

# Essendon C of E Primary School (VC)

Encouraging Everyone's Light To Shine (Matthew 5:16)

## DT Curriculum Map – Year A

Value	Essendon Way	Love Yourself	Love Others	Love God	Love Learning	Love the World You Live In
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pantherswood	<p>Kapow – <b>Cooking and Nutrition:</b> Smoothie making</p> <ul style="list-style-type: none"> <li>• Fruit and veg</li> <li>• Exploring textures and taste</li> <li>• Design smoothie</li> <li>• Practice fine motor with playdough</li> <li>• Make the smoothie</li> </ul>	<p>Kapow – <b>Structures:</b> Junk modelling</p> <ul style="list-style-type: none"> <li>• Tools, materials, cutting, planning, making</li> </ul> <p>Kapow – <b>Mechanisms:</b> Santa sliding down the chimney</p> <ul style="list-style-type: none"> <li>• Sing the song with pre made one,</li> <li>• Draw Santa and chimney</li> <li>• Cut out</li> <li>• Joining two element</li> <li>• Decorate</li> </ul>	<p>Kapow – <b>Structures:</b> boats</p> <ul style="list-style-type: none"> <li>• Investigate materials</li> <li>• Floating and sinking</li> <li>• Look at boats and ships</li> <li>• Design, create and test</li> </ul>	<p>Kapow – <b>Textiles/Craft</b> materials: Hanging Easter decorations</p> <ul style="list-style-type: none"> <li>• Easter story</li> <li>• Make patterns,</li> <li>• Plan pattern</li> <li>• Draw egg</li> <li>• Cut</li> <li>• Design</li> </ul>	<p>Kapow – <b>Textiles</b> (Bookmarks) – flag</p> <ul style="list-style-type: none"> <li>• Threading</li> <li>• Weaving, Planning Sewing</li> </ul>	ART Focus
Homewood	ART Focus	<p>Kapow – <b>Structures</b> : Making windmills</p> <ul style="list-style-type: none"> <li>• Design criteria</li> <li>• Importance of stable structures</li> <li>• Turbines and axles</li> </ul>	ART Focus	<p>Kapow – <b>Cooking and Nutrition</b> : Fruit and vegetables</p> <ul style="list-style-type: none"> <li>• Designing packaging</li> <li>• Chopping and cutting</li> <li>• Distinguishing between fruit and vegetables</li> </ul>	ART Focus	<p>Kapow - <b>Mechanisms:</b> Wheels and Axles</p> <ul style="list-style-type: none"> <li>• Design a vehicle that includes wheels and axles</li> <li>• Create labelled drawings</li> <li>• Identify what stops wheels from turning.</li> </ul>

Warrenwood	ART Focus	<p>Kapow – <b>Digital World</b></p> <p>– Electronic Charm/Wearable Technology</p> <ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Use computing for design</li> <li>• Write a program to control an LED light</li> </ul>	ART Focus	<p>Kapow – <b>Cooking and Nutrition</b>: eating seasonally - tarts</p> <ul style="list-style-type: none"> <li>• Create a recipe</li> <li>• Follow instructions</li> <li>• Understand seasonality</li> </ul>	<p>Kapow - <b>Structures</b></p> <p>– constructing a castle</p> <ul style="list-style-type: none"> <li>• Recognising 3D shapes</li> <li>• Nets of 3D shapes</li> <li>• Designs using a 3D shapes computer program.</li> </ul>	ART Focus
Harefield	ART Focus	<p>Kapow - <b>Electrical systems</b>: Doodlers (Y5)</p> <ul style="list-style-type: none"> <li>• Identify factors that could be changed on existing products.</li> <li>• Develop design criteria and construct a product using them.</li> <li>• Make a functional series circuit, incorporating a motor.</li> <li>• Peer evaluate a set of instructions.</li> </ul>	ART Focus	<p>Kapow - <b>Digital World</b>: Monitoring devices (Y5)</p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Develop design</li> <li>• Know what a virtual model is and using CAD modelling</li> <li>• Understand the functional and aesthetic properties of plastics.</li> <li>• Program to monitor temperature</li> <li>• Learn facts about plastic.</li> <li>• Explain functions of program.</li> </ul>	ART Focus	<p>Kapow – <b>Cooking and Nutrition</b> – Come Dine With me (Y6)</p> <ul style="list-style-type: none"> <li>• Write a recipe.</li> <li>• Follow a recipe.</li> <li>• Adapt a recipe.</li> <li>• Work to a given timescale.</li> <li>• Work safely and hygienically.</li> <li>• Taste test and evaluate a recipe.</li> <li>• Suggest improvements.</li> </ul>

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## DT Curriculum Map – Year B

Value	Essendon Way	Love Yourself	Love Others	Love God	Love Learning	Love the World You Live In
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pantherswood	<p>Kapow – <b>Textiles</b> (Bookmarks) – Scarecrow patches</p> <ul style="list-style-type: none"> <li>• Threading</li> <li>• Weaving</li> <li>• Planning</li> <li>• Sewing</li> </ul> <p>Kapow – <b>Cooking and Nutrition</b> – pumpkin soup</p> <ul style="list-style-type: none"> <li>• Fruit and veg</li> <li>• Exploring pumpkins</li> <li>• Designing soup</li> <li>• Practice fine motor with playdough</li> <li>• Make the soup</li> </ul>	<p>Kapow – <b>Structure</b> – hibernation boxes</p> <ul style="list-style-type: none"> <li>• Autumn walk</li> <li>• Changes</li> <li>• Understand hibernation</li> <li>• Research</li> <li>• Design</li> <li>• Fine motor skills</li> <li>• Cutting</li> <li>• Joining</li> </ul>	<p>Kapow – <b>Structure</b> – junk modelling</p> <ul style="list-style-type: none"> <li>• Tools</li> <li>• Materials</li> <li>• Cutting</li> <li>• Planning</li> <li>• Making</li> </ul>	<p>Kapow – <b>Mechanisms</b> – Easter bunny</p> <ul style="list-style-type: none"> <li>• Sing the song with pre made one</li> <li>• Draw Easter bunny</li> <li>• Cut out</li> <li>• Join two elements</li> <li>• Decorate</li> </ul>	<p>Kapow – <b>Textiles</b> – flower threading</p> <ul style="list-style-type: none"> <li>• Investigate flowers</li> <li>• Draw flowers</li> <li>• Cut out</li> <li>• Use hole punch</li> <li>• Thread onto wool</li> </ul>	<p>Kapow - <b>Cooking and Nutrition</b> – Pizza</p> <ul style="list-style-type: none"> <li>• Fruit and veg</li> <li>• Exploring textures and taste</li> <li>• Designing pizza</li> <li>• Practice fine motor with playdough</li> <li>• Make the pizza</li> </ul>
Homewood	ART Focus	<p>Kapow – <b>Cooking and Nutrition</b> : A balanced diet (linked with Science)</p> <ul style="list-style-type: none"> <li>• Design a healthy</li> <li>• Slicing food safely</li> <li>• a design brief.</li> <li>• Describing the taste, texture and smell of fruit and vegetables.</li> <li>• Taste testing food combinations</li> <li>• Describe labels</li> </ul>	<p>Kapow - <b>Textiles</b>: Puppets (linked with history)</p> <ul style="list-style-type: none"> <li>• Use a template</li> <li>• Cut fabric</li> <li>• Use joining methods</li> <li>• Sequence steps</li> <li>• Reflect on finished product</li> </ul>	<p>Kapow - <b>Mechanisms</b> : Making a moving monster (linked with history)</p> <ul style="list-style-type: none"> <li>• Create design criteria for a moving monster</li> <li>• Design a moving monster for an</li> <li>• Make linkages</li> <li>• Cut and assemble components</li> <li>• Evaluate design.</li> </ul>	ART focus	ART focus

Warrenwood	<p>Kapow – <b>Textiles</b>: Cushions</p> <ul style="list-style-type: none"> <li>• Cross stitch and applique</li> <li>• Stitching</li> <li>• Develop sketches and pattern pieces through design ideas and aesthetic qualities.</li> </ul>	ART Focus	<p>Kapow - <b>Electrical Systems</b>: electric poster</p> <ul style="list-style-type: none"> <li>• Research a given topic</li> <li>• Generating a design based on specific criteria</li> <li>• Considering the position and purpose of the electrical circuit.</li> </ul>	<p>ART Focus</p> <p>British Science Week STEM focus 'Connections' (8<sup>th</sup>-17<sup>th</sup> March 2024)</p> <p>Kapow – <b>Mechanisms</b> - Pneumatic toys</p> <ul style="list-style-type: none"> <li>• Design a toy that uses a pneumatic system.</li> <li>• Develop design</li> <li>• Generate ideas</li> <li>• Create a pneumatic system</li> <li>• Select and manipulate materials</li> </ul>	ART Focus	<p>Kapow - <b>Cooking and nutrition</b> – adapting a recipe</p> <ul style="list-style-type: none"> <li>• Making biscuits</li> <li>• Designing and making packaging for a food product</li> <li>• Evaluating existing products.</li> </ul>
Harefield	<p>Kapow - <b>Textiles</b> (Y5): Stuffed toys (link to Egyptian animals and deities)</p> <ul style="list-style-type: none"> <li>• Design a stuffed toy.</li> <li>• Measure, mark and cut fabric.</li> <li>• Use blanket stitch.</li> <li>• Thread needles independently.</li> <li>• Use applique.</li> <li>• Test and evaluate.</li> </ul>	ART Focus	ART Focus	<p>British Science Week STEM focus 'Connections' (8<sup>th</sup>-17<sup>th</sup> March 2024)</p> <p>Kapow - <b>Mechanisms</b>: Making a pop-up book</p> <ul style="list-style-type: none"> <li>• Design a pop-up book using a mixture of structures and mechanisms.</li> <li>• Storyboard ideas</li> <li>• Follow a design brief</li> <li>• Make mechanisms and/or structures</li> <li>• Use layers to hide workings</li> <li>• Evaluate work of</li> </ul>	ART Focus	<p>Kapow – <b>Structures</b>: Playgrounds (Y6)</p> <ul style="list-style-type: none"> <li>• Design a playground with different structures.</li> <li>• Building a range of play apparatus</li> <li>• Measure, mark and cut</li> <li>• Use a range of materials to reinforce and add decoration to structures.</li> <li>• Testing and adapt</li> </ul>

	<p><b>End of Key stage expectations.</b></p>
<p><b>Early Years</b></p>	<p>By the end of Reception, pupils should be taught:</p> <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>• Share their creations, explaining the process they have used</li> <li>• Make use of props and materials when role playing characters in narratives and stories</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher</li> <li>• Sing a range of well-known nursery rhymes and songs</li> <li>• Perform songs, rhymes, poems and stories with others, and) when appropriate) try to move in time with music</li> </ul>
<p><b>Key Stage 1</b></p>	<p><b>Art &amp; Design:</b> By the end of Y2, pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> <p><b>Design &amp; Technology</b> - Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• <b>Design</b> - purposeful, functional, appealing products for themselves and other users based on design criteria.</li> </ul>

	<ul style="list-style-type: none"> <li>● generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>● <b>Make</b> - 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> <li>● <b>Evaluate</b> - explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria.</li> <li>● <b>Technical knowledge</b> - 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</li> </ul>
<p><b>Key Stage 2</b></p>	<p><b>Art &amp; Design:</b> Pupils should be taught: By the end of Y6, pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> <li>● to create sketch books to record their observations and use them to review and revisit ideas</li> <li>● to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>● about great artists, architects and designers in history</li> </ul> <p><b>Design &amp; Technology:</b> Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● <b>Design</b> - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups, generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul>

- **Make** - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- **Evaluate** - investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work, understand how key events and individuals in design and technology have helped shape the world
- **Technical knowledge** - apply their understanding of how to strengthen, stiffen and reinforce more complex structures, understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages], understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors], apply their understanding of computing to program, monitor and control their products

### **Cooking and nutrition**

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life

Pupils should be taught to:

**Key stage 1** - use the basic principles of a healthy and varied diet to prepare dishes, understand where food comes from.

**Key stage 2** - understand and apply the principles of a healthy and varied diet, prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques, understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed