

Little Thurrock Primary School



Whole School Curriculum Map – D&T

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design						
<p>(Managing Self) Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>(Self Regulation) Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>(Creating with Materials) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p>Design simple products that work and look appealing</p> <p>Discuss and draw ideas and use ICT to communicate</p>	<p>Design products for others and themselves that are purposeful, functional and appealing</p> <p>Generate, develop, model and communicate ideas through talking, drawing, templates and ICT</p>	<p>Communicate ideas using different strategies eg <i>discussion, sketch</i></p> <p>Use research to inform design Take risks to become innovative and resourceful</p>	<p>Communicate, generate and develop ideas using a range of strategies eg prototypes, pattern pieces</p> <p>Use research to inform design and develop design criteria</p> <p>Take risks to become innovative and resourceful</p>	<p>Communicate, generate, develop and model ideas using a range of strategies eg computer aided design, cross-sectional and exploded diagrams</p> <p>Use research to inform design and generate own design criteria</p> <p>Communicate, generate and develop ideas, drawing on other disciplines eg science, maths, computing</p> <p>Confidently take calculated risks to become innovative, resourceful and enterprising</p>	<p>Communicate, generate and develop ideas, drawing on other disciplines eg science, maths, computing</p> <p>Use research to inform innovative design and generate own design criteria</p> <p>Confidently take calculated risks to become innovative, resourceful and enterprising</p>
Evaluate						
<p>(Speaking) Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>(Creating) Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p>	<p>Explore existing products eg <i>home, school</i> Discuss <i>own ideas and designs</i></p>	<p>Explore and evaluate a range of existing products eg home, school</p> <p>Evaluate own ideas and designs against given design criteria</p>	<p>Evaluate own ideas and designs against given design criteria and consider the views of others to improve their work</p> <p>Investigate a range of existing products that</p>	<p>Evaluate own and others' work suggesting improvements and consider the views of others to improve their work</p> <p>Investigate a range of existing products in a</p>	<p>Generate own design criteria and evaluate ideas and products against these</p> <p>Investigate and analyse a range of existing products that address real/relevant problems,</p>	<p>Generate own design criteria and critique ideas and products against these</p> <p>Explain and understand how key events and individuals in D&T helped to shape the world</p>

Little Thurrock Primary School

Whole School Curriculum Map – D&T



with Materials) Share their creations, explaining the process they have used			address real/ relevant problems, in a range of relevant contexts eg <i>home, leisure, school</i>	range of relevant contexts eg <i>culture, industry</i>	in a range of relevant contexts Understand how key events and individuals in D&T helped to shape the world	
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Technical Knowledge

Start to build structures, exploring ways to stiffen, stable and strengthen	Build structures, exploring ways to stiffen, stabilise and strengthen	Apply understanding of how to strengthen, stiffen and reinforce structures	Apply understanding of how to strengthen, stiffen in order to reinforce more complex structures	Construct more complex structures by applying range of strategies in order to solve real/ relevant problems	Construct more complex structures by applying range of strategies in order to solve real / relevant problems
Explore simple mechanisms	Explore and use mechanisms eg <i>levers, wheels and axles</i>	Identify range of mechanical systems and how they work (gears, pulleys, cams, levers and linkages)	Use computing to program, monitor and control products Identify wider range of mechanical systems and how they work (gears, pulleys, cams, levers and linkages)	Drawing on disciplines & making connections to wider subject areas, apply understanding of computing to program, monitor and control products	Drawing on disciplines & making connections to wider subject areas, apply understanding of computing to program, monitor and control products
			Use understanding of electrical systems (series circuits, switches, bulbs and motors)	Making connections to real & relevant problems, apply understanding of wider range of mechanical systems (gears, pulleys, cams, levers and linkages)	Making connections to real & relevant problems, apply understanding of wider range of mechanical systems (gears, pulleys, cams, levers and linkages)
				Making connections to real & relevant problems, apply understanding of electrical systems (series	Making connections to real & relevant problems, apply

Little Thurrock Primary School

Whole School Curriculum Map – D&T



					circuits, switches, bulbs and motors)	understanding of electrical systems (series circuits, switches, bulbs and motors)
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Make

<p>Fine Motor) Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <p>Use a range of small toys, including scissors, paint brushes and cutlery</p> <p>Begin to show accuracy and care when drawing</p> <p>(Creating with Materials) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p>Use a range of materials and components eg construction, textiles and ingredients</p> <p>Use a range of tools and equipment to perform practical tasks eg <i>cut, shape, join and finish</i></p>	<p>Select from and use a wide range of materials and components (according to their characteristics) eg <i>construction, textiles and ingredients</i></p> <p>Select from and use a wide range of tools and equipment to perform practical tasks eg cut, shape, join and finish</p>	<p>Select from and use a wide range of tools, equipment, materials and components accurately</p>	<p>Select from and use a wider range of tools, equipment, materials and components accurately to make prototypes</p>	<p>According to their functional properties and aesthetic qualities, select from and use a wide range of tools, equipment, materials and components accurately to make high quality prototypes</p>	<p>According to their functional properties and aesthetic qualities, select from and use a wide range of tools, equipment, materials and components accurately to make high quality prototypes</p> <p>Safely use and explore a variety of quality prototypes</p>
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Food Technology

	<p>Begin to understand where food comes from</p>	<p>Use basic principles of a healthy and varied diet to prepare dishes</p>	<p>Apply principles of a healthy, varied diet when preparing variety of savoury dishes</p>	<p>Know where and how a variety of ingredients is grown, reared, caught and processed</p>	<p>Prepare and cook a variety of predominantly savoury dishes using a</p>	<p>Prepare and cook a variety of predominantly savoury</p>
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Little Thurrock Primary School

Whole School Curriculum Map – D&T



Prepare simple dishes using knowledge of healthy food

Understand where food comes from

Apply understanding of seasonality and its link to ingredients

range of cooking techniques

dishes using a range of cooking techniques

Know where and how a variety of ingredients are grown, reared, caught and processed and its impact on meal design

Develop crucial life skill of feeding themselves and others affordably and well