



Curriculum Map for DT

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	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					
EYFS - Nursery	Year A & B Why do you love me so much?	Year A Where does snow go? Year B Why is water wet?	Year A Do dragons exist? Year B How do buildings stay up?	Year A Are eggs alive? Year B How are shadows made?	Year A How many colours in a rainbow? Year B Why can't I have chocolate for breakfast?	Year A How many pebbles on a beach? Year B How high can you jump?
	Autumn - 1: Mark Making, 2: Cards & Calendars, Models Prime Areas - Develop manipulation and control (tearing etc) Explore different materials and tools. Specific Areas - Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.		Spring - 1: Materials & Textures, 2: Silhouettes Prime Areas - Begin to hold the scissors correctly and make snips in paper with scissors. Use large-muscle movements paint and make marks. Explore different materials and tools. Specific Areas - Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Join different materials and explore different textures.		Summer - 1: Colour Mixing Prime Areas - Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Specific Areas - Explore colour and colour-mixing Draw with increasing complexity and detail, such as representing a face with a circle and including details.	

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	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.					
EYFS - Reception	Do you want to be friends?	Will you read me a story?	What happens when I fall asleep?	Who lives in a rock pool?	Why do ladybirds have spots?	Why do ladybirds have spots?
	Autumn - 1: Experiment with textures Explore media and materials, 2: Elves & the Shoemaker Shoes, Cards, Calendars Prime Areas - Develop their small motor skills so that they can use a range of tools competently, Specific Areas - Explore, use and refine a variety of artistic effects to express their ideas and feelings.		Spring - 1: Space Rockets, Plan, evaluate models 2: Colour Mixing Prime Areas - Develop their small motor skills so that they can use a range of tools safely Specific Areas - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.		Summer - 1: Mini Beast observational drawing, Create collaboratively 2: Making models of transport Prime Areas - Develop their small motor skills so that they can use a range of tools confidently Hold a pencil effectively using the tripod grip in almost all cases Specific Areas - Make observations and drawing pictures of animals and plants. Create collaboratively sharing ideas, resources and skills	
				Under the sea ball - Expressive arts and design focus		

<u>Design</u>	<u>Make</u>	<u>Evaluate</u>	<u>Technical Knowledge</u>
<p>A - I can use pictures and words to create plans and describe what I want to do.</p> <p>B - I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology, with help.</p> <p>C - I can design purposeful, functional, appealing products for myself and other users based on design criteria</p>	<p>D - I can use tools and materials with help.</p> <p>E - I can measure, mark and cut out and shape a range of materials</p> <p>F - I can use tools to join materials and components in different ways.</p> <p>G - I can use the basic principles of a healthy and varied diet to prepare dishes</p>	<p>H I can talk about my ideas, saying what I like and dislike.</p> <p>I - I can suggest things I could do better next time with help.</p>	<p>J - I have experienced how mechanisms can be used in different ways</p> <p>K - I can build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>L - I understand where food comes from.</p>

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>When designing and making, pupils should be taught to:</p> <p>Design design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p>Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products</p> <p>Cooking and nutrition As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to: Key stage 1 use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.</p>					
KS1 - Year 1	Superheroes	Dinosaur planet	Paws, Claws and whiskers	Enchanted Woodland	Beachcomber	
	Use the basic principles of a healthy and varied diet to prepare dishes (M: G)	Select from and use a range of tools and equipment to perform practical tasks (M: D,E,F)	Design purposeful, functional, appealing products for themselves and other users based on design criteria. (D: A,B,C)	Build structures, exploring how they can be made stronger, stiffer and more stable. (TK: K)	Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing). (M: D,E,F)	

	Explore and evaluate a range of existing products. (D)	Select from and use a wide range of materials and components including textiles according to their characteristics. (M: D)		Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. (M: D)	
KS1 – Year 2	Muck, Mess & Mixtures	Bright Lights, Big City	Towers, Tunnels & Turrets	Wriggle and Crawl	Land Ahoy
	<p>Explore and evaluate a range of existing products. (D)</p> <p>Understand where food comes from. (TK: K)</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes (M: G)</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. (M: D)</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. (D: B)</p> <p>Select from and use a range of tools and equipment to perform practical tasks. (M: D, E, F)</p>	<p>Explore and use mechanisms (e.g. levers, sliders, wheels and axles), in their products. (TK: J)</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable. (TK: K)</p> <p>Understand where food comes from. (TK: L)</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria. (D: A, B, C)</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. (M: D)</p>	<p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. (M: D)</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable. (TK: K)</p> <p>Evaluate their ideas and products against design criteria. (E: H, I)</p>	<p>Understand where food comes from. (TK: L)</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. (M: D)</p>	<p>Explore and use mechanisms (e.g. levers, sliders, wheels and axles), in their products. (TK: J)</p> <p>Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing). (M: D, F)</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable. (TK: K)</p> <p>Evaluate their ideas and products against design criteria. (E: H, I)</p>

