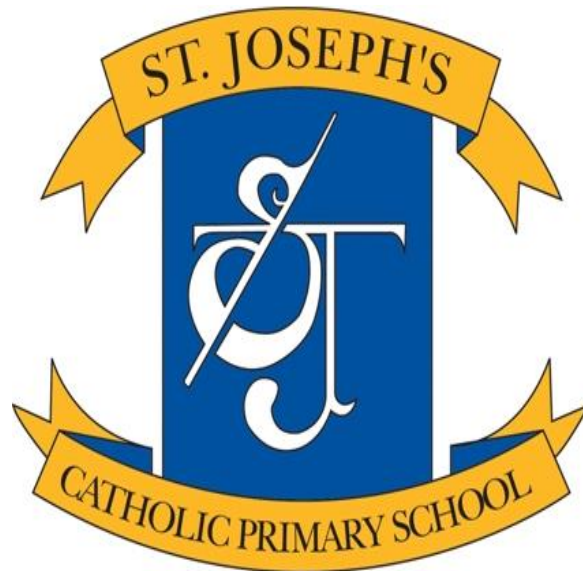


St Joseph's Catholic Primary School

DT: Curriculum Map and Progression

Whole school



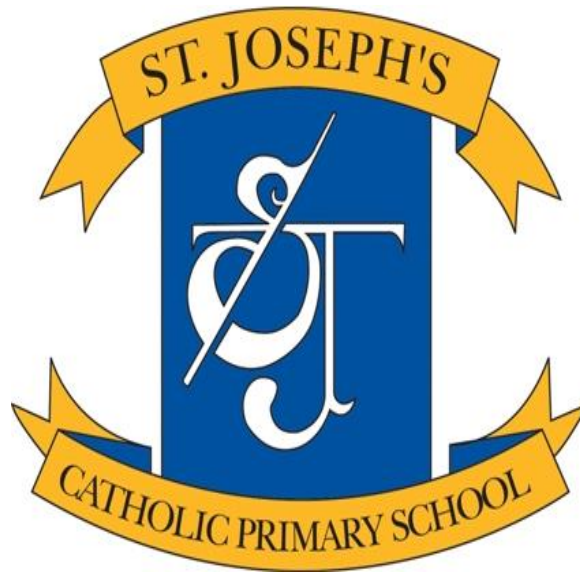
Design Technology Yearly Overview

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
EYFS	Marvellous Me!	Heroes	Build, Build, Build	Life on the Farm	Let's Explore	Pirates
		EAD- Creating with materials	EAD- Creating with materials	EAD- Creating with materials		
	Access to resources in continuous provision	Making a superhero cape/ mask/ Christmas Card – single cut V-fold	Building a house for the three little pigs Cooking - pancakes	Baking- bread	Minibeasts junk modelling Jane Perkins (recycled creations)	Access to resources in continuous provision
Year 1	On Your Doorstop	Infinity and Beyond	Antarctic Adventure	Knights and Castles	Land Ahoy!	The Great Outdoors
		Mechanisms		Structures		
	.	Design, make and evaluate a simple product – polar animal pop-up book/ Christmas Card – single V-fold		Design, make and evaluate a simple product – Build a castle		
Year 2	Why is Chorley a fantastic place to live?	What was 'Great' about the 'Fire of London'	Who is afraid of the big bad wolf?	What came first- the light bulb or the toilet?	What would you pack on a trip to Kenya?	Is it a rock or is it a dinosaur?
	Cooking	Mechanisms	Textiles	Wheels and Axels		
	Pizza	Christmas Card – triple stand V-fold	Sewing	Design, make and evaluate a moving vehicle with wheels and axels.		

Design Technology Yearly Overview

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year 3	Flying food airways	Anglo Saxon Chronicles	Lost in the jungle	Child of our time	Biome in a Box	Viking Saga
	Food	Mechanisms		Design a Prototype		Structures
	Making Soup	Christmas Card – double layered V-fold		Creating a toy		
Year 4	Building Britain	World War One	Who pays the price?	Veni, vidi, vici	On top of the world	Great Britain, Great Britons
		Mechanisms	Design a Prototype	Food		Moving Mechanisms
		Christmas Card – asymmetrical V-fold	Design and make a product that reuses plastic	Design and make a healthy pasta dish using seasonal vegetables		
Year 5	Let's go Outside	WW2	Earth and Space	Growth and New Life	Raging Rivers	Black Britain
	Structures	Mechanisms	Food			Structures
	A moving mechanisms information book created by them for their age range	Christmas Card - interlocking V-fold	Rehydrating Food			Electrical Structures
Year 6	Let there be Light	Bright Spark	Fairtrade	A Prehistoric Puzzle Darwin's Discovery	Angry Earth	Mystery of the Maya
		Mechanisms	Design a Product		Structures	Food
		Christmas Card – multi-layered V-fold	Create a new Fairtrade chocolate bar and will design packaging for it		Earthquakes proof buildings	BBQ food

