

Whole School Design & Technology (D&T) Curriculum Map

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Unit of Work	Our Fabric Faces		Dips and Dippers		Moving Pictures, Traditional Tales	
	Key Vocabulary (Tier 2/Tier 3)	Materials, fabric, evaluate, attach, cut, template, shape, design, criteria		Balance, variety, healthy, range, equipment, prepare, dish, evaluate		Evaluate, product, mechanism, wheel, lever, design, sketch, annotate	
	Prior Knowledge	<p>In EYFS, pupils will demonstrate the following outcomes (Expressive Arts and Design and Physical Development) which are prerequisite skills for Design and Technology within the National Curriculum:</p> <ul style="list-style-type: none"> ➤ To use simple tools to effect changes to materials ➤ To handle tools, objects, construction and malleable materials safely and with increasing control ➤ To show understanding of the need for safety when tackling new challenges and consider and manage some risks ➤ To show understanding of how to transport and store equipment safely ➤ To practise some appropriate safety measures without direct supervision ➤ To explore what happens when they mix colours ➤ To experiment to create different textures ➤ To understand that different media can be combined to create new effects ➤ To manipulate materials to achieve a planned effect ➤ To construct with a purpose in mind, using a variety of resources ➤ To use simple tools and techniques competently and appropriately ➤ To select appropriate resources and adapt work where necessary ➤ To select tools and techniques needed to shape, assemble and join materials they are using ➤ To handle equipment and tools effectively, including pencils for writing ➤ To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ➤ To use what they have learnt about media and materials in original ways, thinking about uses and purposes ➤ To represent their own ideas, thoughts and feelings through design and technology 					
	Sticky Knowledge	Explain how their products will look and work through talking and simple annotated drawings		Follow a simple plan or recipe Know when to use a range of appropriate hand tools and equipment		Create products using mechanisms, such as levers, sliders and wheels Follow a simple plan	

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Year 1		<p>Plan and test ideas using template and mock-ups</p> <p>Understand and follow simple design criteria</p> <p>Recognise the materials products are made from</p> <p>Know when to use a range of appropriate hand tools and equipment</p> <p>Select from a range of materials according to their characteristics</p> <p>Cut, shape and score materials with some accuracy</p>		<p>Use hand tools and kitchen equipment safely and appropriately</p> <p>Cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups</p> <p>Evaluate their products and ideas against their simple design criteria</p>		<p>Recognise the materials products are made from</p> <p>Know when to use a range of appropriate hand tools and equipment</p> <p>Select from a range of materials according to their characteristics</p> <p>Evaluate their products and ideas against their simple design criteria</p>	
	<p>Specific skills to be taught/applied (taken from subject skills progression map)</p> <p>(Skills from previous units of work/year groups will also be</p>	<p>I can cut materials safely using tools provided</p> <p>I can demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling)</p>		<p>I can cut ingredients safely and hygienically</p> <p>I can assemble or cook ingredients</p> <p>I can design products that have a clear purpose and intended user</p>		<p>I can use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products</p> <p>I can create products using levers and wheels</p>	

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	<p>revisited over the course of the year)</p>	<p>I can shape textiles using templates</p> <p>I can colour and decorate textiles</p> <p>I can design products that have a clear purpose and intended user</p> <p>I can explore objects and designs to identify likes and dislikes of the designs</p>				<p>I can design products that have a clear purpose and intended user</p> <p>I can explore objects and designs to identify likes and dislikes of the designs</p> <p>I can suggest improvements to existing designs</p>	
<p>Year 1</p>	<p>Learning Sequence</p>	<ol style="list-style-type: none"> To know how to explore fabrics To know how to explore and evaluate how hair is created using different materials To know how to join fabrics together and attach different materials To know how to cut on a line and use a template to create a shape To know how to create and 		<ol style="list-style-type: none"> To understand where different foods come from To explore different food items and describe them To understand why I need to eat a balance and variety of food groups to stay healthy To know how to use a range of tools and equipment to prepare food 		<ol style="list-style-type: none"> To explore and evaluate an existing product To know how to use a mechanism in my product To know how to make a lever and use it in my product To know how to make a wheel mechanism and use it in my product To know how to make decisions about my product design 	