<u>Design</u>	<u>Make</u>	<u>Evaluate</u>	<u>Technical Knowledge</u>
<p>A - I can plan out the order of my work to achieve my aims</p> <p>B - I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>C - I can clarify ideas and use words, labelled sketches and models to share my design.</p>	<p>D - I can choose appropriate tools, equipment, materials, components and techniques including Computing software programs.</p> <p>E - I can measure, mark, cut out and shape a range of materials with some accuracy.</p> <p>F - I can assemble, join and combine components and materials with some accuracy.</p> <p>G - I can apply the principles of a healthy and varied diet.</p>	<p>H - I can explain my ideas, saying what I like and dislike.</p> <p>I - I can reflect on my progress and identify ways I could improve my product or the products of others</p>	<p>J - I understand and use mechanical systems in my products [for example, gears, pulleys, cams, levers and linkages, with help.</p> <p>K - I have experienced how materials can be combined and mixed to create more useful properties for example, using cardboard triangles on the corners of a wooden framework to strengthen it.</p> <p>L - I can understand the principles of a healthy and varied diet.</p>

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>When designing and making, pupils should be taught to:</p> <p>Design use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products</p> <p>Cooking and nutrition As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to:</p> <p>Key stage 2 understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>					

KS2 - Year 3	Tribal tales	Tremors	Flow	Mighty Metals	I am a warrior
	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. (D)</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. (M:D,E,F)</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. (E: H, I)</p>	<p>Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. (M:D,E,F)</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. (TK: K)</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. (D)</p>	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups (D)</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. (D: B, C)</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately (M: D, E, F)</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities (M: D, E, F)</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. (E: H, I)</p> <p>Understand and use mechanical systems in their products [for example,</p>	<p>Investigate and analyse a range of existing products. (D)</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities (M:D,E,F)</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. (D)</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work (E: H, I)</p>	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. (D)</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. (M: G) (TK: L)</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p>

			gears, pulleys, cams, levers and linkages] (TK: J)		
KS2 - Year 4	Gods & Mortals	Misty Mountain Sierra	Traders & Raiders	Burps, Bottoms & Bile	Blue Abyss
	<p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. (D: B, C)</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. (M: D, E, F)</p>	<p>Evaluate their ideas and products against design criteria. (E: H, I)</p>	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. (D)</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. (M: D, E, F)</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately. (M: D, E, F)</p>	<p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. (M: G) (TK: L)</p> <p>Understand and apply the principles of a healthy and varied diet (M: G) (TK: L)</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately. (M: D, E, F)</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. (D)</p>	<p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Understand and use electrical systems in their products (e.g. series circuits incorporating switches, bulbs, buzzers and motors).</p>

<u>Design</u>	<u>Make</u>	<u>Evaluate</u>	<u>Technical Knowledge</u>
<p>A - I take users' views into account and produce step-by-step plans for my work.</p> <p>B - I can generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>C - I can clarify ideas and use words/sentences, labelled sketches and models to share my detailed design.</p>	<p>D - I can work with a variety of materials and components with some accuracy, paying attention to quality of finish and to function.</p> <p>E - I can measure, mark, cut out and shape a range of materials with accuracy.</p> <p>F - I can assemble, join and combine components and materials with accuracy.</p> <p>G - I can prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>	<p>H - I can reflect on my designs as it develops, bearing in mind the way the product will be used.</p> <p>I - I can evaluate my ideas and products against my own design criteria and consider the views of others to improve my work</p>	<p>J - I understand and use mechanical systems in my products [for example, gears, pulleys, cams, levers and linkages]</p> <p>K - I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>L - I can understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>

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	<p>When designing and making, pupils should be taught to:</p> <p>Design use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products</p> <p>Cooking and nutrition As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to:</p> <p>Key stage 2 understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p>					

KS2 - Year 5	Stargazers	Revolution	Frozen Kingdom	Pharaoh	Scream Machine
	<p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. (M:D,E,F)</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. (D)</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. (E: H, I)</p>	<p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. (M:D,E,F)</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. (D: B)</p>	<p>Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately. (M:D,E,F)</p>	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. (D)</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. (D: B)</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. (M:D,E,F)</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. (M:D,E,F)</p> <p>Investigate and analyse a range of existing products. (D)</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to</p>	<p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. (D: B)</p> <p>Apply their understanding of computing to program, monitor and control their products.</p> <p>Understand and use mechanical systems in their products (e.g. gears, pulleys, cams, levers and linkages). (TK: J)</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. (E: H, I)</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. (M: G) (TK: L)</p>

				<p>improve their work. (E: H, I)</p> <p>Understand and apply the principles of a healthy and varied diet (M: G) (TK: L)</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. (M: G)</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. (TK: L)</p>		
KS2 - Year 6	Hola Mexico	A Child's War	Off with their Head	Mini Volcano Topic/ Visual Literacy (Alma, Titanium, Francis)	Gallery Rebels	
	<p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. (E: H, I)</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. (TK: L)</p> <p>Understand and apply the principles of a healthy and varied diet. (M: G) (TK: L)</p> <p>Investigate and analyse a range of existing products. (D)</p> <p>Select from and use a wider range of tools and equipment to perform</p>	<p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. (TK: L)</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. (M:D,E,F)</p>				

	practical tasks (e.g. cutting, shaping, joining and finishing), accurately. (M:D,E,F)				
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