

## DT curriculum map

**Vision statement:** Our aim for DT is to encourage children to learn how to take risks, becoming resourceful and developing confidence and resilience, in an environment where efforts are valued and all children flourish. We stimulate creativity and imagination through problem solving, collaborative group work and through producing purposeful, appealing and quality products. We enable the children to develop, apply and embed their skills through linked topic learning, building on what they already know and can do and acquire and develop the knowledge, skills and vocabulary they need to be successful independent designers and makers.

	Autumn	Spring	Summer	Continuous provision	Key Vocabulary
Nursery	<p><b>Discuss</b> - a healthy choice eg eating fruit and drinking water and milk. Talk about where our food comes from when cooking, through stories eg Handa's surprise and where potatoes grow when learning about Harvest</p> <p><b>Name</b> the fruit that they have eaten at the snack cafe and ingredients used during cooking activities.</p> <p><b>Introduce</b> healthy lifestyle habits e.g washing hands.</p> <p><b>Weave</b> by wrapping wool or thread with beads to create a christmas decoration</p> <p><b>Follow</b> safety procedures eg scissors</p>	<p><b>Discuss, experiment and evaluate</b> how their construction models could be made more stable</p> <p><b>Make</b> a musical instrument from junk modelling materials, experimenting how to use joining techniques</p>	<p><b>Name and make</b> a dish from their chosen country - cut, peel, chop,</p>	<p><b>Decide</b> what junk modelling boxes they want to use and how they will join them together. Talk about their models with staff and friends, naming what they have created.</p> <p><b>Use and name</b> basic tools e.g scissors, hammers, spanners, screwdrivers to cut, tap, twist, screw. Follow safety procedures to use safely.</p> <p><b>Explore</b> joining techniques e.g using masking tape, glue and sellotape.</p> <p><b>Assemble and join</b> a variety of construction materials e.g duplo, lego, junk modelling, card and playdough.</p> <p><b>Build</b> towers using a variety of materials (community blocks, lego, duplo, junk modelling and stickle bricks) including den building</p>	<p>weave</p> <p>thread</p> <p>build</p> <p>model</p> <p>food</p> <p>cooked</p> <p>plants</p> <p>animals</p> <p>idea</p> <p>draw</p> <p>make</p> <p>fruit</p> <p>vegetables</p> <p>cut</p>
Reception	<p><b>Use</b> joining materials e.g sellotape dispenser</p> <p><b>Discuss</b> why various materials have been used or might be used</p> <p><b>Explore</b> woodwork equipment - hammers, nuts and bolts. <b>Use</b> short handled hammer with a large head.</p> <p><b>Discuss</b> where different foods come from eg for Harvest and our daily fruit/veg comes from e.g. raisins from grapes</p> <p><b>Cook</b> a festive treat with a focus on mixing, cutting and peeling</p>	<p><b>Name</b> fruits and vegetables that we eat at school when fruit cafe is introduced</p> <p><b>Design</b> and bake cakes to sell for Reception cake sale</p> <p><b>Cut</b> wood using a saw (blade length about 40cm with fine teeth) and use other tools eg wrench</p> <p><b>Discuss</b> how models may be modified if needed</p>	<p><b>Select</b> fruit to use to make a fruit salad/smoothie</p> <p><b>Name and make</b> a dish from their chosen country - cut, peel, chop using a blunt knife</p> <p><b>Discuss</b> ways of keeping healthy and know what healthy diet looks like</p> <p><b>Create</b> an example healthy food plate</p> <p><b>Sort</b> foods that are healthy/unhealthy for us</p>	<p><b>Select, assemble and join</b> from a range of materials using masking tape, stapler, cellotape.</p> <p><b>Discuss</b> what like/dislike about own creations and why certain materials were used</p> <p><b>Plan</b> (draw and label) before <b>creating</b> using construction materials</p> <p><b>Build</b> structures using open ended materials e.g. milk crate, bricks, Lego, waffle bricks, large/small blocks, Lego, Duplo, magnetic blocks</p> <p><b>Create</b> models using wheels e.g. cars and trains</p>	<p>plan</p> <p>push</p> <p>pull</p> <p>move</p> <p>sort</p> <p>peel</p> <p>chop</p> <p>label</p> <p>build</p> <p>join</p> <p>fix</p> <p>attach</p> <p>stick</p> <p>glue</p> <p>tear</p> <p>rip</p> <p>scissors</p>

