

Woodlands Park Primary – DT Curriculum Map – Updated Feb 2022 **Design** **Make** **Evaluate** **Technical Knowledge**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Foundation Stage</b>	<u>Baseline Assessment</u> <u>Julia Donaldson</u>  <u>30 – 50 months</u> <ul style="list-style-type: none"> <li>Uses various construction materials.</li> <li>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>Joins construction pieces together to build and balance.</li> <li>Realises tools can be used for a purpose.</li> </ul>	<u>All aboard the Woodland Christmas Express</u>  <u>40 – 60 months</u> <ul style="list-style-type: none"> <li>Junk modelling - Understands that different media can be combined to create new effects.</li> <li>Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul>	<u>To infinity and beyond</u>  <u>40 – 60 months</u> <ul style="list-style-type: none"> <li>Constructs with a purpose in mind, using a variety of resources.</li> <li>Uses simple tools and techniques competently and appropriately.</li> <li>Selects appropriate resources and adapts work where necessary.</li> <li>Selects tools and techniques needed to shape, assemble and join materials they are using</li> </ul>	<u>Healthy Eating Week</u> <u>Mad about Minibeasts</u>  <u>40 – 60 months</u> <ul style="list-style-type: none"> <li>Constructs with a purpose in mind, using a variety of resources.</li> <li>Manipulates materials to achieve a planned effect.</li> <li>Constructs with a purpose in mind, using a variety of resources.</li> <li>Uses simple tools and techniques competently and appropriately.</li> <li>Selects appropriate resources and adapts work where necessary.</li> <li>Selects tools and techniques.</li> </ul>	<u>Expressive Art and Design</u> <u>Creating with materials</u> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experiments 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 roleplaying characters in narratives and stories.</li> </ul> <u>Physical Development</u> <u>Fine motor skills</u> <ul style="list-style-type: none"> <li>Begin to show accurate and care when drawing.</li> </ul>	<u>Expressive Art and Design</u> <u>Creating with materials</u> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experiments 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 roleplaying characters in narratives and stories.</li> </ul> <u>Physical Development</u> <u>Fine motor skills</u> <ul style="list-style-type: none"> <li>Begin to show accurate and care when drawing.</li> </ul>
<b>Year 1</b>			<u>Blast Off – Junk Model Rockets</u> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining, and finishing].</li> <li>Generate, develop, model, and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> <li>Evaluate their ideas and products against design criteria.</li> </ul>		<u>Underwater Explorers</u> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products.</li> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>Explore and use mechanisms [focusing on levers and sliders] in their products.</li> </ul>	<u>If you go down to the woods</u> <u>Cooking jacket potatoes</u> <ul style="list-style-type: none"> <li>Understand where food comes from</li> <li>Learn about healthy food choices and diets.</li> <li>Design a healthy topping for your jacket potato.</li> <li>Use appropriate utensils to safely cut, chop, snip and mix relevant ingredients.</li> </ul>
<b>Year 2</b>	<u>Unique You and Marvellous Me</u>  <u>Nutrition and Cooking</u> <ul style="list-style-type: none"> <li>Use the basic principles of a healthy &amp; varied diet to prepare dishes</li> </ul>	<u>Fire! Fire!</u> <ul style="list-style-type: none"> <li>Know the vocabulary: lever, slider, and hinge.</li> <li>Make a functioning example of each mechanism and be able to talk about how it works.</li> </ul> Design and make a moving picture of a house with at least 2 different mechanisms (lever, hinge and/or slider).	<u>Ready, Steady, Go!</u> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> <li>Select from and use a range of tools and equipment to perform practical tasks.</li> </ul>	<u>Where's Woodlands?</u>	<u>Express Yourself</u>	<u>Ultimate Mini-Beasts</u> <ul style="list-style-type: none"> <li>Clay structures</li> </ul>

