

Design & Technology Curriculum Map

EYFS - delivered across the year through continuous provision and focus tasks/projects

Unit and Term	Skills to be covered What should the children be able to do?	Knowledge to be covered What should the children know?	Vocabulary
<p>Expressive arts and design: Exploring and using media and materials</p> <p>Early Learning Goal: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Expressive arts and design: Being imaginative</p> <p>Early Learning Goal: 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.</p> <p>Physical Development: Moving and Handling</p> <p>Early Learning Goal: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p>Creativity & Technical Skills</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - Handle simple tools, objects and malleable materials with increasing control - Develop technical skills (cutting, glueing, joining with split pins, drawing, weaving) with increasing control and accuracy - Select and use tools for particular purposes <p>Design</p> <ul style="list-style-type: none"> - Use media and materials creatively to make a personal design - Design before making by drawing, discussing and selecting appropriate tools and materials <p>Evaluation</p> <ul style="list-style-type: none"> - Begin to represent ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. - Share their creations, beginning to explain the process you have used <p>Cooking & Nutrition</p> <ul style="list-style-type: none"> - Experience opportunities to prepare, cook and taste a variety of food - Begin to develop basic cooking skills, such as mixing, chopping, measuring, baking with support - Begin to talk about and evaluate different foods 	<p>Creativity & Technical Skills</p> <ul style="list-style-type: none"> - To understand that different media can be combined to create new effects - To be able to identify tools used in the classroom e.g. scissors, glue, paint brush, tape, pencil - To recognise that a range of technology is used in places such as homes and schools <p>Design</p> <ul style="list-style-type: none"> - To be able to name the properties of some materials and know how to select materials for your own design <p>Evaluation</p> <ul style="list-style-type: none"> - To begin to understand that products can be made for a specific purpose and user <p>Cooking & Nutrition</p> <ul style="list-style-type: none"> - Start to recognise the importance of physical exercise and a healthy diet for good health. - Be able to talk about ways to keep healthy and safe. 	<p>scissors, cut, draw, join, glue, staple, split pin, ruler, plan, make, material, cardboard, paper, fabric, plastic, metal, design, tool, colour,</p>

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Year 1

Unit and Term	Skills to be covered What should the children be able to do?	Knowledge to be covered What should the children know?	Vocabulary
<p>Autumn Term</p> <p><u>Introduction to the design process:</u> Using tools and designing</p> <p><u>Cooking & Nutrition:</u> Baking bread and food tasting</p>	<p><u>Creativity & Technical Skills</u></p> <ul style="list-style-type: none"> - Explore and use a range of tools and equipment to perform practical tasks, e.g. cutting, joining, shaping, finishing - Explore and use a range of materials, components and technology for making and constructing <p><u>Design</u></p> <ul style="list-style-type: none"> - Design products that have a clear purpose and intended user. - Begin to understand the design process by sharing your own design ideas in different ways. <p><u>Evaluation</u></p> <ul style="list-style-type: none"> - Explore and discuss existing products, identifying likes and dislikes. - Suggest improvements to existing products and own designs. <p><u>Cooking & Nutrition</u></p> <ul style="list-style-type: none"> - Follow a simple recipe with support - Develop basic cooking skills, such as chopping, measuring, mixing, dividing, kneading, baking (with supervision) - Write simple recipes using a template - Evaluate the taste of different foods, thinking about likes, dislikes and flavours 	<p><u>Creativity & Technical Skills</u></p> <ul style="list-style-type: none"> - Understand how to use equipment - scissors, tape, glue, split pin - Understand the properties of materials, e.g. cardboard, paper <p><u>Design</u></p> <ul style="list-style-type: none"> - Begin to understand the design process (<i>design, make, evaluate</i>) - Begin to consider different aspects of a design (<i>something for someone for some purpose</i>) <p><u>Evaluation</u></p> <ul style="list-style-type: none"> - Understand that designs can be amended and improved - Begin to understand the value of testing a finished product and talking about likes/dislikes <p><u>Cooking & Nutrition</u></p> <ul style="list-style-type: none"> - To be able to name some different food groups (e.g. fruit, vegetable, meat, dairy) and begin to understand where some foods are sourced from - To be able to name the ingredients needed to make bread - To be able to discern and describe flavours, e.g. salty/sweet/sour/bitter 	<p>scissors, cut, draw, join, glue, staple, split pin, ruler, plan, make, material, cardboard, paper, fabric, plastic, metal, design, tool, colour,</p>
<p>Spring Term</p> <p>Joining Techniques: Textiles</p> <p>Mechanisms: Levers</p>	<p><u>Creativity & Technical Skills</u></p> <ul style="list-style-type: none"> - Use a needle and thread to join a piece of fabric - Sew a running stitch - Use a template to cut a piece of fabric - Select and use appropriate joining techniques for a specific purpose (glueing, stapling, sewing) <p>- Begin to use simple joints such as a tab and flange, to provide structure and strength to a design</p> <ul style="list-style-type: none"> - Begin to use a simple lever and slider in a product - Construct a moving part (chassis, axle, wheels) using 	<p><u>Creativity & Technical Skills</u></p> <ul style="list-style-type: none"> - Understand that there are different ways of joining materials, and sewing is a way of joining fabric - Understand basic safety rules of using a needle - Understand how to use a needle to make simple stitches, e.g. a running stitch (with support) - Understand what a lever is - Understand what a slider is - Understand how movements are created, e.g. 'pushes' and 'pulls' 	