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Year 1		follow a design criteria 6. To know how to carefully select fabrics and materials		5. To know how to plan my own dish and clearly show my ideas 6. To know how to follow my plan to produce and evaluate my dish		and use an annotated sketch to show them 6. To know how to evaluate my product against design criteria	
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Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Unit of Work	Pirate Paddy's Packed Lunch Problem		Fabric Bunting		Sensational Salads	
	Key Vocabulary (Tier 2/Tier 3)	Evaluate, product, mechanism, wheel, lever, design, sketch, annotate, function, investigate, criteria, improvement, retest		Materials, fabric, evaluate, attach, cut, template, shape, design, criteria, suitability, running stitch		Balance, variety, healthy, range, equipment, prepare, dish, evaluate	
	Prior Knowledge	<p>Create products using mechanisms, such as levers, sliders and wheels (Y1 Sum 2)</p> <p>Follow a simple plan (Y1 Sum 2)</p> <p>Recognise the materials products are made from (Y1 Sum 2)</p> <p>Know when to use a range of appropriate hand tools and equipment (Y1 Sum 2)</p> <p>Select from a range of materials according to their characteristics (Y1 Sum 2)</p>		<p>Explain how their products will look and work through talking and simple annotated drawings (Y1 Aut 1)</p> <p>Plan and test ideas using template and mock-ups (Y1 Aut 1)</p> <p>Understand and follow simple design criteria (Y1 Aut 1)</p> <p>Recognise the materials products are made from (Y1 Aut 1)</p> <p>Know when to use a range of appropriate hand tools and equipment (Y1 Aut 1)</p>		<p>Follow a simple plan or recipe (Y1 Spr 1)</p> <p>Know when to use a range of appropriate hand tools and equipment (Y1 Spr 1)</p> <p>Use hand tools and kitchen equipment safely and appropriately (Y1 Spr 1)</p> <p>Cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups (Y1 Spr 1)</p> <p>Evaluate their products and ideas against their simple</p>	

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		Evaluate their products and ideas against their simple design criteria (Y1 Sum 2)		Select from a range of materials according to their characteristics (Y1 Aut 1) Cut, shape and score materials with some accuracy (Y1 Aut 1)		design criteria (Y1 Spr 1)	
Year 2	Sticky Knowledge	<p>Create products using mechanisms, such as levers, sliders and wheels</p> <p>Follow a simple plan</p> <p>Recognise the materials products are made from</p> <p>Know when to use a range of appropriate hand tools and equipment</p> <p>Select from a range of materials according to their characteristics</p> <p>Evaluate their products and ideas against their simple design criteria</p>		<p>Explain how their products will look and work through talking and simple annotated drawings</p> <p>Plan and test ideas using template and mock-ups</p> <p>Understand and follow simple design criteria</p> <p>Recognise the materials products are made from</p> <p>Know when to use a range of appropriate hand tools and equipment</p> <p>Select from a range of materials according to their characteristics</p>		<p>Follow a simple plan or recipe</p> <p>Know when to use a range of appropriate hand tools and equipment</p> <p>Use hand tools and kitchen equipment safely and appropriately</p> <p>Cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups</p> <p>Evaluate their products and ideas against their simple design criteria</p>	

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Year 2	<p>Specific skills to be taught/applied (taken from subject skills progression map)</p> <p>(Skills from previous units of work/year groups will also be revisited over the course of the year)</p>	<p>I can measure and mark out to the nearest cm</p> <p>I can demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen)</p> <p>I can create products using winding mechanisms</p> <p>I can make products, refining the design as work progresses</p> <p>I can explore objects and designs to identify likes and dislikes of the designs</p> <p>I can suggest improvements to existing designs</p> <p>I can explore how products have been created</p>	<p>Cut, shape and score materials with some accuracy</p>	<p>I can measure and mark out to the nearest cm</p> <p>I can demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen)</p> <p>I can join textiles using running stitch</p> <p>I can colour and decorate textiles using a number of techniques</p> <p>I can make products, refining the design as work progresses</p> <p>I can explore objects and designs to identify likes and dislikes of the designs</p> <p>I can suggest improvements to existing designs</p>	<p>I can cut, peel or grate ingredients safely and hygienically</p> <p>I can measure or weigh using measuring cups or electronic scales</p>

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Year 2	Learning Sequence	<ol style="list-style-type: none"> 1. To know how to evaluate a product's ability to fulfil its function 2. To investigate and evaluate existing products 3. To know how to design a new product that meets the design criteria 4. To know how to select and use tools and equipment to make a product 5. To know how to test a product and then evaluate it 6. To know how to use my evaluations to make improvements to my product and then retest and evaluate it 		<ol style="list-style-type: none"> 1. To know how to evaluate an existing product 2. To know how to design my own product 3. To know how to use a paper template to prepare fabric 4. To know how to use a running stitch to join fabric 5. To know how to select fabrics based on their suitability 6. To know how to evaluate my product 		<ol style="list-style-type: none"> 1. To know how to name different fruits and vegetables and explain where some food grows 2. To know how to explore and evaluate existing products 3. To know how to prepare and make a healthy salad made from root vegetables 4. To understand where fish comes from and why it is important to eat fish 5. To know how to select and use a range of tools and equipment to prepare a dish 6. To understand where different fruits come from 	
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Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Unit of Work	Let's Go Fly A Kite		Mechanical Posters		Edible Garden	
	Key Vocabulary (Tier 2/Tier 3)	Materials, fabric, evaluate, attach, cut, template, shape, design, criteria, suitability, running stitch, technology, component, communicate, measure, function		Evaluate, product, mechanism, wheel, lever, design, sketch, annotate, function, investigate, criteria, improvement, retest, mechanical, linkage, prototype		Balance, variety, healthy, range, equipment, prepare, dish, evaluate, varied, nutritious, assemble	
	Prior Knowledge	<p>Explain how their products will look and work through talking and simple annotated drawings (Y2 Spr 1)</p> <p>Plan and test ideas using template and mock-ups (Y2 Spr 1)</p> <p>Understand and follow simple design criteria (Y2 Spr 1)</p> <p>Recognise the materials products are made from (Y2 Spr 1)</p> <p>Know when to use a range of appropriate hand tools and</p>		<p>Create products using mechanisms, such as levers, sliders and wheels (Y2 Aut 1)</p> <p>Follow a simple plan (Y2 Aut 1)</p> <p>Recognise the materials products are made from (Y1 Aut 1)</p> <p>Know when to use a range of appropriate hand tools and equipment (Y2 Aut 1)</p> <p>Select from a range of materials according to their</p>		<p>Follow a simple plan or recipe (Y2 Sum 1)</p> <p>Know when to use a range of appropriate hand tools and equipment (Y2 Sum 1)</p> <p>Use hand tools and kitchen equipment safely and appropriately (Y2 Sum 1)</p> <p>Cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups (Y2 Sum 1)</p>	

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		<p>equipment (Y2 Spr 1)</p> <p>Select from a range of materials according to their characteristics (Y2 Spr 1)</p> <p>Cut, shape and score materials with some accuracy (Y2 Spr 1)</p>		<p>characteristics (Y2 Aut 1)</p> <p>Evaluate their products and ideas against their simple design criteria (Y2 Aut 1)</p>		<p>Evaluate their products and ideas against their simple design criteria (Y2 Sum 1)</p>	
Year 3	Sticky Knowledge	<p>Recognise the design features of products that will appeal to intended customers</p> <p>Know how to use annotated sketches and cross-sectional drawings to develop and communicate their ideas</p> <p>Understand what design criteria is</p> <p>Know how to use a range of tools and equipment</p> <p>Recognise the functional properties and aesthetic qualities of a range</p>		<p>Demonstrate knowledge of a broad range of existing products to help generate their ideas</p> <p>Recognise how particular parts of their products work</p> <p>Know how to use annotated sketches and cross-sectional drawings to develop and communicate their ideas</p> <p>Recognise the functional properties and aesthetic qualities of a range of materials and components</p>		<p>Know how to use a range of tools and equipment safely, appropriately and accurately</p> <p>Recognise and follow hygiene procedures</p> <p>Recognise where food, including strawberries and tomatoes, are grown in the UK</p> <p>Know how to use a heat source to cook ingredients showing an awareness of the need to control the temperature</p> <p>Know that a healthy diet is made up of a</p>	

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		<p>of materials and components</p> <p>Know how to use a range of tools and equipment safely, appropriately and accurately</p> <p>Know how to cut, shape and score materials with some degree of accuracy</p>		<p>Know how to measure and mark out to the nearest cm and mm</p> <p>Know how to cut, shape and score materials with some degree of accuracy</p>		<p>variety and balance of different food and drink and apply these when planning and cooking dishes</p>	
Year 3	<p>Specific skills to be taught/applied (taken from subject skills progression map)</p> <p>(Skills from previous units of work/year groups will also be revisited over the course of the year)</p>	<p>I can cut materials accurately and safely by selecting appropriate tools</p> <p>I can select appropriate joining techniques</p> <p>I understand the need for a seam allowance</p> <p>I can join textiles with appropriate stitching</p> <p>I can choose suitable techniques to construct products or to repair items</p>		<p>I can use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears)</p> <p>I can design with purpose by identifying opportunities to design</p> <p>I can make products by working efficiently</p>		<p>I can prepare ingredients hygienically using appropriate utensils</p> <p>I can measure accurately</p> <p>I can follow a recipe</p> <p>I can assemble or cook ingredients</p>	

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		<p>I can design with purpose by identifying opportunities to design</p> <p>I can make products by working efficiently</p> <p>I can refine work and techniques as work progresses</p>		<p>I can refine work and techniques as work progresses</p> <p>I can improve upon existing designs, giving reasons for choices</p>			
Year 3	Learning Sequence	<ol style="list-style-type: none"> 1. To understand how key events and individuals I design and technology have helped shape the world 2. To know how to name and explain the function of the different parts of a product 3. To know how to select from and use different materials and components 4. To know how to develop and communicate my design criteria 		<ol style="list-style-type: none"> 1. To know how to investigate mechanical systems 2. To know how to make mechanical systems which use levers and linkages 3. To know how to develop design criteria, using sketches to develop and communicate ideas 4. To know how to use prototypes to develop my ideas 5. To know how to carefully select 		<ol style="list-style-type: none"> 1. To know how to name some herbs and know how to grow them 2. To know how to explain what makes a diet healthy and varied 3. To know where, when and how strawberries are grown in the UK 4. To know how to use kitchen tools correctly to prepare and make a nutritious drink 5. To know when tomatoes are in season in the 	



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<p style="text-align: center; color: blue;">Year 3</p>		<p>5. To know how to accurately measure and cut materials and join to the frame structure of my product</p> <p>6. To know how to evaluate my finished product</p>		<p>materials and use different techniques</p> <p>6. To know how to name the parts and functions of a lever and linkage mechanical system</p>		<p>UK and know where and how they are grown</p> <p>6. To know how to prepare and assemble a healthy and tasty meal</p>	
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Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Unit of Work		The Great Bread Bake-Off		Juggling Balls		Battery Operated Lights
	Key Vocabulary (Tier 2/Tier 3)		Balance, variety, healthy, range, equipment, prepare, dish, evaluate, varied, nutritious, assemble, analyse, characteristics		Materials, fabric, evaluate, attach, cut, template, shape, design, criteria, suitability, running stitch, technology, component, communicate, measure, function		Circuit, switch, design criteria, materials, component, product, evaluation
	Prior Knowledge		<p>Know how to use a range of tools and equipment safely, appropriately and accurately (Y3 Sum 1)</p> <p>Recognise and follow hygiene procedures (Y3 Sum 1)</p> <p>Recognise where food, including strawberries and tomatoes, are grown in the UK (Y3 Sum 1)</p> <p>Know how to use a heat source to cook ingredients showing an awareness of the need to control the</p>		<p>Recognise the design features of products that will appeal to intended customers (Y3 Aut 1)</p> <p>Know how to use annotated sketches and cross-sectional drawings to develop and communicate their ideas (Y3 Aut 1)</p> <p>Understand what design criteria is (Y3 Aut 1)</p> <p>Know how to use a range of tools and equipment (Y3 Aut 1)</p>		<p>Create products using mechanisms, such as levers, sliders and wheels (Y2 Aut 1)</p> <p>Follow a simple plan (Y2 Aut 1)</p> <p>Recognise the materials products are made from (Y2 Aut 1)</p> <p>Know when to use a range of appropriate hand tools and equipment (Y2 Aut 1)</p> <p>Select from a range of materials according to their</p>

