

## DT Long Term Overview 2025-2026



	Autumn I	Autumn 2	Spring I	Spring 2	Summer I	Summer 2
Year	Cooking and nutrition: Smoothies		Mechanisms: Making a moving story book		Structures: Windmills	
	Cooking and nutrition:		Mechanisms: Moving		Textile	s: Pouches
Year 2 Year 3	Balanced diet Cooking and nutrition: Eating seasonally		Monsters Structure: Castles		Textiles: Cross-stitch	and appliqué (cushions)
Year 4	Mechanical systems: Making a slingshot car		Electrical systems: Torches			Cooking and nutrition: Adapting a recipe
Year 5	Structures: Bridges		Textiles: Stuffed toys			Cooking and nutrition: Developing a recipe
Year 6	Mechanical systems: Automata toys				Electrical systems	: Steady hand game







## Key Knowledge

	Year I	Year 2
Mechanisms	<ul> <li>Make a product which moves</li> <li>Cut materials using scissors</li> <li>Begin describing materials used and their properties using some subject specific vocabulary</li> <li>Join materials and components together in different ways</li> </ul>	<ul> <li>Cut materials precisely using scissors</li> <li>Explain how different parts move and why they have chosen moving parts</li> <li>Join materials together as part of a moving product</li> <li>Describe materials used and their properties using a range of vocabulary</li> </ul>
Structures	<ul> <li>Identify the key features of an existing product</li> <li>Plan and describe an innovative product by using pictures and diagrams.</li> <li>Explain their ideas orally</li> <li>Identify appropriate tools and materials and explain their choices</li> <li>Identify how to and make their structure stronger, stiffer or more stable</li> <li>Arrange pieces of the construction before building</li> <li>Join materials and components together in different ways</li> <li>Measure materials to use in a model or structure</li> <li>Use joining, folding or rolling to make it stronger</li> <li>Make a structure/model using different materials</li> </ul>	
Cooking and Nutrition	<ul> <li>Recognise a range of basic ingredients</li> <li>Explain that ingredients are available from different shops, markets, or grown at home</li> <li>Explain that some ingredients need to be prepared before they can be eaten</li> <li>Explain that some equipment has a special job and know what that special job is, e.g. colander, peeler</li> <li>Understand that food is a basic requirement of life</li> <li>Talk about foods they like and dislike with reasons</li> </ul>	<ul> <li>Use a range of simple equipment</li> <li>Use basic cooking skills to make dishes</li> <li>Identify that different foods need to be stored differently</li> <li>Explain the hygiene and safety rules, which need to be followed before, during and after cooking</li> <li>Understand that we need food to grow, be active and maintain health</li> </ul>
Textiles		<ul> <li>Generate ideas through comparing existing products</li> <li>Plan and describe an innovative product by using pictures, diagrams and words</li> <li>Identify and categorise a range of fabrics by properties and purpose</li> <li>Identify and discuss when patterns are used in textile design &amp; what patterns they can see.</li> <li>Use tools safely</li> <li>Use a range of fabrics to weave a pattern</li> <li>Separate and bond fabrics together</li> <li>Build an image using fabrics</li> <li>Create a product using textiles</li> </ul>
Electrical systems		
Mechanical systems		



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	Year 3	Year 4
Mechanisms		
Structures	<ul> <li>Plan and design using accurate diagrams and labels</li> <li>To give fluent explanations of their choices of materials</li> <li>Sequence the main stages of making their product</li> <li>Experiment with a range of techniques to increase stability in a structure</li> <li>Create realistic plans e.g. what tools, equipment, materials and components they will use and give reasons why</li> <li>Join materials effectively to build a product</li> </ul>	
Cooking and Nutrition	<ul> <li>Use the eat-well plate and consider the needs of different people when planning and cooking food</li> <li>Demonstrate an understanding of seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> <li>Explain the components of a healthy diet</li> </ul>	<ul> <li>Know that there is a vast range of ingredients used and grown around the world</li> <li>Understand and apply the principles of a healthy and varied diet</li> <li>Suggest and demonstrate healthier ways to prepare and cook foods</li> <li>Research, plan and prepare a range of savoury dishes</li> <li>Suggest and demonstrate healthier ways to prepare and cook foods</li> <li>Read and interpret basic nutrition information on food packaging when making choices</li> <li>Understand that different types of food provide different amounts of energy</li> </ul>
Textiles	<ul> <li>Use drawing to create initial designs</li> <li>Reflect on research and create designs.</li> <li>Explain and justify use of colours and fabric</li> <li>Make an annotated final design with suitable fabric samples</li> </ul>	
Electrical systems		<ul> <li>Understand and use electrical systems in their products e.g. series of circuits incorporating switches, bulbs, buzzers and motors</li> <li>Understand and use electrical components to create a simple circuit</li> <li>Make a product which uses electrical components</li> </ul>
Mechanical systems		<ul> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>Understand and use some mechanical systems in their products e.g. gears, pulleys, cams, levers and linkages</li> <li>Make a product which uses mechanical components.</li> </ul>



## DT Long Term Overview 2025-2026



	Year 5	Year 6
Mechanisms		
Structures	<ul> <li>Select the most appropriate materials, tools and techniques to use and explain why</li> <li>Measure, cut and assemble with increasing accuracy, explaining the process verbally</li> <li>Use equipment and tools with increased accuracy and safety</li> <li>Manipulate materials effectively (eg. Shaping and moulding) and accurately using a range of tools and equipment</li> </ul>	
Cooking and Nutrition	<ul> <li>Write and follow recipes</li> <li>Weigh and measure accurately</li> <li>Select and use the most appropriate ingredients and equipment to plan and cook a range of dishes</li> <li>Demonstrate an extended range of food skills and techniques</li> <li>Explain how to use date marks and food storage instructions on food packaging</li> <li>Demonstrate good food safety and hygiene when cooking</li> </ul>	
Textiles	<ul> <li>Identify their target audience and use this to generate ideas</li> <li>Carry out research to inform plans e.g. surveys, interviews, questionnaires and using internet resources</li> <li>Consider culture and society in their designs</li> <li>Consider the use of the product when selecting materials</li> <li>Choose appropriate tools and materials to ensure that the final product will appeal to the audience</li> <li>Utilise a range of tools and equipment with good accuracy and effectiveness, within established safety parameters</li> <li>Identify and begin to explore specialist tools, techniques and processes</li> <li>Begin to use a range of simple stitches</li> <li>Apply a range of joining techniques (textiles) using different tools</li> </ul>	
Electrical systems		<ul> <li>Explain and understand how to use electrical systems in their products, then apply what they know e.g. series of circuits incorporating switches, bulbs, buzzers and motors</li> <li>Use different kinds of circuits in their product to improve it</li> <li>Explain how to use mechanical systems in their products, then apply that knowledge e.g. gears, pulleys, cams, levers and linkages</li> <li>Incorporate a switch into their product</li> </ul>
Mechanical systems		<ul> <li>Understand and use mechanical systems in their products e.g. gears, pulleys, cams, levers and linkages</li> <li>Understand and explain why mechanical gears and pulleys control speed and movement</li> <li>Refine a product after testing.</li> </ul>