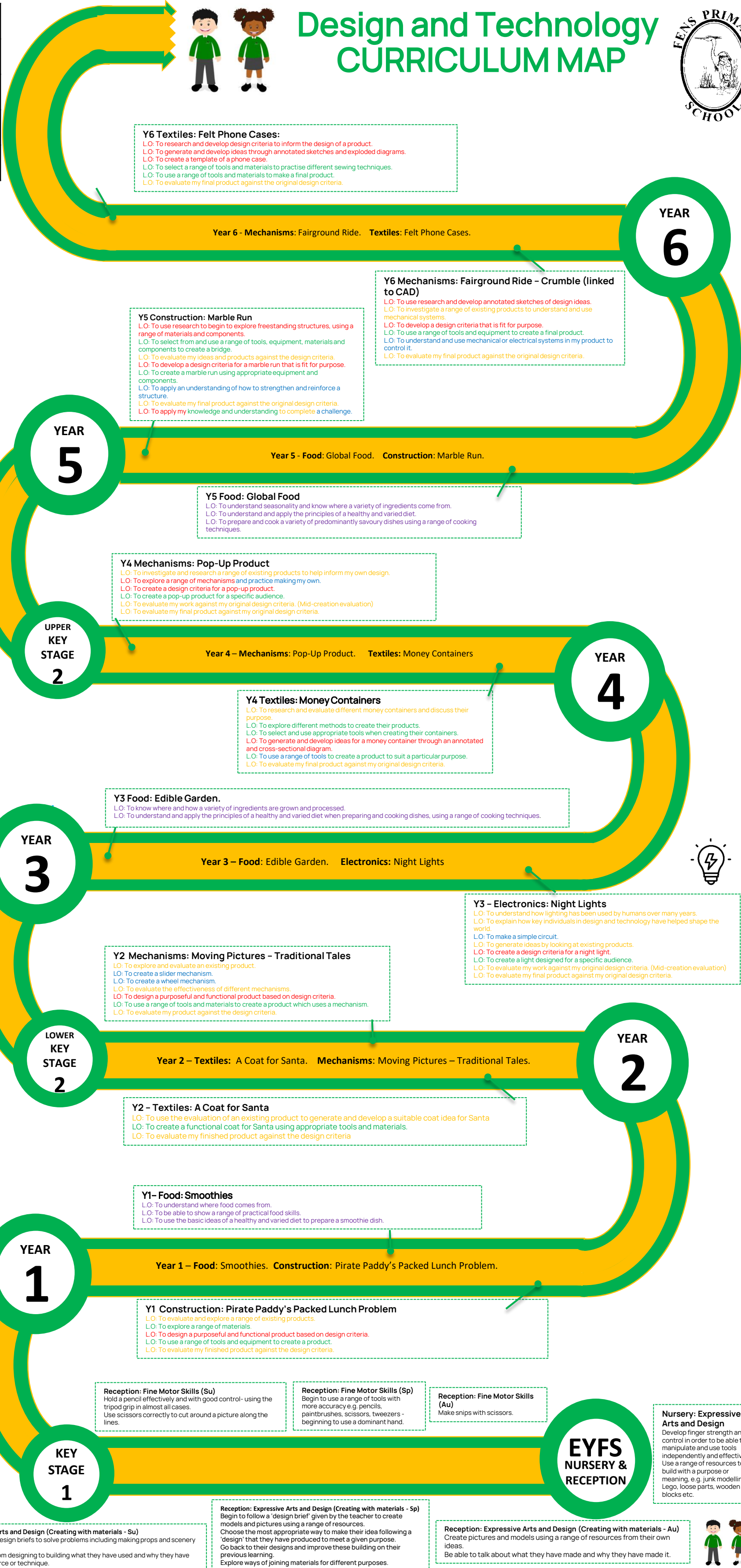
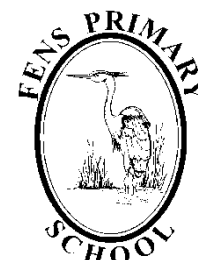


Design	Red
Make	Green
Evaluate	Yellow
Technical Knowledge	Blue
Cooking & Nutrition	Purple



Design and Technology CURRICULUM MAP



Y6 Textiles: Felt Phone Cases:
 L.O: To research and develop design criteria to inform the design of a product.
 L.O: To generate and develop ideas through annotated sketches and exploded diagrams.
 L.O: To create a template of a phone case.
 L.O: To select a range of tools and materials to practise different sewing techniques.
 L.O: To use a range of tools and materials to make a final product.
 L.O: To evaluate my final product against the original design criteria.

YEAR 6

Year 6 - Mechanisms: Fairground Ride. Textiles: Felt Phone Cases.

Y6 Mechanisms: Fairground Ride – Crumple (linked to CAD)
 L.O: To use research and develop annotated sketches of design ideas.
 L.O: To investigate a range of existing products to understand and use mechanical systems.
 L.O: To develop a design criteria that is fit for purpose.
 L.O: To use a range of tools and equipment to create a final product.
 L.O: To understand and use mechanical or electrical systems in my product to control it.
 L.O: To evaluate my final product against the original design criteria.

