



## Design Technology Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>End of KS1 Skills:</b> <b>Design</b> - 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 <b>Make</b> - 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 <b>Evaluate</b> - Explore and evaluate a range of existing products - Evaluate their ideas and products against design criteria <b>Technical knowledge</b> - 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. <b>Cooking and nutrition</b> - Use the basic principles of a healthy and varied diet to prepare dishes - Understand where food comes from.						
<b>EYFS</b>	Playdough food Paint faces, Paint with fingers and hands Temporary collage. Colour mixing and name primary colours	Character puppets from NS, Textured painting of scenery, Bear dens outdoors Christmas art- make tree decorations, cards, Colour mixing Printing, wrapping paper	Fruit collage, 4 way media pictures fruit, animal masks for storytelling. printing	Salt dough bakery items Character puppets from NS, bags/basket designs Painting and colour mixing-story setting.	Seed packets design and make 3D plant, Observational drawings flowers, plants Scene paintings to retell story.	Clay minibeasts models Symmetrical butterflies, storymaps. Colour mixing Leaf rubbings
Food and nutrition throughout all terms						
<b>Year 1</b>	Food - Fruit and vegetables		Textiles - Puppets		Structures - Windmills	Technical knowledge - Wheels and axels
<b>Year 2</b>	Structures - Baby bear's chair		Textiles - Pouches	Mechanisms: Moving Sea Monster		Food - A balanced diet
<b>End of KS2 Skills:</b> <b>Design</b> - 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 <b>Make</b> - 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						



**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

**Technical knowledge**

- 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*]

**Cooking and nutrition**

- 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.

<b>Year 3</b>				Food - eating seasonally	Mechanical systems - Pneumatic toys	Electrical systems - Torches Textiles - Cushions
<b>Year 4</b>	Textiles - Fastenings	Structures - pavilions Mindful moments timer				Food - Adapting a recipe
<b>Year 5</b>			Mechanical systems Making a pop-up book  Structures - Bridges	Digital world - Monitoring devices		Food - What could be healthier
<b>Year 6</b>				Structures - Playgrounds	Digital world Navigating the world Electrical systems Steady hand game	Food - Come dine with