



Design Technology Curriculum Overview



NURSERY LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE!	TAKE ONE PICTURE!	GROWING!	AMAZING ANIMALS!	OUR WONDERFUL WORLD!
PHYSICAL DEVELOPMENT	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
FINE MOTOR <small>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</small>	<ul style="list-style-type: none"> - I can hold a pencil (digital plus grip) to make marks - I am beginning to do up my own large buttons - I can turn the pages in a book 	<ul style="list-style-type: none"> - I can fit the pieces of a puzzle together - I can pick up tiny objects using a fine pincer grasp - I can use one-handed tools and equipment, e.g. make snips in paper with child scissors 	<ul style="list-style-type: none"> - I can use tweezers - I can use tools effectively in playdough (eg: cutters/rollers) - I can take off and put on my own shoes (not laces) I am beginning to do up my own zip 	<ul style="list-style-type: none"> - I can show increasing control over tools like pencils and crayons. - I can use tools for mark making with control. - I am beginning to grip using modified tripod grasp for control. 	<ul style="list-style-type: none"> - I can use a modified tripod grasp - I can use pincers, tweezers and threading equipment with increasing control and confidence 	<ul style="list-style-type: none"> - I can use scissors effectively to cut straight lines in paper - I am beginning to use 3 fingers (tripod grip) to hold my pencil
DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES	Multiskills	Dance	Gymnastics	Games	Athletics	Games
GROSS MOTOR <small>WEEKLY PE SESSION, TUNNY FINGERS CROSSING MIDLINE ACTIVITIES AND DISCO BALLS</small>	Balance Different ways of moving Negotiate space Travelling with confidence Refining fundamental skills	Move energetically Copy basic actions Move to music Negotiate space I can perform teacher led warm ups	Balance Core muscle strength Jumping and landing Awareness of space	Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game	Running skills Agility Sports day	Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game
<p>CONTINUOUS PROVISION; Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options</p> <p>From Development Matters 2020': Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>						



RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE!	TAKE ONE PICTURE!	GROWING!	AMAZING ANIMALS!	WONDERFUL WORLD!
PHYSICAL DEVELOPMENT	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
FINE MOTOR	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Taking shoes off and putting them on	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / zips Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego
DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES IN FUNKY FINGERS	Multiskills Balance Different ways of moving Negotiate space Travelling with confidence Refining fundamental skills	Dance Move energetically Copy basic actions Move to music Negotiate space I can perform teacher led warm ups	Gymnastics Balance Core muscle strength Jumping and landing Awareness of space	Games Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game	Athletics Running skills Agility Sports day	Games Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game
GROSS MOTOR	CONTINUOUS PROVISION: Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options From Development Matters 20': Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.					
WEEKLY PE SESSION, FUNKY FINGERS CROSSING MIDLINE ACTIVITIES AND DISCO BALLS						



Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Free standing structures Design and make a house, animal enclosure, farm, or other building that would suit Billinge	Wheels and axles Design and make a Great fire of London fire cart	2D to 3D shape products Design and make a Fairtrade shopping bag	Shell structures Design and make a gift/treasure or memory box	Combining fabric shapes Design a mobile phone carrier	Pulleys and gears Design and make a fairground ride
	Structures	Mechanisms	Textiles	Structures	Textiles	Mechanisms
Spring 1	Sliders and levers – Design and make a moving Mothers’ Day or Easter card	Winding up Design an insect/creature that can climb up and crawl down.	Pneumatics Design and make a moving creature based upon a story character	Levels and linkages Design and make a moving picture book based upon Barcelona	Frame structures Design and make a shelter for a Lake District camp site.	More complicated switches Design and make an alarm
	Mechanisms	Structures/Mechanisms	Mechanisms	Mechanisms	Structures	Electrical Systems
Summer 1	Templates and joining Design and make a puppet based upon a story character	Preparing fruit and veg Design and make a fruit and veg snack using ingredients from hot and cold places	Varied healthy diet Design and make a Fairtrade sandwich	Electrical systems- simple circuits and switches Make a torch for Howard Carter	CAMs Design and make a toy vehicle	Culture and seasonality Make challah bread for a Jewish festival
	Textiles	Food	Food	Electrical Systems	Mechanisms	Food