

## Design & Technology - Curriculum Map – Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
Year 1 and 2	Shade & Shelter		Taxi		Chop Slice & Mash	
Year 3 and 4	Moving Mechanisms		Eat the Seasons		Architecture	
Year 4 and 5	Moving Mechanisms		Eat the Seasons		Architecture	
Year 6		Food for Life		Engineers		Make Do & Mend

# Design and Technology

Design and Technology - Year One

	Head	Hands
Textiles: Shade and Shelter	Design, Make and Evaluate: <ul style="list-style-type: none"> <li>Can they think of some ideas of their own? (2, 3, 4)</li> <li>Can they explain what they want to do? (2, 3, 4, 5)</li> <li>Can they explain what they are making? (1, 3, 4, 5)</li> <li>Can they use pictures and words to plan? (1, 3)</li> <li>Can they explain which tools are they using? (2, 3, 6)</li> <li>Can they describe how something works? (4, 5)</li> <li>Can they talk about their own work and things that other people have done? (1, 2, 4, 5)</li> <li>Can they talk with others about how they want to construct their product? (1, 2, 3, 4, 5, 7)</li> </ul>	<ol style="list-style-type: none"> <li>1. Can they describe how different textiles feel?</li> <li>2. Can they make a product from textiles by gluing?</li> <li>3. To begin to shape, assemble and join and combine materials in a variety of ways.</li> <li>4. To begin simple levers and sliding mechanisms to create movement.</li> <li>5. To make a model and talk about how it is useful for someone.</li> <li>6. Know different grips needed for cutting, stirring etc...</li> <li>7. Learn the importance of hygiene when handling food - washing hands, hair tied back, wearing an apron.</li> </ol>
Construction: Taxi		
Food: Chop, slice and Mash		
<h2 style="margin: 0;">Heart</h2> <ul style="list-style-type: none"> <li>Do they show an age appropriate desire to extend their own learning and find out more?</li> <li>Do they actively share what they have found with others?</li> <li>Do they show enthusiasm and commitment to the topic?</li> </ul>		

	Head	Hands
Textiles: Shade and Shelter	<p>Design, Make and Evaluate:</p> <ul style="list-style-type: none"> <li>• Can write about who my products are for and explain why they will be useful, giving clear examples (4)</li> <li>• Can discuss the improvements needed for my work (4)</li> <li>• Can recognise the necessity of following an order in a recipe (5, 6)</li> <li>• Beginning to learn about a healthy diet (5, 6)</li> <li>• Can describe the characteristics of the materials chosen (1, 2, 4)</li> <li>• Can write about who products are for and explain why they will be useful, giving clear examples (4)</li> <li>• Can discuss the improvements needed for the work (1, 2, 4)</li> <li>• Can recount the design and make process with lively detail (1, 2, 4)</li> </ul>	<ol style="list-style-type: none"> <li>1. Can join 2D and 3D materials effectively in different ways</li> <li>2. Can use PVA, sticky tape, masking tape etc...to join materials</li> <li>3. Use scissors to cut straight lines, corners and curves.</li> <li>4. Can use reclaimed materials and construction materials</li> <li>5. Can use scales with help</li> <li>6. Can measure liquids with help</li> </ol>
Construction: Taxi		
Food: Chop, slice and Mash		
<h3>Heart</h3>		
<ul style="list-style-type: none"> <li>• Do they show an age appropriate desire to extend their own learning and find out more?</li> <li>• Do they actively share what they have found with others?</li> <li>• Do they show enthusiasm and commitment to the topic?</li> </ul>		

Design and Technology – Year Three

	Head	Hands	
Textiles: Moving Mechanisms	Design, Make and Evaluate: <ul style="list-style-type: none"><li>• Can describe how my product will be of use to the user</li><li>• Present my designs and ideas, using ICT</li><li>• Beginning to learn how to start and finish (1, 2)</li><li>• Clarify ideas when asked</li><li>• Know about healthy diet</li></ul>	<ol style="list-style-type: none"><li>1. Use pencils and rulers to mark out</li><li>2. Beginning to measure, mark and cut out using cms</li><li>3. Beginning to understand winding and turning mechanisms</li><li>4. Use a vice to secure material for cutting</li><li>5. Can use scales confidently</li><li>6. Can measure liquids confidently</li><li>7. Use correct knife grips for cutting and spreading</li><li>8. Beginning to hold food steady with a fork whilst chopping, slicing</li></ol>	
Construction: Architecture			
Food: Eat the Seasons			
<b>Heart</b>			
<ul style="list-style-type: none"><li>• Do they show an age appropriate desire to extend their own learning and find out more?</li><li>• Do they actively share what they have found with others?</li><li>• Do they show enthusiasm and commitment to the topic?</li></ul>			

