



Design Technology Curriculum Map

<p>EYFS</p>	<p>By the end of the EYFS children will have:</p> <p>Shown models and plans in the environment, such as at the local planning office, in the town square, or at the new apartments down the road</p> <p>Taught techniques associated with the things they are doing, for example, them how to make joints, attach things together</p> <p>Made suggestions and asked questions to extend their ideas of what is possible, for example, “I wonder what would happen if...”</p> <p>Used various construction materials.</p> <p>Constructed stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Joined construction pieces together to build and balance.</p> <p>Realised tools can be used for a purpose.</p>					
	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>
<p>Autumn</p> <p>Product / Construction</p> <p>Mechanisms, electronics, structures</p>	<p>Moving Monsters</p> <p>Sliders/split pins</p>	<p>Wacky Races</p> <p>Vehicles / axles</p>	<p>Bronze and Iron age jewellery</p> <p>Soldering, wire cutting, joining, finishing</p>	<p>Wheels, water and energy</p> <p>Pulleys and cogs</p>	<p>Bridges and aqueducts</p> <p>Materials, construction, free standing structure</p>	<p>Fairground</p> <p>Cams, Electricity</p>



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<p>Spring Textile</p>	<p>Threading, cutting, sewing,</p> <p>Thread a needle</p> <p>Using plastic needles</p> <p>Tie a knot</p> <p>To use Binca fabric</p> <p>To be able to complete a running stitch and cross stitch</p> <p>To plan, create, make and evaluate their own bookmark</p>	<p>Threading, sewing, cutting and joining</p> <p>Binca fabric to reduce in hole size</p> <p>Using plastic needles</p> <p>To develop practise of running stitch and cross stitch</p> <p>To introduce blanket stitch (HA)</p> <p>To plan, create, make and evaluate their own purse (out of binca fabric with Velcro fastner)</p>	<p>Threading, sewing, cutting, joining, selecting materials</p> <p>To use felt material without guidance</p> <p>To introduce and use metal needles</p> <p>Develop and independently use three stitch types</p> <p>To plan, create, make and evaluate their own hand puppet</p>	<p>Threading, sewing, cutting, joining, selecting materials, sealing and stuffing</p> <p>To select from a variety of materials and stuffing materials</p> <p>To develop and independently use metal needles</p> <p>To be introduced to backstitch</p> <p>To plan, create, make and evaluate their own soft toy</p>	<p>Tapestry</p>	<p>Cutting, joining, selecting stitches and materials, applique,</p> <p>To plan and create a re-useable tote bag.</p> <p>Use of sewing machine</p>
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	Without heat source		With heat source			
Summer Food Kneading, mixing, chopping, peeling, slicing, spreading, grating and baking.	Chopping, slicing To create and eat a fruit salad Fruit salad with English fruits Fruit salad with exotic fruits Links to seasonality Visit local market	Chopping, slicing, peeling and grating To create a vegetable soup Linked to digging for victory Watch TA/CT cook soup – discuss changes Visit to allotment	Chopping, slicing, peeling, grating and spreading To practise basic skills (such as boil an egg, boil pasta, make a sandwich, use a tin opener) to create an eatwell plate Visit to supermarket	Chopping, kneading, spreading, mixing and baking To make bread and pastry Linked to who we are twinned to Visit from a baker	Mixing, chopping, peeling, slicing, grating, spreading To make sushi Finesse and delicacy Visit from a sushi chef	Kneading, mixing, chopping, peeling, slicing, spreading, grating and baking. To be able to plan, create, cook and serve a balanced meal, for an activators tea, understanding different diets, allergies, budgets, costings and safety using a range of skills and equipment. Working with school chef, buying food from shops, hospitality, personal

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To determine what these are

Potential memory makers

Buying food from shops, growing their own food, supporting food prep in school kitchen,