

| DT- Curriculum map 2023-2024 Design-make-evaluate | Autumn | Spring | Summer |
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| EYFS | <p><u>Three- and Four-year-olds</u></p> <ul style="list-style-type: none"> Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks Use one-handed tools and equipment, for example, making snips in paper with scissors <ul style="list-style-type: none"> Explore different materials freely, to develop their ideas about how to use them and what to make Develop their own ideas and then decide which materials to use to express them Join different materials and explore different textures Create closed shapes with continuous lines, and begin to use these shapes to represent objects <p><u>Children in Reception</u></p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build on their previous learning, refining ideas and developing their ability to represent them Create collaboratively, sharing ideas, resources and skills <p><u>ELGs</u></p> <p>Creating with Materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used Make use of props and materials when role playing characters in narratives and stories <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases Use a range of small tools, including scissors, paintbrushes and cutlery | | |
| Green Class | Construction and Textiles Can they describe how different textiles feel? | Cooking and Nutrition Can they cut food safely? | Mechanisms Can they make a product which moves? |

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| | <p>Can they make a product from textiles by glueing? Can they talk with others about how they want to construct their product? Can they select appropriate resources and tools for their building projects? Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?</p> | <p>Can they describe the texture of foods? Do they wash their hands and make sure that surfaces are clean? Can they think of interesting ways of decorating food they have made, eg, cakes? Can they describe tastes and textures that they like and dislike? Where does food come from?</p> | <p>Can they cut materials using scissors? Can they describe the materials using different words?</p> |
| Blue Class | <p>Construction and Textiles Can they measure textiles? Can they join textiles together to make something? Can they cut textiles? Can they explain why they chose a certain textile? Can they make sensible choices as to which material to use for their constructions? Can they develop their own ideas from initial starting points? Can they incorporate some type of movement into models? Can they consider how to improve their construction? - Move to evaluating?</p> | <p>Cooking and Nutrition Can they describe the properties of the ingredients they are using? Can they explain what it means to be hygienic? Are they hygienic in the kitchen?</p> | <p>Mechanisms Can they join materials together as part of a moving product? Can they add some kind of design to their product?</p> |
| Orange Class | <p>Construction and Textiles Can they join textiles of different types in different ways? Can they choose textiles both for their appearance and also qualities?</p> | <p>Cooking and Nutrition Can they understand the principles of a healthy diet? Can they choose the right ingredients for a product? Can they use equipment safely?</p> | <p>Mechanisms Do they understand how to use tools/equipment safely? Can they use equipment and tools accurately? Do they select the most appropriate tools and techniques to use for a given task? Can they make a product which uses mechanical components?</p> |
| Yellow Class | <p>Mechanisms Do they understand how to use tools/equipment safely? Can they use equipment and tools accurately? Do they select the most appropriate tools and techniques to use for a given task? Can they make a product which uses mechanical components?</p> | <p>Construction and Textiles Can they join textiles of different types in different ways? Can they choose textiles both for their appearance and also qualities?</p> | <p>Cooking and Nutrition Do they know what to do to be hygienic and safe? Have they thought what they can do to present their product in an interesting way?</p> |
| Pink Class | <p>Mechanisms (Electrical) Can they make a product which uses both electrical and mechanical components? Can they use a simple circuit? Can they use a number of components?</p> | <p>Construction and Textiles Do they think what the user would want when choosing textiles? Have they thought about how to make their product strong? Can they devise a template? Can they explain how to join things in a different way?</p> | <p>Cooking and Nutrition Do they know what to do to be hygienic and safe? Have they thought what they can do to present their product in an interesting way?</p> |

KS1-Technical knowledge

- Build structures , exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms in their products e.g. levers, sliders, wheels and axles

KS2-Technical knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- Apply their understanding of computing to program, monitor and control their products