EYFS – DT Overview



Whole School Curriculum Map: DT (EYFS)

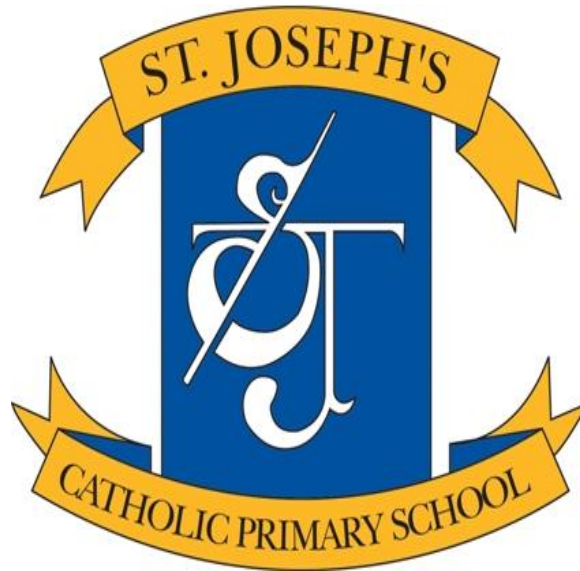
(Expressive Art and Design/Creating with Materials)

Design	Evaluate	Technical Knowledge	Make
<p>(Managing Self) - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>(Self Regulation) -Set and work towards simple goals, being able to wait for what they want and control their immediate. impulses when appropriate</p> <p>(Creating with Materials) -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>(Speaking) -Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>(Creating with Materials) -Share their creations, explaining the process they have used.</p>		<p>(Fine Motor) -Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>- Use a range of small toys, including scissors, paint brushes and cutlery</p> <p>-Begin to show accuracy and care when drawing</p> <p>(Creating with Materials) -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>

Early Learning Goals (End of Year Assessment)

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used.

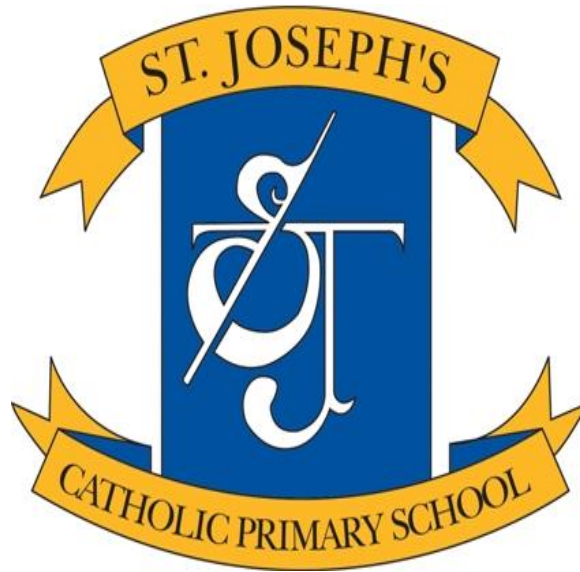
Year One – DT Overview



Whole School Curriculum Map: DT (Year One)

Design	Evaluate	Technical Knowledge	Make
Design simple products that work and look appealing Discuss and draw ideas and use ICT to communicate.	Explore existing products eg home, school Discuss own ideas and designs.	Start to build structures, exploring ways to stiffen, stable and strengthen Explore simple mechanisms	Use a range of materials and components eg construction, textiles and ingredients Use a range of tools and equipment to perform practical tasks eg cut, shape, join and finish.
Food Technology			
Begin to understand where food comes from Prepare simple dishes using knowledge of healthy food.			

