

Curriculum Map: DT KS1 Class 2

KS1 A	
Autumn	<p>Mechanisms: Levers</p> <p>Moving pictures: Plants growing/Christmas Cards</p> <ul style="list-style-type: none"> ▪ Join appropriately for different materials and situations e.g. glue, tape. ▪ Mark out materials to be cut using a template. ▪ Fold, tear and cut paper and card. ▪ Cut along lines, straight and curved. ▪ Use a hole punch. ▪ Insert paper fasteners for card. ▪ Experiment and make products with levers and sliders to find different ways of making things move in a 2D plane. <p>glue, tape, axle, fix, strengthen, construct, free running, mark out, template, straight, curved, hole punch, lever, slider, slot.</p>
Spring	<p>Mechanisms: Cars</p> <p>Cars: Axels, moving wheels</p> <ul style="list-style-type: none"> ▪ Join appropriately for different materials and situations e.g. glue, tape. ▪ Try out different axle fixings and their strengths and weaknesses. ▪ Make vehicles with construction kits which contain free running wheels. ▪ Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels. ▪ Roll paper to create tubes. ▪ Cut dowel using hacksaw and bench hook. ▪ Attach wheels to a chassis using an axle. ▪ Mark out materials to be cut using a template. ▪ Fold, tear and cut paper and card. ▪ Cut along lines, straight and curved. ▪ Use a hole punch. ▪ Insert paper fasteners for card. ▪ Experiment and make products with levers and sliders to find different ways of making things move in a 2D plane. <p>glue, tape, axle, fix, strengthen, construct, free running, mark out, template, straight, curved, hole punch, lever, slider, slot.</p>
Summer	<p>Food</p> <p>Food: Cheese/Ice cream/Check out possible visit to Wallings Ice Cream</p> <ul style="list-style-type: none"> ▪ Develop a food vocabulary using taste, smell, texture and feel. ▪ Group familiar food products e.g. fruit and vegetables. ▪ Explain where food comes from. ▪ Cut, peel, grate, chop a range of ingredients ▪ Work safely and hygienically. ▪ Understand the need for a variety of foods in a diet. ▪ Measure and weigh food items, non-statutory measures e.g. spoons, cups. • Assemble or cook ingredients. <p>Cut, peel, grate, taste, chop, smell</p>

<p>Autumn</p>	<p>Mechanisms/ Textiles: Puppets</p>	<p>Textiles: Puppets</p> <ul style="list-style-type: none"> • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). <p>Tearing, cutting, folding and curling, gluing, joining</p>
<p>Spring</p>	<p>Food</p>	<p>Food</p> <p>Make a healthy fruit salad</p> <ul style="list-style-type: none"> ▪ Develop a food vocabulary using taste, smell, texture and feel. ▪ Group familiar food products e.g. fruit and vegetables. ▪ Explain where food comes from. ▪ Cut, peel, grate, chop a range of ingredients ▪ Work safely and hygienically. ▪ Understand the need for a variety of foods in a diet. ▪ Measure and weigh food items, non-statutory measures e.g. spoons, cups. • Assemble or cook ingredients. <p>Cut, peel, grate, taste, chop, smell</p>
<p>Summer</p>	<p>Structures: Playgrounds</p>	<p>Structures: Making a playground</p> <p>Explore how to make structures stronger.</p> <ul style="list-style-type: none"> ▪ Investigate different techniques for stiffening a variety of materials and making them stronger. ▪ Test different methods of enabling structures to remain stable. ▪ Join appropriately for different materials and situations e.g. glue, tape. ▪ Mark out materials to be cut using a template, make templates ▪ Use a glue gun with close supervision. ▪ Use materials to practise drilling, screwing, gluing and nailing <p>Stronger, stiffen, stable, joining, gluing, taping, stapling, template, drilling, screwing, nailing</p>

Curriculum Map: DT KS2 Class 3

KS2 YR 3 and 4 A	
Autumn	<p>Food</p> <p>Bread</p> <ul style="list-style-type: none"> ▪ Develop sensory vocabulary/knowledge using, smell, taste, texture and feel. ▪ Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury). ▪ Follow instructions/recipes. ▪ Make healthy eating choices – use the <i>Eatwell plate</i>. ▪ Join and combine a range of ingredients hygienically ▪ Use appropriate utensils. ▪ Measure ingredients to the nearest gram accurately. ▪ Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). ▪ Explore seasonality of vegetables and fruit. ▪ Find out which fruit and vegetables are grown in countries/continents studied in Geography. <p>Develop understanding of how meat/fish are reared/caught.</p> <p>Cut, peel, grate, taste, chop, smell, taste, texture, feel, hygienic, temperature, control, recipe,</p>
Spring	<p>Textiles</p> <p>Romans: Purses, money containers, belts, shoes</p> <p>Roman soldier, Roman daughter, Roman belt, Roman shoes</p> <ul style="list-style-type: none"> ▪ Develop vocabulary for tools materials and their properties. ▪ Understand need for seam allowance. ▪ Join fabrics using running stitch, over sewing, blanket stitch. ▪ Prototype a product using J cloths. ▪ Use prototype to make pattern. ▪ Explore strengthening and stiffening of fabrics. ▪ Explore fastenings (inventors?) and recreate some. ▪ Sew on buttons and make loops. <p>Use appropriate decoration techniques.</p> <p>Cut, join, glue, stick, staple, sew, stitch, seam, seam allowance, running stitch, over sewing, blanket stitch. Prototype, Strengthening, stiffening, fasteners.</p> <p>Inventors, buttons, loops, decoration.</p>

