CURRICULUM MAPPING FOR DESIGN TECHNOLOGY – Cycle B

EYFS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Themes	Settling into school Autumn	Colour and magic Diwali Christmas	Winter Space Chinese New Year	Pets Spring Easter and Eggs	Growing/Gardening Farms When I Grow Up	The World Journeys & Maps Celebration of cultures Summer
Development Matters *Children in Reception will be learning to:*	**Physical Development: Fine Motor Skills** Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons **Expressive Arts and Design: Creating with Materials** Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills.					
Early Learning Goals	**Physical Development: Fine Motor Skills** Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. **Expressive Arts and Design: Creating with Materials** Share their creations, explaining the process they have used. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.					
How this is achieved and skills are developed in EYFS at Paulton Infant School:	**Skills** **<u>Autumn Term:</u>** Self-select from a range of tools and materials from continuous provision Explore how materials are joined together Explore a range of different materials and their properties and suitability for purpose Using simple tools e.g. tape dispensers, staplers and hole punches Develop scissor skills Introduction to using cutlery Introduction to food hygiene Working safely with a range of tools and equipment		**Skills** **<u>Spring Term</u>:** Self-select from a range of tools and materials from continuous provision Introduce specific joins for junk modelling Explore how materials are joined together Explore a range of different materials and their properties and suitability for purpose Using simple tools e.g. tape dispensers, staplers and hole punches Develop scissor skills Use cutlery Use knowledge of food hygiene to work safely when preparing food Working safely with a range of tools and equipment Introduce other malleable materials, e.g. clay Through questioning children are encouraged to talk about what they like about their work Begin to think about how they can improve their work		**Skills** **<u>Summer Term:</u>** Self-select from a range of tools and materials from continuous provision Experiment with joining different materials together Choose a range of different materials and their properties, exploring their suitability for purpose Using simple tools with growing independence Use scissors carefully with developing accuracy Use cutlery independently Use knowledge of food hygiene to work safely when preparing food Working safely with a range of tools and equipment, e.g. staplers and hole punches Continue to explore manipulating other malleable materials, e.g: clay Through questioning children are encouraged to talk about what they like about their work and other children's designs and how they would improve it.	
Cooking opportunity:	Pumpkin/ vegetable soup	Ginger bread/ cookies	Rock cakes	Vegetable chips	Easter nests	Ice cream
Opportunities for Learning:	Free exploration during challenge time to explore the skills Use construction toys (Lego, stickle bricks, mobile etc) to build Free access to large scale scrap and junk modelling materials		Free exploration during challenge time to explore the skills Use construction toys (Lego, stickle bricks, mobile etc) to build Food tasting		Free exploration during challenge time to explore the skills Use construction toys (Lego, stickle bricks, mobile etc) to build Food tasting	

	Diwa lamps Biscuit decorating Experiment with making soups and potions Food tasting Make characters and props based on key texts	Free access to large scale scrap and junk modelling materials Make characters and props based on key texts Make space rock cakes Junk model rockets Create large scale Make bird feeders	Free access to large scale scrap and junk modelling materials Make characters and props based on key texts Make junk modelling boats Make chips
Vocabulary	Hygiene, safely, joining, materials, secure, cutting, drawing, design, improve, independence, teamwork, junk modelling, model, scissors, cut, straight, fix, glue, plan, explain how, attach, tools, fold, fabric, collage, print, cloth, texture, sew, choose, materials, patterns		

Cycle B (2023-24)						
	TERM 1	**TERM 2**	**TERM 3**	**TERM 4**	**TERM 5**	**TERM 6**
FOCUS	**In the Deep Dark Woods**	**The Great Fire of London**	**Land of the Dinosaurs**	**We're Roaming in the Rainforests**	**Amazing Inventors**	**Our Place in the World**
NATIONAL CURRICULUM	design purposeful, functional, appealing products for themselves and other users based on design criteria select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from evaluate their ideas and products against design criteria	N/A	N/A	build structures, exploring how they can be made stronger, stiffer and more stable evaluate their ideas and products against design criteria	design purposeful, functional, appealing products for themselves and other users based on design criteria select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics evaluate their ideas and products against design criteria explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products
BUILDING FROM (EYFS Development Matters)	Provide opportunities to work together to develop and realise creative ideas. Construct, join and build with a range of junk modelling materials Select resources and tools with a purpose in mind Learn a range of attachment techniques Working collaboratively to make a junk model				Construct, join and build with a range of junk modelling materials Select resources and tools with a purpose in mind Learn a range of attachment techniques Working collaboratively to make a junk model Explore a range of malleable materials including clay, salt dough, plasticine, playdoh. Discuss	