Y5 Construction: Marble Run
 L.O: To use research to begin to explore freestanding structures, using a range of materials and components.
 L.O: To select from and use a range of tools, equipment, materials and components to create a bridge.
 L.O: To evaluate my ideas and products against the design criteria.
 L.O: To develop a design criteria for a marble run that is fit for purpose.
 L.O: To create a marble run using appropriate equipment and components.
 L.O: To apply an understanding of how to strengthen and reinforce a structure.
 L.O: To evaluate my final product against the original design criteria.
 L.O: To apply my knowledge and understanding to complete a challenge.

YEAR 5

Year 5 - Food: Global Food. Construction: Marble Run.

Y5 Food: Global Food
 L.O: To understand seasonality and know where a variety of ingredients come from.
 L.O: To understand and apply the principles of a healthy and varied diet.
 L.O: To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

Y4 Mechanisms: Pop-Up Product
 L.O: To investigate and research a range of existing products to help inform my own design.
 L.O: To explore a range of mechanisms and practice making my own.
 L.O: To create a design criteria for a pop-up product.
 L.O: To create a pop-up product for a specific audience.
 L.O: To evaluate my work against my original design criteria. (Mid-creation evaluation)
 L.O: To evaluate my final product against my original design criteria.

UPPER KEY STAGE 2

Year 4 – Mechanisms: Pop-Up Product. Textiles: Money Containers

Y4 Textiles: Money Containers
 L.O: To research and evaluate different money containers and discuss their purpose.
 L.O: To explore different methods to create their products.
 L.O: To select and use appropriate tools when creating their containers.
 L.O: To generate and develop ideas for a money container through an annotated and cross-sectional diagram.
 L.O: To use a range of tools to create a product to suit a particular purpose.
 L.O: To evaluate my final product against my original design criteria.

YEAR 4

Y3 Food: Edible Garden.
 L.O: To know where and how a variety of ingredients are grown and processed.
 L.O: To understand and apply the principles of a healthy and varied diet when preparing and cooking dishes, using a range of cooking techniques.

YEAR 3

Year 3 – Food: Edible Garden. Electronics: Night Lights

Y3 – Electronics: Night Lights
 L.O: To understand how lighting has been used by humans over many years.
 L.O: To explain how key individuals in design and technology have helped shape the world.
 L.O: To make a simple circuit.
 L.O: To generate ideas by looking at existing products.
 L.O: To create a design criteria for a night light.
 L.O: To create a light designed for a specific audience.
 L.O: To evaluate my work against my original design criteria. (Mid-creation evaluation)
 L.O: To evaluate my final product against my original design criteria.



Y2 Mechanisms: Moving Pictures – Traditional Tales
 L.O: To explore and evaluate an existing product.
 L.O: To create a slider mechanism.
 L.O: To create a wheel mechanism.
 L.O: To evaluate the effectiveness of different mechanisms.
 L.O: To design a purposeful and functional product based on design criteria.
 L.O: To use a range of tools and materials to create a product which uses a mechanism.
 L.O: To evaluate my product against the design criteria.

LOWER KEY STAGE 2

Year 2 – Textiles: A Coat for Santa. Mechanisms: Moving Pictures – Traditional Tales.

Y2 – Textiles: A Coat for Santa
 L.O: To use the evaluation of an existing product to generate and develop a suitable coat idea for Santa
 L.O: To create a functional coat for Santa using appropriate tools and materials.
 L.O: To evaluate my finished product against the design criteria

YEAR 2

Y1- Food: Smoothies
 L.O: To understand where food comes from.
 L.O: To be able to show a range of practical food skills.
 L.O: To use the basic ideas of a healthy and varied diet to prepare a smoothie dish.

YEAR 1

Year 1 – Food: Smoothies. Construction: Pirate Paddy's Packed Lunch Problem.

Y1 Construction: Pirate Paddy's Packed Lunch Problem
 L.O: To evaluate and explore a range of existing products.
 L.O: To explore a range of materials.
 L.O: To design a purposeful and functional product based on design criteria.
 L.O: To use a range of tools and equipment to create a product.
 L.O: To evaluate my finished product against the design criteria.

Reception: Fine Motor Skills (Su)
 Hold a pencil effectively and with good control- using the tripod grip in almost all cases.
 Use scissors correctly to cut around a picture along the lines.

Reception: Fine Motor Skills (Sp)
 Begin to use a range of tools with more accuracy e.g. pencils, paintbrushes, scissors, tweezers - beginning to use a dominant hand.

Reception: Fine Motor Skills (Au)
 Make snips with scissors.

KEY STAGE 1

EYFS NURSERY & RECEPTION

Nursery: Expressive Arts and Design
 Develop finger strength and control in order to be able to manipulate and use tools independently and effectively. Use a range of resources to build with a purpose or meaning, e.g. junk modelling, Lego, loose parts, wooden blocks etc.

Reception: Expressive Arts and Design (Creating with materials - Su)
 Come up with their own design briefs to solve problems including making props and scenery for imaginative play. Be able to talk through from designing to building what they have used and why they have chosen to use that resource or technique.

Reception: Expressive Arts and Design (Creating with materials - Sp)
 Begin to follow a 'design brief' given by the teacher to create models and pictures using a range of resources. Choose the most appropriate way to make their idea following a 'design' that they have produced to meet a given purpose. Go back to their designs and improve these building on their previous learning. Explore ways of joining materials for different purposes.

Reception: Expressive Arts and Design (Creating with materials - Au)
 Create pictures and models using a range of resources from their own ideas. Be able to talk about what they have made and why they have made it.