Design and Technology – Year Four

	Head	Hands
Textiles: Moving Mechanisms	<p>Design, Make and Evaluate:</p> <ul style="list-style-type: none"><li>• Can 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. (1, 2, 4)</li><li>• Can apply their understanding of how to strengthen, stiffen and reinforce more complex structures. (1, 2)</li><li>• Can understand and use mechanical systems in their products (levers and linkages) (2)</li><li>• Can understand how key events and individuals in design and technology have helped shape the world</li></ul>	<ol style="list-style-type: none"><li>1. Can select from and use a wider range of materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li><li>2. Can select from and use a wider range of materials and components, including construction</li><li>3. Can use scales to measure more accurately</li><li>4. Can combine ingredients into a product and follow a simple recipe to produce mostly savoury dishes, using different techniques.</li></ol>
Construction: Architecture		
Food: Eat the Seasons		
<b>Heart</b>		
<ul style="list-style-type: none"><li>• Do they show an age appropriate desire to extend their own learning and find out more?</li><li>• Do they actively share what they have found with others?</li><li>• Do they show enthusiasm and commitment to the topic?</li></ul>		

Design and Technology – Year Five

	Head	Hands
Textiles: Mechanisms	Design, Make and Evaluate: <ul style="list-style-type: none"><li>• Use a range of ways of seeking the views of intended users of my products (market research)</li><li>• Check my work as it develops and modify my approach in light of progress</li><li>• Communicate a range of different designs, being aware of the limits of some ideas</li><li>• Apply knowledge of electrical circuits and use switches to make e.g an alarm box/torch</li><li>• Understand healthy eating (5, 6, 7)</li></ul>	<ol style="list-style-type: none"><li>1. Can use a pencil and a ruler to mark for cutting</li><li>2. Use pins to secure fasteners</li><li>3. Beginning to use basic sewing techniques</li><li>4. Can use levers and sliding mechanisms to create movement</li><li>5. Can use scales to measure more accurately</li><li>6. Can combine ingredients into a product</li><li>7. Can follow a simple recipe</li></ol>
Construction: Architecture		
Food: Eat the Seasons		
<b>Heart</b>		
<ul style="list-style-type: none"><li>• Do they show an age appropriate desire to extend their own learning and find out more?</li><li>• Do they actively share what they have found with others?</li><li>• Do they show enthusiasm and commitment to the topic?</li></ul>		

	Head	Hands
Textiles: Make, do and Mend	<p>Design, Make and Evaluate:</p> <ul style="list-style-type: none"> <li>• Use my understanding of the characteristics of familiar products when developing and communicating my ideas (1)</li> <li>• Check my work as it develops and modify my approach in light of progress</li> <li>• Test and evaluate my products, with the intended use in mind. (1)</li> <li>• Use the Internet to thoroughly research products and the environments in which they are used.</li> <li>• Understand seasonality, knowing where and how ingredients are grown, reared, caught and processed. (7)</li> <li>• Know that portions of ingredients will affect the product (6, 7)</li> </ul>	<ol style="list-style-type: none"> <li>1. Use a wider range of materials and components according to their functional properties and aesthetic qualities.</li> <li>2. Knot tying</li> <li>3. Use sand paper to smooth edges</li> <li>4. Use a saw under supervision</li> <li>5. Join wood together</li> <li>6. Use scales to measure more accurately</li> <li>7. Can combine ingredients into a product and follow a simple recipe to produce mostly savoury dishes, using different techniques.</li> </ol>
Construction: Engineers		
Food: Food for life		
<h3>Heart</h3>		
<ul style="list-style-type: none"> <li>• Do they show an age appropriate desire to extend their own learning and find out more?</li> <li>• Do they actively share what they have found with others?</li> <li>• Do they show enthusiasm and commitment to the topic?</li> </ul>		