

DT Curriculum Map 2016-17



Foundation Stage

	Autumn	Spring	Summer
Nursery and Reception	<p><u>Ourselfes</u> <u>Light and Dark</u> 22-36 months Experiments with blocks, colours and marks. 30-50 months Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose.</p> <p>40 -60 months Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary.</p>	<p><u>Fairy Tales</u> <u>The Rainbow</u> 22-36 months Experiments with blocks, colours and marks. 30-50 months Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose.</p> <p>40-60 months Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary.</p>	<p><u>Growing and Food</u> <u>Journeys</u> 22-36 months Experiments with blocks, colours and marks. 30-50 months Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose.</p> <p>40-60 months Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary.</p>

	Selects tools and techniques needed to shape, assemble	Selects tools and techniques needed to shape, assemble	Selects tools and techniques needed to shape, assemble
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Key Stage 1

	Autumn	Spring	Summer
Year 1	<p>Making toys from the past (peg dolls) Aims: to follow instructions to make an old toy. To generate ideas and recognise characteristics of familiar products. To show that, with help, they can put their ideas into practice. To design a toy by using pictures and words to describe what they want to do. To explain what they are making and which tools they are using. Using tools and materials with help, where needed.</p> <p>Cooking Porridge Christmas biscuits</p>	<p>Materials: Making a waterproof rain shelter Aims: to learn to collaborate when planning a suitable design for a rain shelter. To choose suitable materials for their project. To test and evaluate their product by discussing what went well and what they would do differently next time.</p> <p>Clay-coil pots. Aims: to follow instructions to make a coil pot. To develop their skills with using tools and materials.</p> <p>Cooking Fruit salad faces</p>	<p>Making a 3D model of a planet Aims: To learn to collaborate when designing and creating an imaginary planet. To describe what they want to do. To use the material of modroc with increasing skill.</p> <p>Cooking Food from around the UK including scones and welsh cakes.</p>
Year 2	<p>Making Tudor Houses</p> <p>Aims: build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Cooking Aims: to make fruit salad to make cakes and biscuits to make pizza use the basic principles of a healthy and varied diet to prepare dishes</p>	<p>Making moving vehicles and puppets Aims: design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing,</p>

	<p>generate, develop, model and communicate their ideas through talking and drawing</p>	<p>understand where food comes from. select from and use a range of tools and equipment to perform practical tasks select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>templates, mock-ups and, where appropriate, information and communication technology select from and use a range of tools and equipment to perform practical tasks select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms, in their products.</p>
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Key Stage 2

	Autumn	Spring	Summer
Year 3	<p><u>Stone Age, Iron Age/Celtic deigns</u> Design, make and evaluate a clay Stonehenge stone circle using clay, in a group</p> <p>Design, make and evaluate a Celtic roundhouse using a range of suitable materials in a group</p> <p>Aims: Plan work carefully and appropriately Prove that my design meets some set criteria. Follow a step-by-step plan, choosing the right equipment and materials. Design a product and make sure that it looks attractive. Choose a textile for both its suitability and its appearance. Select the most appropriate tools and techniques for a given task. Work accurately to measure, make cuts and make holes. Work collaboratively in small groups to negotiate, support and make decisions.</p> <p><u>WW2</u> War time cooking and rationing Aims: Describe how food ingredients come together. Work collaboratively in small groups to negotiate, support and make decisions.</p>	<p><u>WW2 Stop Motion animations</u> Design, create and evaluate war time scenes and props for animations in groups</p> <p>Aims: Plan work carefully and appropriately Prove that my design meets some set criteria. Follow a step-by-step plan, choosing the right equipment and materials. Design a product and make sure that it looks attractive. Choose a textile for both its suitability and its appearance. Select the most appropriate tools and techniques for a given task. Make a product which uses mechanical components. Work accurately to measure, make cuts and make holes. Work collaboratively in small groups to negotiate, support and make decisions.</p>	<p><u>Tents</u> Design and make a tent</p> <p>Aims: Plan work carefully and appropriately Prove that my design meets some set criteria. Follow a step-by-step plan, choosing the right equipment and materials. Design a product and make sure that it looks attractive. Choose a textile for both its suitability and its appearance. Select the most appropriate tools and techniques for a given task. Make a product which uses mechanical components. Work accurately to measure, make cuts and make holes. Work collaboratively in small groups to negotiate, support and make decisions.</p>

<p>Year 4</p>	<p>To design, create and evaluate our own work. To learn to select the correct tool and materials to get the desired effect. To work as a team to design and create their own work.</p> <p>To create a model of an invertebrate using papier mache.</p> <p>To make a Roman shield.</p>	<p>To design, create and evaluate our own work. To learn to select the correct tool and materials to get the desired effect. To work as a team to design and create their own work.</p> <p>To design and create an Egyptian style boat using nothing but straw and thread.</p> <p>To make a canopic jar used in Egyptian mummification.</p> <p>To design and make a paper pyramid.</p> <p>To plan, create and evaluate a healthy frozen fruit pop.</p>	<p>To design, create and evaluate our own work. To learn to select the correct tool and materials to get the desired effect. To work as a team to design and create their own work.</p> <p>To work as a group to make a totem pole which tells a story.</p> <p>To independently plan and create a native American style musical instrument.</p> <p>To use material painting techniques to create a sports top to wear in an athletics competition.</p>
<p>Year 5</p>	<p><u>Victorian Zoetropes</u> <u>Victorian CAMs</u></p> <p>To 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.</p> <p>To generate, develop, model and communicate their ideas through discussion and annotated sketches</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>To investigate and analyse a range of existing products.</p>	<p><u>Greek Triremes</u> <u>Greek Food – Food Tech</u></p> <p>To 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.</p> <p>To generate, develop, model and communicate their ideas through discussion and annotated sketches</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>To investigate and analyse a range of existing products.</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p><u>Water & Oceans 3D Water Cycle</u> <u>Water & Oceans Tent Building</u></p> <p>To 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.</p> <p>To generate, develop, model and communicate their ideas through discussion and annotated sketches</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>To investigate and analyse a range of existing products.</p>

	To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques – linked to Historical units.	To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
Year 6	<p>Making Chocolate Research, design, make and evaluate chocolates.</p> <p>Aztec Temples Research, design, make and evaluate an Aztec temple with a working circuit.</p> <p>Textiles Create costumes at home- research- plan- make and evaluate</p> <p>AIMS: To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques To 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. To generate, develop, model and communicate their ideas through discussion and annotated sketches To select from and use a wider range of tools and equipment to perform practical tasks accurately. To investigate and analyse a range of existing products. To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>Viking Stew Research, design, make and evaluate Viking Stew Learn about seasonality of food through Viking eating.</p> <p>Model-making Make a Viking longboat from range of materials.</p> <p>AIMS: To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. To 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. To generate, develop, model and communicate their ideas through discussion and annotated sketches To select from and use a wider range of tools and equipment to perform practical tasks accurately. To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>Model Making Create an annotated model of a river in its 3 stages. Use range of materials to create 3D animals.</p> <p>Textiles Research, plan, make and evaluate woolly hats.</p> <p>AIMS: To 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. To generate, develop, model and communicate their ideas through discussion and annotated sketches To select from and use a wider range of tools and equipment to perform practical tasks accurately. To investigate and analyse a range of existing products. To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>