Spring	Materials/ Construction	<p>Making planters</p> <p>Cut materials accurately and safely by selecting appropriate tools.</p> <ul style="list-style-type: none"> • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques. <p>Tearing, cutting, folding and curling, gluing, joining, measure, mark, millimetre, shaping, perimeter, slots, cuts,</p>
Summer	Mechanics/Electrical/ICT systems	<p>Electrical:</p> <p>Light to turn on a and buzzer to open door in box from ART</p> <ul style="list-style-type: none"> ▪ Develop vocabulary related to the project. ▪ Use mechanical systems such as gears, pulleys, levers and linkages. ▪ Incorporate a circuit into a model. ▪ Use electrical systems such as switches bulbs and buzzers. ▪ Use ICT to control products. ▪ Use lolly sticks/card to make levers and linkages. <p>glue, tape, axle, fix, strengthen, construct, free running, mark out, template, straight, curved, hole punch, lever, slider, slot, gears, pulleys, linkage, circuit, electrical buzzers, bulbs, switches, control, winding mechanisms, forces</p>

Curriculum Map: DT KS2 Class 3

Autumn	Food	<p>Food: Global Focus: Mexican Food(make flatbread wraps)/Pizza (make the dough: investigate adding ingredients into the dough)</p> <ul style="list-style-type: none"> ▪ Prepare food products taking into account the properties of ingredients and sensory characteristics. ▪ Weigh and measure using scales accurately and calculate ratios of ingredients to scale up or down from a recipe. ▪ Select and prepare foods for a particular purpose. ▪ Work safely and hygienically, understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). ▪ Show awareness of a healthy diet (using the eatwell plate). ▪ Use a range of cooking and baking techniques. ▪ Create and refine recipes, including ingredients, methods, cooking times and temperatures.
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Summer	Electrical Mechanics	<p>Electrical Mechanics: Cams and motors project</p> <p>https://www.youtube.com/watch?v=IM3vYcYVAXI https://webarchive.nationalarchives.gov.uk/20100512145600/http://www.standards.dfes.gov.uk/schemes2/designtech/det6d/Fairgrounds or moving vehicles</p> <ul style="list-style-type: none"> ▪ Develop a technical vocabulary appropriate to the project. ▪ Use mechanical systems such as cams, pulleys and gears. Convert rotary motion to linear using cams. ▪ Use electrical systems such as motors. ▪ Program, monitor and control using ICT ▪ Use innovative combinations of electronics (or computing) and mechanics in product designs. <p>glue, tape, axle, fix, strengthen, construct, free running, mark out, template, straight, curved, hole punch, lever, slider, slot, gears, pulleys, linkage, circuit, electrical buzzers, bulbs, switches, control, winding mechanisms, forces, cams, rotary motion, electronics, computing.</p>

KS2 YR 5 6 B		
Autumn	Construction	<p>Construction:</p> <p>Create an Anglo Saxon Village Look at construction techniques, work in small groups.</p> <p>https://www.bing.com/images/search?q=anglo+saxon+building+techniques&qvvt=anglo+saxon+building+techniques&FORM=IGRE</p> <p>Look at Anglo Saxon building techniques and apply skills.</p> <p>Have a look at materials around school grounds: Willow that could be stripped.</p> <p>How did the Anglo Saxons strengthen their structures?</p> <ul style="list-style-type: none"> ▪ Use the correct terminology for tools materials and processes. ▪ Use bradawl to mark hole positions. ▪ Use hand drill to drill tight and loose fit holes. ▪ Cut strip wood drill, screw, sand, dowel, square section wood accurately to 1mm.

		<ul style="list-style-type: none"> ▪ Join materials using appropriate methods. ▪ Build frameworks to support mechanisms. ▪ Stiffen and reinforce complex structures. <p>Strengthen, stiffen, diagonal struts, stabilise, joining, gluing, taping, stapling, template, drilling, sanding, stripping wood, screwing, nailing, measure, mark. cm. Saw, weaving.</p>
Summer	Materials	<p>Materials: Connect with ART project on Architecture Gaudi: Barcelona</p> <p>Create a room including furniture in the style of Gaudi, cushions, curtains, Thinking about patterns on a theme (Gaudi)?</p> <ul style="list-style-type: none"> ▪ Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). ▪ Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). <p>Tearing, cutting with precision, refine, folding and curling, gluing, joining, measure, mark, millimetre, shaping, sanding, perimeter, slots, cuts,</p> <ul style="list-style-type: none"> ▪ Use the correct vocabulary appropriate to the project. ▪ Create 3D products using patterns pieces and seam allowance, such as cushions. ▪ Understand pattern layout. ▪ Decorate textiles appropriately (often before joining components). ▪ Pin and tack fabric pieces together. ▪ Join fabrics using over sewing, back stitch, blanket stitch or machine stitching (closer supervision). ▪ Combine fabrics to create more useful properties. <p>Make quality products. Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).</p> <p>Cut, join, glue, stick, staple, pin, tack, sew, stitch, seam, seam allowance, running stitch, over sewing, blanket stitch. Prototype, Strengthening, stiffening, fasteners. Inventors, buttons, loops, decoration.</p>