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Year 4			<p>temperature (Y3 Sum 1)</p> <p>Know that a healthy diet is made up of a variety and balance of different food and drink and apply these when planning and cooking dishes (Y3 Sum 1)</p>		<p>Recognise the functional properties and aesthetic qualities of a range of materials and components (Y3 Aut 1)</p> <p>Know how to use a range of tools and equipment safely, appropriately and accurately (Y3 Aut 1)</p> <p>Know how to cut, shape and score materials with some degree of accuracy (Y3 Aut 1)</p>		<p>characteristics (Y2 Aut 1)</p> <p>Evaluate their products and ideas against their simple design criteria (Y2 Aut 1)</p>
	Sticky Knowledge		<p>Know how to use a range of tools and equipment safely, appropriately and accurately</p> <p>Recognise and follow hygiene procedures</p> <p>Recognise where food, including strawberries and tomatoes, are grown in the UK</p>		<p>Recognise the design features of products that will appeal to intended customers</p> <p>Know how to use annotated sketches and cross-sectional drawings to develop and communicate their ideas</p> <p>Understand what design criteria is</p>		<p>Recognise the design features of products that will appeal to intended customers</p> <p>Know how to use annotated sketches and cross-sectional drawings to develop and communicate their ideas</p> <p>Know how to use a range of tools and equipment safely,</p>

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Year 4			<p>Know how to use a heat source to cook ingredients showing an awareness of the need to control the temperature</p> <p>Know that a healthy diet is made up of a variety and balance of different food and drink and apply these when planning and cooking dishes</p>		<p>Know how to use a range of tools and equipment</p> <p>Recognise the functional properties and aesthetic qualities of a range of materials and components</p> <p>Know how to use a range of tools and equipment safely, appropriately and accurately</p> <p>Know how to cut, shape and score materials with some degree of accuracy</p>		<p>appropriately and accurately</p> <p>Know how to assemble, join and combine material and components with some degree of accuracy</p> <p>Know how to make and represent simple electrical circuits, such as series and parallel, and components to create functional products</p>
	<p>Specific skills to be taught/applied (taken from subject skills progression map)</p> <p>(Skills from previous units of work/year groups will also be revisited over the course of the year)</p>		<p>I can prepare ingredients hygienically using appropriate utensils</p> <p>I can measure ingredients to the nearest gram</p> <p>I can assemble and cook ingredients (controlling the temperature of the oven/hob, if cooking)</p>		<p>I can measure and mark out to the nearest mm</p> <p>I can apply appropriate cutting and shaping techniques that include cuts within the perimeter of material (such as slots and cut outs)</p> <p>I can select the most appropriate</p>		<p>I can create parallel circuits</p> <p>I can control and monitor models using software designed for this purpose</p> <p>I can use scientific knowledge to choose appropriate mechanisms for a product</p>

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Year 4			I can identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for design		<p>techniques to decorate textiles</p> <p>I can strengthen materials using suitable techniques</p> <p>I can design with purpose by identifying opportunities to design</p> <p>I can make products by working efficiently</p> <p>I can refine work and techniques as work progresses, continually evaluating the product design</p>		<p>I can design with purpose by identifying opportunities to design</p> <p>I can make products by working efficiently</p> <p>I can refine work and techniques as work progresses, continually evaluating the product design</p> <p>I can disassemble products to understand how they work</p>
	Learning Sequence		<ol style="list-style-type: none"> 1. To know about important people and events in the past that have shaped the way bread is made and sold today 2. To investigate and analyse existing products according to 		<ol style="list-style-type: none"> 1. To know how to investigate and evaluate an existing product 2. To know how to follow a design criteria to help me create and communicate my ideas 3. To know how to perform tie-dye as a technique 		<ol style="list-style-type: none"> 1. To understand how key events and individuals in design and technology have helped shape the world 2. To know how to make and represent different types of circuits