			<ul style="list-style-type: none"> <li>• Evaluate their ideas and products against design criteria.</li> <li>• Know the vocabulary: wheels, axels and chassis.</li> <li>• Make a functioning car using wheel and axel mechanisms.</li> <li>• Evaluate their products and suggest improvements.</li> </ul>			
<b>Year 3</b>		<p><u><b>Our World</b></u></p> <p>To prepare a European dish (to be decided next year based on topic)</p> <ul style="list-style-type: none"> <li>• Use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>• Understand seasonality and know where and how ingredients are grown, reared, caught and processed.</li> </ul>		<p><u><b>Vikings</b></u></p> <p>To design and make an Easter bag with the purpose to carry 3 small chocolate eggs aimed for a child age 7-9.</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagram.</li> <li>• Select from and use a wider range of tools and equipment to perform practical tasks accurately.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>		<p><u><b>Pop up human books</b></u></p> <ul style="list-style-type: none"> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>• Understand and use mechanical systems in their products – levers and linkages.</li> <li>• To improve their mastery of art and design techniques, including drawing, painting.</li> </ul>
<b>Year 4</b>	<p><u><b>The World Around Me</b></u></p> <p>Plan for Sept 2022 bridge building? Visit to Tamar bridge visitor centre.</p>	<p><u><b>The Arctic</b></u></p>	<p><u><b>What did the Romans do for us?</b></u></p> <p><u><b>Creating onagers using timber and tools such as saws, drills and adhesive</b></u></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes</li> <li>• Select from and use a wider range of tools and equipment to perform practical tasks – cutting and joining.</li> <li>• Select from and use a wider range of materials and components</li> <li>• Investigate and analyse a range of existing products</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others.</li> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• Understand and use mechanical systems in their products – levers and linkages</li> </ul>	<p><u><b>Ancient Greeks</b></u></p>	<p><u><b>Into the Jungle</b></u></p>	<p><u><b>Health &amp; Nutrition</b></u></p> <p><u><b>Cooking Omelettes</b></u></p> <ul style="list-style-type: none"> <li>• Prepare and cook a savoury dish using a range of cooking techniques (omelettes).</li> <li>• Understand seasonality and know where a variety of ingredients are grown.</li> <li>• Evaluate their ideas and products against their own design criteria.</li> <li>• Key skills: chopping, slicing, grating, mixing, whisking and baking.</li> </ul>

Year 5	<u>Children of World War 2</u>	<p><u>Make do and Mend</u></p> <p><u>To design and make a functional item of clothing or accessory – Sewing/Textiles</u></p> <ul style="list-style-type: none"> <li>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</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagram.</li> <li>Select from and use a wider range of tools and equipment to perform practical tasks accurately.</li> </ul> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <ul style="list-style-type: none"> <li>.</li> </ul>	<u>Our Ocean Planet</u>	<u>Our Ocean</u>	<u>What makes the Ancient Egyptians so impressive?</u>	<p><u>The Marvellous Human Body</u></p> <p><u>Cooking and nutrition</u></p> <ul style="list-style-type: none"> <li>Use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>Understand seasonality and know where and how ingredients are grown, reared, caught and processed.</li> </ul> <p><u>Healthy cereal bars? Yogurt?</u></p>
Year 6	<u>Vile Victorians</u>	<p><u>Christmas Creations</u></p> <p><u>DT- Victorian Toys</u></p> <ul style="list-style-type: none"> <li>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</li> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>Understand and use mechanical systems in their products – cams</li> </ul>	<u>Space – Is anyone out there?</u>	<p><u>Planet Chocolate – does it get a bad wrap?</u></p> <p><u>Cooking and nutrition</u></p> <ul style="list-style-type: none"> <li>Use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>Understand seasonality and know where and how ingredients are grown, reared, caught and processed.</li> </ul>	<u>‘Hoo’ is behind the mask? (Anglo Saxons)</u>	<u>Express yourself</u>