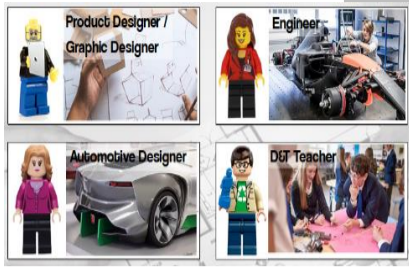




Design & Technology Curriculum Map 2023- 24



Progression of lessons and key elements	Examples
Investigate and evaluate a range of relevant products (IEAs)	<ul style="list-style-type: none"> Explore products: identify similarities and differences (food) Carry out sensory evaluations Gather information/complete research about existing products Identify essential aspects of the products Identify user Identify purpose
Develop the project brief, and success criteria KS1- 2 success criteria led by teacher KS2- 2 or 3 criteria led by pupils Focused tasks (FT)	<ul style="list-style-type: none"> Learn a variety of skills/techniques needed to produce product: making linkages etc.; food (cutting, grating, sieving etc.) Discuss any health and safety aspects linked to project Annotate sketches; list equipment/ingredients Identify main stages Identify resources and equipment needed
Design	<ul style="list-style-type: none"> Work collaboratively to make a product in line with project brief, evaluating and amending as the product-make progresses Evaluate the final product against the design brief, reflecting on the suitability for user and purpose Refer to the success criteria and identify areas for improvement
Make	
Evaluate	

Year 6



CELEBRATING CULTURAL & SEASONALITY

- IEA carry out sensory evaluation on related savoury food
- Develop project brief with 3 success- criteria led by pupils
- FT: e.g. knead, beat, rub, mix
- Use annotated sketches and IT; plan the main stages, utensils and ingredients to make seasonal/cultural
- Make, evaluate against purpose, user and S.C.



PULLEYS & GEARS

- IEA books containing levers and linkages.
- FT- develop understanding of levers and linkages by making a variety of prototypes: measuring, marking, cutting, joining, finishing techniques.
- Develop authentic and meaningful design brief led by pupils
- Use exploded diagrams- annotate
- Make, evaluate against purpose, user and S.C

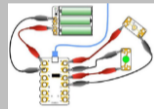
COMBINING DIFFERENT FABRIC SHAPES

- IEA- investigate by disassembling products; investigate properties of fabrics
- FT develop sewing skills, drawing and attaching patterns, fastenings
- Develop product brief that is authentic and meaningful
- Produce step by step plans
- Develop decorating techniques
- Make, evaluate against purpose, user and S.C



CELEBRATING CULTURAL & SEASONALITY

- IEA carry out sensory evaluation on related savoury food
- Develop project brief with 3 success- criteria led by pupils
- FT: e.g. knead, beat, rub, mix
- Use annotated sketches and IT; plan the main stages, utensils and ingredients to make seasonal/cultural
- Make, evaluate against purpose, user and S.C.



ELECTRICAL SYSTEMS

- Investigate and evaluate (IEA) a range of products; investigate sensors
- Develop project brief with 3 success- criteria led by pupils
- Focused tasks (FT): model setting up Crumble and programming input and output
- Use annotated circuit diagrams and sketches
- Make, evaluate against purpose, user and S.C.



FRAME STRUCTURES

- IEA make annotated drawings of a range of portable and permanent frame structures; research local and significant frame structures
- Develop project brief with 3 success- criteria led by pupils
- FT: art straw 3D shape building, triangulation; demonstrate accurate use of G-clamps, hacksaws etc.
- Use detailed step-by-step sketches
- Make, evaluate against purpose, user and S.C.

Years 4 & 5

Years 3 & 4



SHELL STRUCTURES USING CAD

- Investigate and evaluate (IEA) shell structures, evaluate purpose, materials, strength, logo
- Develop project brief with 2 success- criteria led by pupils which is authentic and meaningful
- Focused tasks (FT): develop confidence with CAD, drawing nets, graphic design
- Make prototypes then evaluate against purpose, user and S.C.

TEXTILES- 2D SHAPE TO 3D PRODUCT

- IEA textiles: stitches, joins, fabrics, fastenings, user and purpose from a selection of textile products
- Develop project brief with 2 success- criteria led by pupils
- Focused tasks (FT): back stitch, over-sew, blanket stitch, drawing around patterns
- Sketch and annotate, make mock-ups
- Plan main-stages using flow-chart.
- Make, evaluate against purpose, user and S.C.

HEALTHY & VARIED DIET

- Investigate and evaluate (IEA) food, link with eat well plate, different nutrient/ food groups, sensory evaluation
- Develop project brief with 3 success- criteria led by pupils based on nutritional value and senses
- Focused tasks (FT): grating, slicing, cutting with bridge and claw position; kneading and baking
- Use annotated sketches and IT; plan the main stages, utensils and ingredients.
- Make, evaluate against purpose, user and S.C.



TEXTILES: TEMPLATES & JOINING

- IEA: Explore and compare e.g. fabrics, joining techniques, finishing techniques and fastenings used e.g. puppets
- Investigate fabrics
- Focused tasks (FT): mark, tape, pin templates
- Simple design using talk/drawings/ mock-ups
- Make, evaluate against purpose, user and S.C.



WHEELS & AXELS

- Investigate and evaluate (IEA) wheeled objects- discuss role of parts, Construction kits
- Develop project brief with 2 success- criteria led by T
- Focused tasks (FT): mark, cut, join to make free-moving axels
- Simple design based on IE and own experiences. Discuss using talk/drawings
- Make, evaluate against purpose, user and S.C.



PREPARING FRUIT & VEGETABLES

- IEA: fruit and vegetables naming them, and related products
- Develop project brief with 2 success- criteria led by T
- FT: food hygiene; peeling, cutting, slicing
- Develop design through talk and drawings.
- Make, selecting fruit or vegetable depending on characteristics
- Evaluate against purpose, user and S.C.

Years 1 & 2

Reception

- make healthy choices about food
- join different materials
- explore different textures
- make imaginative small world with blocks and construction

- develop knowledge of healthy eating
- develop storylines in pretend play
- develop independence e.g. washing hands

- develop their fine motor skills using arrange of tools e.g. brushes, scissors
- explore a variety of artistic effects
- create collaboratively sharing ideas, resources and skills

- explore and refine artistic effects
- build on previous learning, refining ideas, developing skills
- continue to create collaboratively
- develop handwriting



- continue to develop gross and fine motor skills e.g. pencil grip
- develop own ideas then choose which materials to express them
- respond to what they have heard with thoughts and feelings



- use one-handed tools e.g. snip paper
- explore different materials freely
- create closed shapes with continuous lines



Nursery

- PD & EAD
- Quality texts
- Enrichment
- Trips