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Year 4			<p>their characteristics</p> <ol style="list-style-type: none"> 3. To know how to develop my design criteria 4. To know how to think of original ideas for a product based on my design criteria 5. To know how to develop designs based on my design criteria and clearly communicate my final design 6. To know how to select ingredients and kitchen equipment to help me follow a recipe 		<p>for decorating fabric</p> <ol style="list-style-type: none"> 4. To know how research and trial different fillings for my product and decide upon the most functional one 5. To know how to use a functional technique to carefully decorate fabric 6. To know how to use an appropriate stitch to create my finished shape 		<ol style="list-style-type: none"> 3. To know how to make and use switches 4. To know how to develop my design criteria and develop and communicate my design 5. To know how to select materials and components to make my product 6. To know how to complete a detailed evaluation of my finished product
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Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Unit of Work	Marbulous Structures		Automata Animals		Global Food	
	Key Vocabulary (Tier 2/Tier 3)	Structures, equipment, free-standing, materials, component, design, product, evaluate		Circuit, switch, design criteria, materials, component, product, evaluation, mechanism, functional, framework, mechanical system		Balance, variety, healthy, range, equipment, prepare, dish, evaluate, varied, nutritious, assemble, analyse, characteristics, techniques, food groups, recipe, seasonal	
	Prior Knowledge	<p>Recognise the design features of products that will appeal to intended customers (Y4 Spr 2)</p> <p>Know how to use annotated sketches and cross-sectional drawings to develop and communicate their ideas (Y4 Spr 2)</p> <p>Understand what design criteria is (Y4 Spr 2)</p> <p>Know how to use a range of tools and equipment (Y4 Spr 2)</p>		<p>Recognise the design features of products that will appeal to intended customers (Y4 Sum 2)</p> <p>Know how to use annotated sketches and cross-sectional drawings to develop and communicate their ideas (Y4 Sum 2)</p> <p>Know how to use a range of tools and equipment safely, appropriately and accurately (Y4 Sum 2)</p>		<p>Know how to use a range of tools and equipment safely, appropriately and accurately (Y4 Aut 2)</p> <p>Recognise and follow hygiene procedures (Y4 Aut 2)</p> <p>Recognise where food, including strawberries and tomatoes, are grown in the UK (Y4 Aut 2)</p> <p>Know how to use a heat source to cook ingredients showing an awareness of the need to control the</p>	

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<p>Year 5</p>		<p>Recognise the functional properties and aesthetic qualities of a range of materials and components (Y4 Spr 2)</p> <p>Know how to use a range of tools and equipment safely, appropriately and accurately (Y4 Spr 2)</p> <p>Know how to cut, shape and score materials with some degree of accuracy (Y4 Spr 2)</p>		<p>Know how to assemble, join and combine material and components with some degree of accuracy (Y4 Sum 2)</p> <p>Know how to make and represent simple electrical circuits, such as series and parallel, and components to create functional products (Y4 Sum 2)</p>		<p>temperature (Y4 Aut 2)</p> <p>Know that a healthy diet is made up of a variety and balance of different food and drink and apply these when planning and cooking dishes (Y4 Aut 2)</p>	
	<p>Sticky Knowledge</p>	<p>Know how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products</p> <p>Know how to critically evaluate the quality of design, manufacture and fitness for purpose of products</p>		<p>Know how mechanical systems, such as CAMS, create movement and use mechanical systems in their products</p> <p>Recognise the functional properties and aesthetic qualities of a range of materials and components and use this knowledge to</p>		<p>Know how to use a range of tools and equipment safely and appropriately</p> <p>Recognise and follow food hygiene procedures</p> <p>Know and give examples of food that is grown, reared and caught in the UK, Europe and the wider world</p>	

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Year 5		<p>as they design and make</p> <p>Recognise the functional properties and aesthetic qualities of a range of materials and components and use this knowledge to make suitable choices</p> <p>Know how to cut a range of materials with precision and accuracy</p> <p>Know how to assemble, join and combine materials and components with accuracy</p>		<p>make suitable choices</p> <p>Know how to cut a range of materials with precision and accuracy</p> <p>Know how to assemble, join and combine materials and components with accuracy</p> <p>Know how to use annotated sketches, cross-sectional drawings and exploded diagrams to communicate their ideas</p>		<p>Understand what seasonality is and how this may affect food availability</p> <p>Demonstrate knowledge of a range of cooking techniques</p> <p>Know how to measure accurately and calculate ratios of ingredients to scale up or down from a recipe</p> <p>Know how to independently follow a recipe</p>	
	<p>Specific skills to be taught/applied (taken from subject skills progression map)</p> <p>(Skills from previous units of work/year groups will also be revisited over the course of the year)</p>	<p>I can cut materials with precision and refine the finish with appropriate tools</p> <p>I can develop a range of practical skills to create products (e.g. cutting, drilling and screwing, nailing, gluing, filing and sanding)</p>		<p>I can create circuits using electronics kits that employ a number of components</p> <p>I can write code to control and monitor models or products</p> <p>I can convert rotary motion to linear using CAMS</p>		<p>I understand the importance of correct storage and handling of ingredients (knowledge of micro-organisms)</p> <p>I can demonstrate a range of baking and cooking techniques</p>	