					problems and how they might be solved as they arise.	
KNOWLEDGE	Using small patches of cross stitch material, children design a small emblem based on our woodland topic. Draw designs, sharing ideas as a class/in groups to develop. In small groups, learn basic stitching techniques, knot tying and how to finish a stich. Work with adult support to sew the design onto a small piece of cross stitch material.	Design, make and evaluate bread. Taste different breads, look at different bread shapes (rolls/ loaves) Create a bake bread (can be completed within groups)	N/A	N/A	Design, make and evaluate a model bridge. *History link to Brunel – what is it like to be an engineer?* Use a variety of different materials to build a model bridge, inspired by Brunel. Evaluate and improve designs, to explore how they can be made stronger, stiffer and more stable	Moving/ sliding pictures (design and make) Design and make a sliding picture relating to the theme eg a house is the still picture and a person is the sliding picture/ a river is the still picture and a fish is the sliding element. Fabric printing (design, make and evaluate) Each to have a small piece of material to fabric print onto. Use stampers (or create stampers using potatoes) to transfer fabric paint onto material.
VOCABULARY	Make, plan, design, design criteria, create, safely, evaluate, design, demonstrate, thread, material, sew, needle	Hygiene, clean, cutting, cooking, kneeding, bread, baking, rising			Make, plan, design, design criteria, model, create, safely, joining, materials, purpose, securely, properties, cutting, drawing, evaluate, design, demonstrate, bridge, engineer	Printing, fabric, ink, make, design, plan, evaluate, pattern, print, sliding, stable, mechanism, develop, secure
ASSESSMENT OPPORTUNITIES	Can they create a simple design? Can they translate this design onto fabric through cross stitch? Can they hold a safety needle correctly?	Working with safety, cleanliness and understanding of hygiene skills when making food			Can they make a bridge which is strong enough to hold itself up? Can they make adjustments to their bridge so it can self stand?	Can they create a design of their plan? Can they explain how the plan would work and where the moving part will be? Can they make a product, using their plan, with a

					moving part? Can they evaluate their made product against a set design criteria and their original plan? Can they design how they will use fabric paint to transfer a print?
YEAR 1 SKILLS	**Design** design a woodland theme logo for cross stitching **Make** With support, attempt cross stitching **Evaluate** Orally say whether their cross stitch is similar to their design	**Design** Which shape and flavour bread they would like to design and make. **Make** With support, kneeding the dough. Explaining why the mixture has to be mixed. Explaining why uncooked food has to go into the oven.		**Design** Consider possible designs for a product that is purposeful/ useful. Discuss possible design ideas to generate a range of possibilities. **Make** Explore a wider range of tools (e.g. scissors, small knives for chopping) Understand which materials are to be uses based on the D & T project to work on, and use safely **Evaluate** With support, evaluate their ideas and products against design criteria Make observations of current products. **Technical knowledge** build structures	
YEAR 2 SKILLS	**Design** design an appealing woodland design for themselves based on design criteria generate, develop, model and communicate their ideas **Make** Correctly cross stitch their design **Evaluate** evaluate their design against their finished product	**Design** Which shape and flavour bread they would like to design and make. Why they have chosen the design and flavours. **Make** With support, kneeding the dough. Explaining why the mixture has to be mixed. Explaining why uncooked food has to go into the oven and why it can't be eaten raw. What happens if		**Design** design purposeful, appealing products for themselves and other users based on design criteria **Make** select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] **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	

		the food comes out of the oven too soon or too late and how they would know?		