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<p>Axles and wheels</p>	<p>simple components (cardboard, wood, foam)</p> <p><u>Design</u></p> <ul style="list-style-type: none"> - Draw and label a design, identifying materials and tools required - Design a product based on a given design criteria - Add decoration and features to a design <p><u>Evaluation</u></p> <ul style="list-style-type: none"> - Evaluate through discussion of what went well and what can be improved in your design 	<ul style="list-style-type: none"> - Understand what a moving picture is - Begin to understand how to make a product more stable using different joining techniques - Know what wheels and axles are and their purpose <p><u>Design</u></p> <ul style="list-style-type: none"> - Be aware of the properties of felt - Demonstrate aesthetic knowledge (e.g. colour, decoration) when planning a design <p><u>Evaluation</u></p> <ul style="list-style-type: none"> - Understand that designs can be amended and improved - Begin to understand the value of testing a finished product and talking about likes/dislikes 	
<p>Summer Term</p> <p>Designing for a purpose: Flying kites</p>	<p><u>Creativity & Technical Skills</u></p> <ul style="list-style-type: none"> - Begin to select and use tools and equipment from a small selection to perform practical tasks, with some support (glue, scissors, tape, string, split pin etc) - Begin to select from and use materials and components, including construction materials according to their characteristics, with some support (lolly pop sticks, plastic, cardboard etc) <p><u>Design</u></p> <ul style="list-style-type: none"> - Design a product based on a given design criteria - Show and develop my design in some different ways, e.g. talking and drawing/labelling <p><u>Evaluation</u></p> <ul style="list-style-type: none"> - Begin to explore and evaluate a range of existing kites, my kite and my own ideas against a design criteria, with support 	<p><u>Creativity & Technical Skills</u></p> <ul style="list-style-type: none"> - Understand how to use the equipment - glue, scissors, tape, string - Understand the properties of materials (e.g. wood, plastic, card, tissue paper) and make considered choices when designing and making <p><u>Design</u></p> <ul style="list-style-type: none"> - Begin to understand that the shape and material of a kite will affect how well it flies - Be able to talk about the intended user and purpose of their kite and why they have made certain choices <p><u>Evaluation</u></p> <ul style="list-style-type: none"> - Be able to recognise and talk about what went well/improvements that can be made to their kite 	

