CURRICULUM MAPPING FOR DESIGN TECHNOLOGY

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.	
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 Diwa lamps		Free exploration during challenge time to explore the skills Use construction toys (Lego, stickle bricks, mobile etc) to build Food tasting 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 access to large scale scrap and junk modelling materials	

	Biscuit decorating Experiment with making soups and potions Food tasting Make characters and props based on key texts	Make characters and props based on key texts Make space rock cakes Junk model rockets Create large scale Make bird feeders	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 A (2022-23)						
	TERM 1	**TERM 2**	**TERM 3**	**TERM 4**	**TERM 5**	**TERM 6**
FOCUS	**Across the Drawbridge**	**Sweets Galore**	**Pole to Pole**	**Superheroes**	**Marvellous Minibeasts**	**Land Ahoy**
NATIONAL CURRICULUM	design purposeful, functional, appealing products for themselves and other users based on design criteria explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products 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 use the basic principles of a healthy and varied diet to prepare dishes		generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology build structures, exploring how they can be made stronger, stiffer and more stable select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] explore and evaluate a range of existing products use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from			design purposeful, functional, appealing products for themselves and other users based on design criteria build structures, exploring how they can be made stronger, stiffer and more stable 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 use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from
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		Provide opportunities to work together to develop and realise creative ideas. Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise.		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	

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KNOWLEDGE	Design, make and evaluate a working castle drawbridge with one or two moving parts **<u>Cooking and Nutrition:</u>** Design, make and evaluate a suitable food product for a medieval feast	Design, make and evaluate a working model sledge using images and designs of real sledges. Design as a child's toy to hold a small toy **<u>Cooking and Nutrition:</u>** Taste, design, make and evaluate a nutritional snack to take on an expedition to the north or south pole.	Design, make and evaluate a lighthouse model with a transparent top which light can shine through **<u>Cooking and Nutrition</u>** Taste, design, make and evaluate a new flavour of ice cream (improving vanilla by adding different healthy ingredients)
VOCABULARY	Make, plan, design, design criteria, model, create, safely, joining, materials, purpose, securely, properties, cutting, drawing, templates, evaluate, design, demonstrate, stronger, stable, mechanism, develop Hygiene, clean, cutting, cooking	Make, plan, design, design criteria, model, create, safely, joining, materials, purpose, attach, securely, properties, cutting, drawing, templates, evaluate, design, demonstrate, stronger, stable, mechanism, develop Hygiene, clean, cutting, cooking	Make, plan, design, design criteria, model, create, safely, joining, materials, purpose, securely, properties, cutting, drawing, transparent, templates, evaluate, design, demonstrate, stronger, stable, mechanism, develop Hygiene, clean, cutting, cooking
ASSESSMENT OPPORTUNITIES	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? Working with safety, cleanliness and understanding of hygiene skills when making food	Can they create a design of their intended product whilst looking at current and toy sledges? Can the explain the important working parts? Can they create a product based on their design? Can they use a wide range of suitable materials? Can they evaluate their product whilst making comparisons between their model sledge and a real sledge? Working with safety, cleanliness and understanding of hygiene skills when making food	Can they create a plan of a lighthouse using imagines of past and present lighthouses? Can they establish a way light can shine through material or a space at the top of the lighthouse? Can they use their plan to design? Can they build their model securely, ensuring the model is stable and will stand? Can they evaluate their lighthouse and its functionality against real lighthouses and their design/ design brief? Working with safety, cleanliness and understanding of hygiene skills when making food
YEAR 1 SKILLS	**Design** design functional products for themselves Consider possible designs for a product Develop their ideas through creating a plan **Make** select from and use a range of pre-selected tools and equipment to perform practical tasks with support	**Design** Consider possible designs for a product that is purposeful/ useful. design functional products for themselves and other users **Make** select from and use a wide range of materials and components	**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)

	Evaluate With support, evaluate their ideas and products against design criteria **Technical knowledge** explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products	Explore a wider range of tools **Evaluate** With support, evaluate their ideas and products against design criteria Make observations of current products. **Technical knowledge** build structures explore and use mechanisms	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 purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas **Make** Select from and use a wide range of materials and components 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, **Evaluate** 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	**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** 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	**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