

Curriculum map for DESIGN TECHNOLOGY



Odd year

Topic focus (from ,long term overview)		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Happy and Healthy	Superheroes/People who help us	Castles	All creatures great and small	Once upon a time	Summer
Skills To be taught throughout the year		Developing, planning and communicating ideas		Working with tools, equipment, materials and components to make quality products		Evaluating processes and products	
Y1		Can they think of some ideas of their own? Can they explain what they want to do? Can they use pictures and words to plan?		Can they explain what they are making? Can they explain which tools are they using?		Can they describe how something works? Can they talk about their own work and things that other people have done?	
Y2		Can they think of ideas and plan what to do next? Can they choose the best tools and materials? Can they give a reason why these are best? Can they describe their design by using pictures, diagrams, models and words?		Can they join things (materials/ components) together in different ways?		Can they explain what went well with their work? If they did it again, can they explain what they would improve?	
Breadth of study		Cooking and nutrition	Construction	Use of materials		Textiles	Mechanisms
Y1		Can they cut food safely? Can they describe the texture of foods?	Can they talk with others about how they want to construct their product? Can they select appropriate resources and tools for their building projects?	Can they make a structure/model using different materials?		Can they describe how different textiles feel?	Can they cut materials using scissors? Can they describe the materials using different words?
Y2		Can they describe the properties of the ingredients they are using?	Can they make sensible choices as to which material to use for their constructions? Can they develop their own ideas from initial starting points?	Can they measure materials to use in a model or structure?		Can they measure textile? Can they explain why they chose a certain textile?	Can they add some kind of design to their product?
KS1	Vocabulary	Fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, ingredients, hygiene, clean, wash, safely, nutrition, varied diet, evaluate	Names of materials, Stronger, stiffer, stable, design, evaluate, improvement, investigate, structure, template, attach, drill, screw, nail	Names of materials, strong, weak, join, fold, roll, glue, tape, hinge, tear Names of tools Cut, fold, join, fix, structure, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point ,straight, curved, shape names		Cutting, joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish , names of fabric measure, evaluate	Slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards, wheels, axles, design, evaluate
	Story book link	Pumpkin Soup – Avocado Baby by John Burningham	Traction Man Mini Grey				

Even year

Topic focus (from ,long term overview)		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Marvellous Me	Celebrations	Perfect Pirates	Amazing Animals	Out of this world	Let's go
Skills To be taught throughout the year		Developing, planning and communicating ideas		Working with tools, equipment, materials and components to make quality products		Evaluating processes and products	
Y1		Can they think of some ideas of their own? Can they explain what they want to do? Can they use pictures and words to plan?		Can they explain what they are making? Can they explain which tools are they using?		Can they describe how something works? Can they talk about their own work and things that other people have done?	
Y2		Can they think of ideas and plan what to do next? Can they choose the best tools and materials? Can they give a reason why these are best? Can they describe their design by using pictures, diagrams, models and words?		Can they join things (materials/ components) together in different ways?		Can they explain what went well with their work? If they did it again, can they explain what they would improve?	
Breadth of study		Cooking and nutrition	Construction	Use of materials		Textiles	Mechanisms
Y1		Do they wash their hands and make sure that surfaces are clean? Can they think of interesting ways of decorating food they have made, eg, cakes?	Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?	Can they make a structure/model using different materials? Is their work tidy? Can they make their model stronger if it needs to be?		Can they make a product from textiles by gluing?	Can they make a product which moves? Can they say why they have chosen moving parts?
Y2		Can they explain what it means to be hygienic? Are they hygienic in the kitchen?	Can they incorporate some type of movement into models? Can they consider how to improve their construction?	Can they join material in different ways? Can they use joining, folding or rolling to make it stronger?		Can they join textiles together to make something? Can they cut textiles?	Can they join materials together as part of a moving product?
KS1	Vocabulary	Fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, ingredients, hygiene, clean, wash, safely, balanced, recipe, taste test	Names of materials, Stronger, stiffer, stable, design, evaluate, improvement, investigate, structure, template, attach, drill, screw, nail	Names of materials, strong, weak, join, fold, roll, glue, tape, hinge, tear Names of tools Cut, fold, join, fix, structure, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point ,straight, curved, shape names		Joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish , names of fabric, template, binca	Slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards Vehicle, wheel, axle, axle holder, chassis, cutting, joining, finishing, moving, names of tools, equipment and materials used
	Story book link	Pumpkin Soup – Avocado Baby by John Burningham		The Pirate Cruncher		The Man on the Moon	