	<p><b>Sew</b> pom poms to create a christmas decoration using a running stitch.</p> <p><b>Follow</b> safety procedures and rules for equipment eg hole puncher, woodwork tools etc</p> <p><b>Discuss</b> how structures could be changed to be made more stable</p>				<p>ruler saw hammer</p>
Year 1	<p><b>Mark out, cut and select</b> materials to make a 3D model of the school. <b>Explore</b> how to <b>attach</b> parts to make it stronger -using hole puncher and stapler with string</p> <p><b>Design</b> a Christmas stocking and create using sewing and cutting skills. <b>Sew</b> a christmas stocking using a running stitch. Understand how their sewing will help them in future learning.</p> <p><b>Create</b> a moving picture using levers (eg, crocodiles and people)</p>	<p><b>Build</b> a pirate ship to ensure it is strong enough to float and a space rocket ready to land on the moon. <b>Choose</b> and <b>cut</b> to size junk modelling, decide the best way to <b>attach</b> for a lasting effect. <b>Test</b> product.</p> <p><b>Assemble</b> and <b>join</b> materials using components (Space rocket, pirate ship, moving pictures) Talk about changes made during the making process, e.g. making a decision to use a different joining method.</p> <p><b>Select</b> from a range of tools, equipment and materials after classroom discussions and guidance when making space rocket and pirate ship</p> <p><b>List</b> the main parts of a rocket and pirate ship. Decide what a good design would look like.</p> <p><b>Discuss</b> impact of a space rocket and pirate ship on daily life.</p>	<p>Choose tools to <b>cut, slice, peel</b> and <b>chop</b> to create healthy snack</p> <p><b>Select</b> ingredients to use in dish from chosen country for Around the world week - cut, peel, grate, chop, measure, and weigh. <b>Find out</b> by researching specific food from chosen country.</p> <p><b>Design/create</b> a healthy fruit salad snack eg fruit pie</p> <p><b>Explain</b> how food comes from plants or animals and justify why everyone should eat at least five portions of fruit and vegetables every day.</p>	<p><b>Select, test and use</b> a range of suitable materials</p> <p><b>Decide</b> if the product is for themselves or others and what it will be used for. <b>Explain</b> what product they are designing and making solve problems when...</p> <p><b>Make</b> a simple drawing of their design ideas</p> <p><b>Show</b> consideration for others when involved in collaborative work by listening, adapting, explaining what they like or dislike and developing ideas to improve the product</p> <p><b>Evaluate</b> design <b>suggesting</b> how product could be improved</p> <p><b>Follow</b> safety procedures explaining why they need to be followed eg split pins</p> <p><b>Use</b> simple finishing techniques to improve the appearance of their product.</p> <p><b>Investigate</b> how levers and sliders can be used in products and <b>apply</b> this information to <b>create</b> their own moving picture to create a new flap book as part of book week.</p>	<p>farmed caught grown portions prepare grate levers sliders wheels axles pivot split pin investigate design purpose plan discuss model draw template idea ingredients Change improve</p>
Year 2	<p><b>Research</b> and <b>design</b> bug hotels which will attract minibeasts in our school grounds. Look at design features in Bug Hotels at the Wetland Centre and those made by previous classes</p> <p>Draw and label a plan and <b>select</b> from a range of tools and equipment, explain their choice for bug hotel.</p> <p>Measure, cut and score with some accuracy, selecting <b>the correct</b> tools and equipment when building bug hotel</p> <p><b>Choose</b> tools and equipment when making bird pud and bread.</p>	<p><b>Select</b> ingredients to make a new sweet invention and select appropriate materials for sweet packaging</p> <p><b>Compare</b> and <b>describe</b> different sweets and their packaging</p> <p><b>Explain</b> that chocolate comes from cocoa beans, which grows on trees eg Central America and South America. Discuss how cocoa trees can only live in hot, rainy places near the equator.</p>	<p><b>Compare</b> dips and <b>design</b> a healthy dip</p> <p><b>Choose</b> tools and equipment e.g. Cut ingredients for salsa using a knife and <b>select</b> appropriate ingredients</p> <p><b>Investigate</b> how wheels and axles can be used in products and <b>apply</b> this information to <b>create</b> their own vehicle for the lonely beast</p>	<p><b>Describe</b> what their product is for, <b>explain</b> how their product works and how they will make their product suitable for their intended user.</p> <p><b>Use</b> knowledge of existing products to help <b>develop</b> ideas</p> <p><b>Develop</b> and communicate ideas by talking and drawing. <b>Decide</b> which material is appropriate for their design</p> <p><b>Choose</b> and use appropriate finishing techniques to improve the appearance of their product.</p> <p><b>Evaluate</b> their product against their design criteria stating how it could be improved</p>	<p>research develop Quantity Recipe Nutrients Vegetarian Dietary requirements useful unsuccessful modify alter original evaluate diagrams labels mould</p>

	<p><b>Discuss</b> how freestanding structures can be made stronger, stiffer, and more stable when making bug hotel</p> <p><b>Know</b> that flour comes from wheat when cooking bread, <b>observing</b> and <b>explaining</b> that yeast makes bread rise</p> <p><b>Design</b> a Christmas stocking and create using sewing and cutting skills.  <b>Cut, shape and join</b> fabric using basic sewing techniques eg blanket stitch</p>		<p><b>Prepare</b> a simple dish safely and hygienically from their chosen country - cut, peel, grate, chop, measure, weigh and taste food from chosen country</p> <p><b>Sort</b> ingredients from the dips onto the eatwell plate showing how they belong to the five groups.</p> <p><b>Discuss</b> where fruits and vegetables grow. Know that food has to be farmed, grown elsewhere or caught. <b>Identify</b> those grown underground.</p>	<p>through 2 stars and a wish or small group discussions.</p> <p><b>Explain</b> how their product (including purpose and audience) was made, justifying what they like and dislike about it. Comment on what changes would be made to improve their product.</p> <p><b>Show</b> understanding of products' impact on daily life and the wider world.</p> <p><b>Select, test and use</b> a range of materials including construction materials and textiles and construction kits.</p>	<p>shape adhesive presentation texture flavour effective design criteria</p>
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