Whole School Design & Technology (D&T) Curriculum Map

Year 5		<p>I can design with the user in mind, motivated by the service a product will offer</p> <p>I can make products through stages of prototypes, making continual refinements</p> <p>I can combine elements of design from a range of inspirational designers throughout history</p> <p>I can create innovative designs that improve upon existing products</p>		<p>I can design with the user in mind, motivated by the service a product will offer</p> <p>I can make products through stages of prototypes, making continual refinements</p> <p>I can combine elements of design from a range of inspirational designers throughout history</p> <p>I can create innovative designs that improve upon existing products</p>			
	Learning Sequence	<ol style="list-style-type: none"> 1. To know how to apply my understanding of structures 2. To know how to use a range of tools and equipment to perform practical tasks accurately 3. To know how to develop a range 		<ol style="list-style-type: none"> 1. To know how to research ideas to inform my design 2. To know how to explain how simple mechanisms work 3. To know how to select materials according to 		<ol style="list-style-type: none"> 1. To know where in the world ingredients come from 2. To know that diets around the world are based on similar food groups 3. To understand why rice is a good staple food 	

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Year 5		<p>of practical skills to create bends</p> <p>4. To know how to investigate free standing structures</p> <p>5. To know how to select from and use materials and components to design a product</p> <p>6. To know how to evaluate and improve my design and technology work</p>		<p>their functional properties</p> <p>4. To know how to use research and develop design criteria to inform my design</p> <p>5. To know how to build a framework accurately using a wide range of tools and equipment</p> <p>6. To understand and use a mechanical system</p>		<p>4. To know how to demonstrate a range of food skills and techniques</p> <p>5. To know how to demonstrate a range of basic and advanced food skills and cooking techniques</p> <p>6. To know how to accurately follow a recipe, demonstrating a range of cooking techniques</p>	
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Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Unit of Work		Super Seasonal Cooking		Programming Adventures		Felt Phone Cases
	Key Vocabulary (Tier 2/Tier 3)		Balance, variety, healthy, range, equipment, prepare, dish, evaluate, varied, nutritious, assemble, analyse, characteristics, techniques, food groups, recipe, seasonal, protein		Circuit, switch, design criteria, materials, component, product, evaluation, mechanism, functional, framework, mechanical system, robots		Materials, fabric, evaluate, attach, cut, template, shape, design, criteria, suitability, running stitch, technology, component, communicate, measure, functional, aesthetic, prototype,
	Prior Knowledge		<p>Know how to use a range of tools and equipment safely and appropriately (Y5 Sum 1)</p> <p>Recognise and follow food hygiene procedures (Y5 Sum 1)</p> <p>Know and give examples of food that is grown, reared and caught in the UK, Europe and the wider world (Y5 Sum 1)</p> <p>Understand what seasonality is and how this may affect</p>		<p>Know how mechanical systems, such as CAMS, create movement and use mechanical systems in their products (Y5 Spr 1)</p> <p>Recognise the functional properties and aesthetic qualities of a range of materials and components and use this knowledge to make suitable choices (Y5 Spr 1)</p> <p>Know how to cut a range of materials with precision and accuracy (Y5 Spr 1)</p>		<p>Recognise the design features of products that will appeal to intended customers (Y4 Spr 2)</p> <p>Know how to use annotated sketches and cross-sectional drawings to develop and communicate their ideas (Y4 Spr 2)</p> <p>Understand what design criteria is (Y4 Spr 2)</p> <p>Know how to use a range of tools and equipment (Y4 Spr 2)</p>

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Year 6			<p>food availability (Y5 Sum 1)</p> <p>Demonstrate knowledge of a range of cooking techniques (Y5 Sum 1)</p> <p>Know how to measure accurately and calculate ratios of ingredients to scale up or down from a recipe (Y5 Sum 1)</p> <p>Know how to independently follow a recipe (Y5 Sum 1)</p>		<p>Know how to assemble, join and combine materials and components with accuracy (Y5 Spr 1)</p> <p>Know how to use annotated sketches, cross-sectional drawings and exploded diagrams to communicate their ideas (Y5 Spr 1)</p>		<p>Recognise the functional properties and aesthetic qualities of a range of materials and components (Y4 Spr 2)</p> <p>Know how to use a range of tools and equipment safely, appropriately and accurately (Y4 Spr 2)</p> <p>Know how to cut, shape and score materials with some degree of accuracy (Y4 Spr 2)</p>
	Sticky Knowledge		<p>Know how to use a range of tools and equipment safely and appropriately</p> <p>Recognise and follow food hygiene procedures</p> <p>Know and give examples of food that is grown, reared and caught in the UK, Europe and the wider world</p>		<p>Know how mechanical systems, such as CAMS, create movement and use mechanical systems in their products</p> <p>Recognise the functional properties and aesthetic qualities of a range of materials and components and use this knowledge to</p>		<p>Recognise the functional properties and aesthetic qualities of a range of materials and components and use this knowledge to make suitable choices</p> <p>Know how to cut a range of materials with precision and accuracy</p>

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Year 6			<p>Understand what seasonality is and how this may affect food availability</p> <p>Demonstrate knowledge of a range of cooking techniques</p> <p>Know how to measure accurately and calculate ratios of ingredients to scale up or down from a recipe</p> <p>Know how to independently follow a recipe</p>		<p>make suitable choices</p> <p>Know how to cut a range of materials with precision and accuracy</p> <p>Know how to assemble, join and combine materials and components with accuracy</p> <p>Know how to use annotated sketches, cross-sectional drawings and exploded diagrams to communicate their ideas</p>	<p>Know how to assemble, join and combine materials and components with accuracy</p> <p>Know how to use annotated sketches, cross-sectional drawings and exploded diagrams to communicate their ideas</p>
	<p>Specific skills to be taught/applied (taken from subject skills progression map)</p> <p>(Skills from previous units of work/year groups will also be revisited over the course of the year)</p>		<p>I can measure accurately and calculate ratios of ingredients to scale up or down from a recipe</p> <p>I can create and refine recipes, including ingredients, methods, cooking times and temperatures</p>		<p>I can create circuits using electronics kits that employ a number of components with increasing confidence</p> <p>I can write code to control and monitor models or products</p> <p>I can use innovative combinations of electronics (or computing) and</p>	<p>I can show an understanding of the qualities of materials to choose appropriate tools to cut and shape</p> <p>I can use the qualities of materials to create suitable visual and tactile effect in the decoration of textiles</p>

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Year 6					<p>mechanics in product designs</p> <p>I can design with the user in mind, motivated by the service a product will offer (rather than simply for profit)</p> <p>I can use prototypes, cross-sectional diagrams and CAD to represent designs</p> <p>I can evaluate the design of products to suggest improvements to the user experience</p>		<p>I can design with the user in mind, motivated by the service a product will offer (rather than simply for profit)</p> <p>I can use prototypes, cross-sectional diagrams and CAD to represent designs</p> <p>I can combine elements of design from a range of inspirational designers throughout history, giving reasons for choices</p> <p>I can evaluate the design of products to suggest improvements to the user experience</p>
	Learning Sequence		<ol style="list-style-type: none"> To understand what seasonality means and know when different fruits and vegetables are in season in the UK To understand where, when 		<ol style="list-style-type: none"> To know how to program and control floor robots To know how to generate and develop ideas through discussion 		<ol style="list-style-type: none"> To know how to write a design criteria for a specific product To know how to generate a range of design ideas and clearly communicate my final design

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Year 6			<p>and how a variety of ingredients are reared, caught and processed</p> <ol style="list-style-type: none"> 3. To know how taste and evaluate seasonal foods 4. To understand the importance of protein as a proportion of a healthy varied diet 5. To know how to work collaboratively to generate, evaluate and refine recipe ideas 6. To know how to prepare, cook and evaluate a healthy seasonal meal 		<ol style="list-style-type: none"> 3. To know how to research a range of materials 4. To know how to plan my design 5. To know how to use appropriate materials based on research 6. To know how to evaluate my finished product 		<ol style="list-style-type: none"> 3. To know how to design and make a paper prototype 4. To know how to use different types of stitches and choose the most suitable to use on my design 5. To know how to organise my ideas logically in a step-by-step plan 6. To know how to select decorative techniques and fastenings according to their functional properties and aesthetic qualities
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