****Curriculum Map**

*Design and Technology*

Aims

The national curriculum for design and technology aims to ensure that all pupils:

* Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
* Build and apply a repertoire of knowledge, understand and skills in order to design and make high-quality prototypes and products for a wide range of users.
* Critique, evaluate and test their ideas and products and the work of others.
* Understand and apply the principles of nutrition and learn how to cook.

Planning of DT units need to show evidence for each stage **(design – make – evaluate – technical knowledge)** as outlined in the 2014 national curriculum.

Each year group must complete 3 units of work across the year, including a cooking and nutrition project. To ensure appropriate coverage and progression of skills the units have been outlined below specific to each year group.

The information in brackets are possible suggestions to teach the statutory skill.

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| **Year Group** | **Project to be covered** |
| **Nursery** | Join construction pieces together to build and balance**.** (Making rockets) |
| Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. (Making a zoo enclosure) |
| **Reception** | Construct with a purpose in mind, using a variety of resources.  (Making a boat for the gingerbread man) |
| Selects tools and techniques needed to shape, assemble and join materials they are using. (Lift the flap books) |
| **1** | Build structures exploring how they can be made stronger, stiffer and more stable. (playgrounds) |
| Basic levers, sliders and mechanisms (creating moving pictures/books) |
| **2** | Explore and use mechanisms in products for example levers, sliders, wheels and axles. (Tudor Fire engines vehicles) |
| Textiles applying running/overcast stitch. (bunting for a tea party) |
| **3** | Textiles (making a hanging decoration) |
| Design innovative, functional and appealing products that are aimed at particular individuals or groups. Shell structures. (Making a keep sake box) |
| **4** | Understand and use electrical systems in their products for example buzzers, motors, switches and bulbs. (torch making) |
| Mechanical systems levers and linkages (making a toy or moving card) |
| **5** | Exploring and using mechanisms including cams and linkages. (moving car) |
| Frame structures (Anglo-Saxon frames) |
| **6** | Electrical systems -More complex switches and circuits  (Wobbling toys) |
| Textiles – Combining different fabric shapes. (cushions/toys) |

**Cooking and nutrition**

As part of their work with food, children should be taught how to cook and apply the principles of nutrition and healthy eating.

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| **Nursery** | Preparing their own snack – Learn how to use a knife to spread and cut. |
| **Reception** | Preparing pizza toppings – Learning to use a knife to chop vegetables. |
| **1** | Preparing fruit salad – Develop the children’s chopping skills. Children to slice, cut and peel. Children to understand that all food comes from plants or animals. |
| **2** | Making healthy dips with carrot and cucumber sticks. Children need to apply the claw grip for soft foods, bridge grip for hard foods and are able to peel and grate safely. Children to understand food needs to be farmed, caught elsewhere or caught. |
| **3** | Know how to prepare and cook a savoury dish. Roman feast (Create a pizza/ bruschetta) Practise chopping using the bridge/ claw grip. Apply peeling, grating and crushing foods. |
| **4** | Designing, making and evaluating a bread based product with a filling for lunch. Apply grating, spreading, cutting using the bridge and claw technique. (Preparing sandwiches for a picnic) |
| **5** | Rubbing in and kneading to create a yeast based product. (making bread) |
| **6** | Celebrating cultures and seasonality- Tapas  Dice foods, finely grate and peel, use bride and claw grip to cut the same food. E.g. onion.  Discuss and apply safe and hygienic practise when cooking. |