

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Exploring and using media and materials: 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>Being imaginative: 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>					
1		<p><u>Pop ups and levers-</u> <u>Pop up picture or moving picture illustrating the Great fire of London.</u> Design a purposeful and functional product for themselves Select and use a range of tools Explore and use mechanisms in their products. Make To select from and use a range of tools and equipment to perform practical tasks (cutting shaping, joining, finishing.) Evaluate To explore a range of existing products. <u>Technical Knowledge-</u> To explore mechanisms (levers, sliders, wheels and axels) in their products</p>	<p><u>Food - Fruit Kebabs/fruit salads.</u> Design To generate, develop and communicate their ideas through talking, drawing and where appropriate information and communication technology. <u>Make</u> Select and use a range of ingredients Evaluate: To evaluate their ideas/products <u>Cooking and nutrition</u> Use the basic principles of a healthy varied diet to prepare dishes.</p>		<p><u>Structures-</u> <u>Make an outdoor structure for the school grounds</u> Design-To design a purposeful and functional product for themselves and others. Make- Select and use a range of tools To build structures, understanding how to make them stiffer.</p>	

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2			<p><u>Wheels and Axils-</u> <u>Create a vehicle for an explorer.</u></p> <p><u>Design</u> a purposeful and functional product for others based on a design criteria. Select and use a range of tools Explore and use mechanisms in their products. <u>Make</u> To select from and use a range of materials and components, including construction materials, textiles. <u>Evaluate</u> To evaluate their ideas and products against a design criteria.</p>	<p><u>Food-</u> <u>Create a salad dish based around the eat well plate.</u></p> <p><u>Design</u> To generate, develop and communicate their ideas through talking, drawing and where appropriate information and communication technology. <u>Make</u> Select and use a range of ingredients</p> <p><u>Evaluate:</u> To evaluate their ideas/products</p> <p>To understand where food comes from.</p>	<p><u>Textiles- Glove puppets to retell a story.</u></p> <p><u>Design</u> a purposeful and functional product for others based on a design criteria. Select and use a range of tools Explore and use mechanisms in their products. <u>Make</u> To select from and use a range of materials and components, including construction materials, textiles. <u>Evaluate</u> To evaluate their ideas and products against a design criteria.</p>	

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3	<p><u>Textiles</u> Weavings using a variety of materials- link to local History.</p> <p>Understand how key events and individuals in design technology have influenced the shape of the world.</p> <p>?</p>	<p><u>Food</u> Create a dish around the eat well plate using simple cooking techniques-boiling baking</p> <p>Select from a wider range of products/ingredients according to their functional and aesthetic qualities.</p>		<p><u>Mechanical Systems</u> Use levers/pop ups or pneumatics to create a model/storybook to Iron Man.</p> <p>Design-To research and design innovative appealing products fit for purpose, aimed at particular groups.</p> <p>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design. To explore the use of mechanical systems in their products</p>		<p><u>Structures</u> Investigate materials and their properties to create mini greenhouses</p> <p>Design-To use research and develop own design criteria to design innovative appealing products fit for purpose.</p> <p>Make-Select from and use a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing) accurately. Evaluate their ideas and products against their own criteria and consider the views of others to improve their work.</p>
4	<p><u>Mechanical systems</u> Make a product which lights up using a simple circuit. Using a simple circuit.</p>			<p><u>Textiles</u> Design and make a wallet/purse for travelling around the world.</p>		<p><u>Food</u> Create a soup using the eat well plate as guidance.</p>

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	<p>Design-To create a design criteria. Make-Make a product which lights up using a simple circuit. Using a simple circuit. NC links: Investigate and analyse a range of products Understand and use electrical systems in their products.</p>			<p>Design-To analyse a range of existing products. Use research and develop own design criteria to design innovative appealing products fit for purpose.</p>		<p>Design-To select from and use a wider range of ingredients according to their qualities.</p>
5		<p><u>Food:</u> <u>Create a dish from another culture.</u> <u>To understand and apply the principles of a healthy and varied diet.</u> <u>Become competent in a range of cooking techniques (for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to</u></p>		<p><u>Mechanical systems:</u> <u>Cams, Pulleys, Gears</u> <u>Create a toy using mechanical system</u> Design-To investigate and analyse a range of existing products. Make-To understand and use mechanical systems in their products (gears, pulleys,cams,lever,linkages) Evaluate-To evaluate their ideas and products against their own design criteria and</p>	<p><u>Structures:</u> <u>Building Bridges</u> Design-To research and develop a 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 through discussions, annotated sketches, cross sectional and exploded diagrams, prototypes,</p>	

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		decide how to season dishes and combine ingredients; adapting and using their own recipes).		consider the views of others to improve their work.	<p>pattern pieces and computer aided design.</p> <p>Make -To select from and use a wide range of tools and equipment to perform practical tasks (cutting,shaping,joining and finishing) accurately. To apply their knowledge of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Evaluate- To evaluate their ideas and products against their own design criteria and consider the views of others.</p>	
6			<p><u>Food</u> <u>Create a Great British Dish</u> To understand the source, seasonality and characteristics of a broad range of ingredients. Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.</p>			<p><u>Structures/</u> <u>mechanical systems</u> <u>Design fairground ride/lights/scene using electrical circuits/motors</u> Design-To research and develop a 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 through</p>

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						<p>discussions, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.</p> <p>Make-To understand and use electrical systems in their products (series circuits, incorporating switches, bulbs, buzzers and motors.</p> <p>To apply their understanding of computing to programme, monitor and control their products.</p>
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