

Design Technology

Curriculum and Assessment Map

EYFS

	0-3 Preschool	3-4 EYFS 1	Reception EYFS 2	Links to KS1 Curriculum
EYFS area of Learning	Expressive Arts & Design: exploring and using media and materials			
Fundamental Knowledge	<p>Uses 3D and 2D structures to explore materials and/or to express ideas</p>	<p>Talks about their plans</p> <p>Uses different materials, tools and techniques in a variety of ways to join and make structures</p> <p>Talks about their ideas, solve problems and tries different ways of doing things</p>	<p>Plans before they make</p> <p>Chooses the most appropriate materials and tools for a task, manipulating materials and joining materials in different ways</p> <p>Talks about their design, solves problems, makes changes and modifies their designs when necessary</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p> <p>Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products.</p>
Early Learning Goal	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>			

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	Half Term 1	Half-Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 1	Animal Home		Toys		Food	
Fundamental Knowledge	Design purposeful, functional, appealing products for themselves and other users based on design criteria. Explore and evaluate a range of existing products generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate their ideas and products against design criteria		Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Explore and evaluate a range of existing products generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Evaluate their ideas and products against design criteria		Use the basic principles of a healthy and varied diet to prepare dishes.	
Learning Checkpoint Tasks	Evaluation of finished product		Evaluation of finished product		Evaluation of finished product	
Interleaved Knowledge	Opportunities to experiment with different tools. Competent use of scissors.					

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	Half Term 1	Half-Term 2	Half Term 3	Half Term 4	Fortnightly throughout the year
Year 2	Hedgehog Home		Houses		Food
Fundamental Knowledge	Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Explore and evaluate a range of existing products generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Evaluate their ideas and products against design criteria		Build structures, exploring how they can be made stronger, stiffer and more stable. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate their ideas and products against design criteria.		Understand where food comes from. Evaluate their ideas and products against design criteria.
Learning Checkpoint Tasks	Evaluation of finished product		Evaluation of finished product		Evaluation of finished product
Interleaved Knowledge	Design process		Design process		Use the basic principles of a healthy and varied diet to prepare dishes.

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	Half Term 1	Half-Term 2	Half Term 3	Half Term 4	Fortnightly throughout the year
Year 3	Dwelling		Shadow Puppets		Food
Fundamental Knowledge	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks accurately.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams...</p> <p>Select from and use a wider range of materials and components, including construction materials... according to their functional properties and aesthetic qualities.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>		<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles...according to their functional properties and aesthetic qualities.</p> <p>Investigate and analyse a range of existing products.</p> <p>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.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>		<p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>
Learning Checkpoint Tasks	Evaluation of finished product		Evaluation of finished product		Evaluation of finished product
Interleaved Knowledge	Build structures, exploring how they can be made stronger, stiffer and more stable.		Design process		Understand where food comes from.

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	Half Term 1	Half-Term 2	Half Term 3	Half Term 4	Fortnightly throughout the year
Year 4	Break the Circuit Game		Musical Instruments		Food
Fundamental Knowledge	<p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>		<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Investigate and analyse a range of existing products.</p> <p>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.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>		<p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>
Learning Checkpoint Tasks	Evaluation of finished product		Evaluation of finished product		Evaluation of finished product
Interleaved Knowledge	Design process		Design process		Understand and apply the principles of a healthy and varied diet.

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	Half Term 1	Half-Term 2	Half Term 3	Half Term 4	Fortnightly throughout the year
Year 5	Pulleys		Orrery		Food
Fundamental Knowledge	<p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>		<p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>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.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>		<p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>
Learning Checkpoint Tasks	Evaluation of finished product		Evaluation of finished product		Evaluation of finished product
Interleaved Knowledge	Design process		Design process		Understand and apply the principles of a healthy and varied diet.

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	Half Term 1	Half-Term 2	Half Term 3	Half Term 4	Fortnightly throughout the year
Year 6	Valley of the Kings		Computer Controlled		Food
Fundamental Knowledge	<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>		<p>Apply their understanding of computing to program, monitor and control their products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>		<p>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
Learning Checkpoint Tasks	Evaluation of finished product		Evaluation of finished product		Evaluation of finished product
Interleaved Knowledge	Design process		Design process		Understand and apply the principles of a healthy and varied diet.