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Year 2

Unit and Term	Skills to be covered What should the children be able to do?	Knowledge to be covered What should the children know?	Vocabulary
Autumn Term Cooking & Nutrition: Making healthy wraps	<p><u>Creativity & Technical Skills</u></p> <ul style="list-style-type: none"> - Select and use a range of tools and equipment from a selection to perform practical tasks (inc: knife, chopping board, peeler, spoon etc.). - Select from and use ingredients, according to own design - Follow a simple recipe <p><u>Design</u></p> <ul style="list-style-type: none"> - Design an appealing product based on design criteria - Plan and write a simple recipe <p><u>Evaluation</u></p> <ul style="list-style-type: none"> - Explore and discuss a range of existing products when planning a new design, with support - Test and taste own design and discuss likes/dislikes with others 	<p><u>Cooking & Nutrition</u></p> <ul style="list-style-type: none"> - Broaden knowledge of the principles of nutrition and begin to apply these when selecting ingredients - Understand the basic principles of a healthy and varied diet - Understand where food comes from (plants or animals) and that food has to be farmed, grown elsewhere (e.g. at home) or caught - Able to name some fruit and vegetables - Understand the importance of handwashing and hygiene when preparing food - Understand the meaning of 'appealing' and how to make a food dish appealing, e.g. colour, taste 	scissors, cut, draw, join, glue, staple, split pin, ruler, plan, make, material, cardboard, paper, fabric, plastic, metal, design, tool, colour,
Spring Term Structures: habitats and castles	<p><u>Creativity & Technical Skills</u></p> <ul style="list-style-type: none"> - Select appropriately from and use a range of tools and equipment to perform practical tasks. - Select from and use a wide range of materials and components according to their characteristics. - Use a range of joining techniques, e.g. tab, flange, slot, to make a 3D structure <p><u>Design</u></p> <ul style="list-style-type: none"> - Design a functional product based on design criteria - Generate, develop, model and communicate ideas through talking and drawing <p><u>Evaluation</u></p> <ul style="list-style-type: none"> - Explore how functional parts of a castle design have been created - Evaluate ideas and products against design criteria. Refine and improve designs during the making process - Explore how designs can be made stronger, stiffer and more stable 	<p><u>Creativity & Technical Skills</u></p> <ul style="list-style-type: none"> - Understand how to use the equipment - glue, scissors, tape, string, split pin - Understand the properties of materials, e.g. wood, plastic, cardboard <p><u>Design</u></p> <ul style="list-style-type: none"> - Understand the meanings of key vocabulary - strong, stiff, stable - Understand what makes a product stronger, stiffer and more stable <p><u>Evaluation</u></p> <ul style="list-style-type: none"> - Know what the product is that they are making and its purpose, making links to their study of castles in History 	structure, join: tab, flange, slot design, function, evaluate, evaluation, strong, stiff, stable, fit for purpose

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<p>Summer Term</p> <p>Textiles: Bookmarks</p>	<p><u>Creativity & Technical Skills</u></p> <ul style="list-style-type: none"> - Select and use tools and equipment from a small selection to perform practical tasks, with some support (inc. sewing needles, scissors, etc.) - Begin to explore and use a range of stitch types, e.g. running stitch, cross stitch, back stitch <p><u>Design</u></p> <ul style="list-style-type: none"> - Design a product based on a given design criteria - Show and develop my design in some different ways - talking, drawing and using templates <p><u>Evaluation</u></p> <ul style="list-style-type: none"> - Evaluate own products and ideas against a design criteria 	<p><u>Creativity & Technical Skills</u></p> <ul style="list-style-type: none"> - Able to use a needle safely with increasing independence - Increasing awareness of simple stitches (e.g. back stitch, running stitch, cross stitch) <p><u>Design</u></p> <ul style="list-style-type: none"> - Begin to consider how different stitch types can be applied to make different designs and patterns - Aware of different aesthetic choices when designing a bookmark, e.g. colour, pattern, use of shape. <p><u>Evaluation</u></p> <ul style="list-style-type: none"> - Think about the intended user and purpose of a design and express this through choices made in the design and making process 	<p>sew, needle, thread, stitch, running stitch, cross stitch, back stitch, template, design, colour, pattern, use of shape.</p>
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