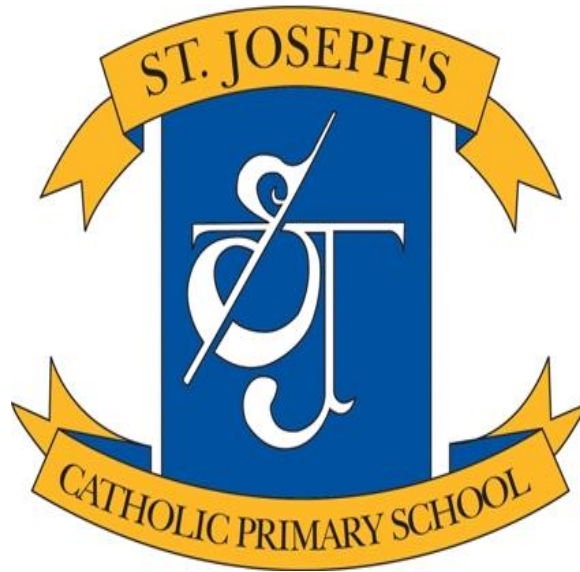
Year Two – DT Overview



Whole School Curriculum Map: DT (Year Two)

Design	Evaluate	Technical Knowledge	Make
Design products for others and themselves that are purposeful, functional and appealing Generate, develop, model and communicate ideas through talking, drawing, templates and ICT.	Explore and evaluate a range of existing products eg home, school Evaluate own ideas and designs against given design criteria.	Build structures, exploring ways to stiffen, stabilise and strengthen Explore and use mechanisms eg levers, wheels and axles.	Select from and use a wide range of materials and components (according to their characteristics) eg construction, textiles and ingredients Select from and use a wide range of tools and equipment to perform practical tasks eg cut, shape, join and finish.
Food Technology			
Use basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.			

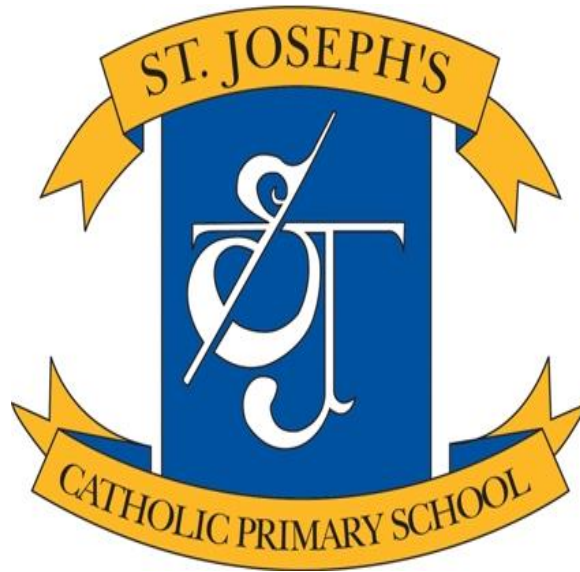
Year Three – DT Overview



Whole School Curriculum Map: DT (Year Three)

Design	Evaluate	Technical Knowledge	Make
Communicate ideas using different strategies eg discussion, sketch Use research to inform design Take risks to become innovative and resourceful.	Evaluate own ideas and designs against given design criteria and consider the views of others to improve their work Investigate a range of existing products that address real/ relevant problems, in a range of relevant contexts eg home, leisure, school.	Apply understanding of how to strengthen, stiffen and reinforce structures Identify range of mechanical systems and how they work (gears, pulleys, cams, levers and linkages).	Select from and use a wide range of tools, equipment, materials and components accurately.
Food Technology			
Apply principles of a healthy, varied diet when preparing variety of savoury dishes Apply understanding of seasonality and its link to ingredients.			

Year Four – DT Overview



Whole School Curriculum Map: DT (Year Four)

Design	Evaluate	Technical Knowledge	Make
Communicate, generate and develop ideas using a range of strategies eg prototypes, pattern pieces Use research to inform design and develop design criteria Take risks to become innovative and resourceful..	Evaluate own and others' work suggesting improvements and consider the views of others to improve their work Investigate a range of existing products in a range of relevant contexts eg culture, industry.	Apply understanding of how to strengthen, stiffen in order to reinforce more complex structures Use computing to program, monitor and control products Identify wider range of mechanical systems and how they work (gears, pulleys, cams, levers and linkages) Use understanding of electrical systems (series circuits, switches, bulbs and motors).	Select from and use a wider range of tools, equipment, materials and components accurately to make prototypes.
Food Technology			
Know where and how a variety of ingredients is grown, reared, caught and processed.			

