



# DT Curriculum Map

Key Phase: 1& 2



| Term   | Project and context   | NC objectives: Design, Make, Evaluate and Improve  | Practical skills  | Link to other curriculum objectives (Science/PSHCE)   |
|--|---|--|---|---|
| <p style="text-align: center;"><b>Autumn B</b></p> | <p>Mechanisms</p> <p>POaP – Sliders &amp; Levers</p> <p>Children will design and make their own moving part page for a storybook – <a href="#">levers and sliders</a></p> | <p>Design</p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> </ul> <p>Technical knowledge</p> <ul style="list-style-type: none"> <li>Explore and use mechanisms [for example, <a href="#">levers, sliders</a>, wheels and axles], in their products.</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria</li> </ul> | <p>Independent drawing and cutting of the shapes they need, with help where appropriate.</p> <p>Begin to assemble, join and combine materials and components together using a variety of temporary methods, e.g. glues or masking tape.</p> | <p>Link with English storybooks with moving parts</p> |

|  |  |   |   |                                       |
|--|--|---|---|---------------------------------------|
| <p style="text-align: center; color: red; font-weight: bold;">Spring B</p> | <p>Food</p> <p>POaP – preparing fruit &amp; vegetables</p> <p>Mixed mezze<br/>Children will learn about the basic principles of a healthy diet as they work together to make a mezze plate of vegetable crudites, dips and breads from around the world. They will practise and learn safe cutting skills.</p> | <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> <li>● Use the basic principles of a healthy and varied diet to prepare dishes</li> <li>● Understand where food comes from.</li> </ul> <p>Design</p> <ul style="list-style-type: none"> <li>● Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>● Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>● Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>● Explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria</li> </ul> | <p>Holding kitchen utensils and using safely to cut, peel and grate vegetables with supervision.</p> <p>Working safely and hygienically.</p> <p>Measuring quantities using standard measures.</p> | <p>Link to PSHE Healthy Me Term 4</p> |
|--|--|---|---|---------------------------------------|



# DT Curriculum Map

Key Phase: 1 & 2



|                        |  |  |  |   |
|------------------------|--|--|--|---|
| <p><b>Summer B</b></p> | <p>Textiles</p> <p>POaP – Templates and joining techniques</p> <p>In this unit children will design and make their own textile puppet.</p> | <p>Design</p> <ul style="list-style-type: none"><li>● Design purposeful, functional, appealing products for themselves and other users based on design criteria</li><li>● Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li></ul> <p>Make</p> <ul style="list-style-type: none"><li>● Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li><li>● Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li></ul> | <p>Select appropriate materials.</p> <p>Cut and shape materials.</p> <p>Join materials e.g. by stitching or gluing</p> | <p>Link to History 'At the Seaside' traditional puppet shows.</p> |
|------------------------|--|--|--|---|

KS1:

Design

- 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

Make



# DT Curriculum Map

Key Phase: 1& 2



- 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.

## Evaluate

- Explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria

## Technical knowledge

- 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.

## Cooking and Nutrition

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from.

## KS1 Science objectives

### Animals, including humans Y2

- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

### Everyday materials Y1

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock



# DT Curriculum Map

Key Phase: 1& 2



- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties.

Uses of everyday materials Y2

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

PSHCE – link to 'Healthy Me' – nutrition and healthy eating / lifestyle

Maths Y1 ♣ compare, describe and solve practical problems for:

- ♣ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- ♣ mass/weight [for example, heavy/light, heavier than, lighter than]
- ♣ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- ♣ measure and begin to record the following: ♣ lengths and heights ♣ mass/weight ♣ capacity and volume ♣ time (hours, minutes, seconds)

Y2

- ♣ choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels