

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
Ruby	Safely use and explore a variety of materials, tools and techniques. Combine media. Construct with a purpose in mind, using a variety of resources. Cooking and nutrition – smoothies Linked to Literacy text, year A/B, and topic		Uses simple tools and techniques competently and appropriately. Select resources and adapt work where necessary. Select tools and techniques needed to shape, assemble and join materials they are using, experimenting, design, texture, form and function. Structures - junk modelling, linked to Literacy text, year A/B and topic	Art focus		
Emerald	Art focus	Kapow – Structures:making windmills but adapted to make castles with moving features to link with the Castles topic	Art focus	Kapow - Food: Fruit and vegetables	Art focus	Kapow - Mechanisms: Fairground Wheels
Sapphire	Art focus		Art focus		Kapow - Structures – constructing a castle	
Diamond	Kapow - Electrical systems: Doodlers (Y5)		Kapow - Digital world: Monitoring devices (Y5)		Kapow - Come dine with me: (three ingredients, three courses) (Y6)	

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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
Ruby	Safely use and explore a variety of materials, tools and techniques. Combine media. Construct with a purpose in mind, using a variety of resources. Cooking and nutrition – smoothies Linked to Literacy text, year A/B, and topic		Uses simple tools and techniques competently and appropriately. Select resources and adapt work where necessary. Select tools and techniques needed to shape, assemble and join materials they are using, experimenting, design, texture, form and function. Structures - junk modelling, linked to Literacy text, year A/B and topic	Art focus		
Emerald	Art focus	Kapow - Food: A balanced diet linked with Science 'Animals including Humans' unit	Kapow - Textiles: Puppets linked with the 'Toys' history unit	Kapow - Mechanisms: Making a moving monster linked with the 'Toys' history unit	Art focus	Art focus
Sapphire	Kapow - Textiles – cross stitch and applique Stitching puppets, develop sketches and pattern pieces through design ideas and aesthetic qualities.		Art focus		Making biscuits, then designing and making packaging for a food product by evaluating existing products. Kapow - Cooking and nutrition – adapting a recipe	
Diamond	Kapow - Textiles (Y5): Stuffed toys (link to Egyptian animals and deities)		British Science Week STEM focus (10 th – 19 th March) Kapow - Mechanical systems: Making a pop-up book (Y5)		Kapow – Structures: Playgrounds (Y6)	

	<p>End of Key stage expectations.</p>
<p>Early Years</p>	<p>By the end of Reception, pupils should be taught:</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> ● 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 ● Make use of props and materials when role playing characters in narratives and stories <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> ● Invent, adapt and recount narratives and stories with peers and their teacher ● Sing a range of well-known nursery rhymes and songs ● Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music
<p>Key Stage 1</p>	<p>Art & Design: By the end of Y2, pupils should be taught:</p> <ul style="list-style-type: none"> ● to use a range of materials creatively to design and make products ● to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ● to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ● 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. <p>Design & Technology - 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"> ● 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 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, 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 [for example, levers, sliders, wheels and axles], in their products
<p>Key Stage 2</p>	<p>Art & Design: 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"> ● to create sketch books to record their observations and use them to review and revisit ideas ● 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] ● about great artists, architects and designers in history <p>Design & Technology: 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"> ● Design - 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

- **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