIM Award, Transition Challenge and Arts Award.

Each student will follow the accredited path & therefore follow the syllabus in order to achieve accreditation.  
Students will also during the course of the KS4 will take part in Cultural Capital events linked to themes