Year Five – DT Overview



Whole School Curriculum Map: DT (Year Five)

Design	Evaluate	Technical Knowledge	Make
Communicate, generate, develop and model ideas using a range of strategies eg computer- aided design, cross-sectional and exploded diagrams Use research to inform design and generate own design criteria Communicate, generate and develop ideas, drawing on other disciplines eg science, maths, computing Confidently take calculated risks to become innovative, resourceful and enterprising.	Generate own design criteria and evaluate ideas and products against these Investigate and analyse a range of existing products that address real/relevant problems, in a range of relevant contexts Understand how key events and individuals in D&T helped to shape the world.	Construct more complex structures by applying range of strategies in order to solve real/ relevant problems Drawing on disciplines & making connections to wider subject areas, apply understanding of computing to program, monitor and control products Making connections to real & relevant problems, apply understanding of wider range of mechanical systems (gears, pulleys, cams, levers and linkages) Making connections to real & relevant problems, apply understanding of electrical systems (series circuits, switches, bulbs and motors).	According to their functional properties and aesthetic qualities, select from and use a wide range of tools, equipment, materials and components accurately to make high quality prototypes.
Food Technology			
Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.			

Year Six – DT Overview

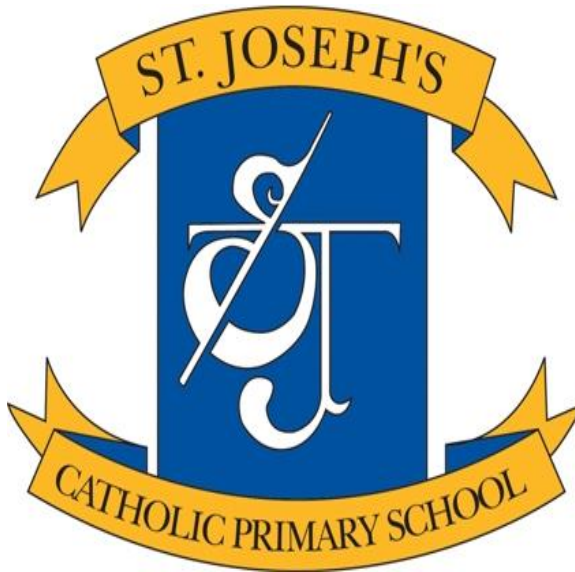


Whole School Curriculum Map: DT (Year Six)

Design	Evaluate	Technical Knowledge	Make
Communicate, generate and develop ideas, drawing on other disciplines eg science, maths, computing Use research to inform innovative design and generate own design criteria Confidently take calculated risks to become innovative, resourceful and enterprising.	Generate own design criteria and critique ideas and products against these Explain and understand how key events and individuals in D&T helped to shape the world.	Construct more complex structures by applying range of strategies in order to solve real / relevant problems Drawing on disciplines & making connections to wider subject areas, apply understanding of computing to program, monitor and control products Making connections to real & relevant problems, apply understanding of wider range of mechanical systems (gears, pulleys, cams, levers and linkages) Making connections to real & relevant problems, apply understanding of electrical systems (series circuits, switches, bulbs and motors).	According to their functional properties and aesthetic qualities, select from and use a wide range of tools, equipment, materials and components accurately to make high quality prototypes. Safely use and explore a variety of quality prototypes.
Food Technology			
Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Know where and how a variety of ingredients are grown, reared, caught and processed and its impact on meal design Develop crucial life skill of feeding themselves and others affordably and well.			

Whole School DT Focus:

Christmas Cards (Mechanisms)



Whole School DT Focus: Christmas Cards (Mechanisms)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Outcome	To create a Christmas-themed card with a pop-up mechanism						
Design Criteria	To create a Christmas themed card for an adult/ child receiving a Christmas greeting card. To include a simple stand pop- up mechanism and to have a Winter/ Christmas theme.						
Mechanism	Single Cut V-fold	Single V-fold Stand	Triple Stand V-fold	Double Layered V-fold Stand	Asymmetric al V-fold Stand	Interlocking Diagonal V-fold and Zig Zag Fold	Multi-layered V-fold Stand
Evaluation	Did the card pop-up? Were you able to create the pop-up mechanism accurately? Did you use a Christmas themed design?						

