

# Design & Technology Curriculum Map

<b>Design &amp; Technology Key Stage 1</b>		
	<b>National Curriculum Programme of Study</b>	<b>Oratory Coverage</b>
<b>Design</b>	design purposeful, functional, appealing products for themselves and other users based on design criteria	Y1, Term 2, Windmills Y1, Term 2, Memory Box Y1, Term 3, Superhero Cape  Y2, Term 2, Buses and Planes Y2, Term 3, African Kente Cloths
	generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	Y1, Term 3, Superhero Cape  Y2, Term 2, Buses and Planes Y2, Term 3, African Kente Cloths
<b>Make</b>	select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)	Y1, Term 3, Superhero Cape  Y2, Term 2, Buses and Planes Y2, Term 3, African Kente Cloths
	select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	Y1, Term 2, Memory Box Y1, Term 3, Superhero Cape  Y2, Term 3, African Kente Cloths
<b>Evaluate</b>	explore and evaluate a range of existing products	Y1, Term 2, Windmills  Y2, Term 2, Planes Y2, Term 3, African Kente Cloths
	evaluate their ideas and products against design criteria	Y1, Term 2, Windmills  Y2, Term 2, Buses and Planes Y2, Term 3, African Kente Cloths
<b>Technical knowledge</b>	build structures, exploring how they can be made stronger, stiffer and more stable	Y1, Term 2, Windmills Y2, Term 2, Buses and Planes

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	explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products	Y1, Term 2, Windmills Y1, Term 2, Memory Box  Y2, Term 2, Buses and Planes
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# Design & Technology Curriculum Map

<b>Design &amp; Technology Key Stage 2</b>		
	<b>National Curriculum Programme of Study</b>	<b>Oratory Coverage</b>
<b>Design</b>	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	Y3, Term 1, Kaleidoscopes Y4, Term 3, Viking shoes Y5, Term 3, Sensory Books
	generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	Y3, Term 3, Making Greek 'chitons' Y5, Term 2, Orrerries Y5, Term 3, Sensory Books Y6, Term 2, Anderson Shelters
<b>Make</b>	select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately	Y3, Term 1, Kaleidoscopes Y3, Term 3, Making Greek 'chitons' Y4, Term 3, Viking shoes Y5, Term 3, Sensory Books Y6, Term 2, Anderson Shelters Y6, Term 3, Travel Wallets
	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	Y3, Term 1, Kaleidoscopes Y3, Term 3, Making Greek 'chitons' Y4, Term 1, Roman Chariots Y5, Term 2, Orrerries Y5, Term 3, Sensory Books Y6, Term 1, Electric Correx Creepers Y6, Term 2, Anderson Shelters Y6, Term 3, Travel Wallets
<b>Evaluate</b>	investigate and analyse a range of existing products	Y4, Term 3, Viking shoes Y5, Term 3, Sensory Books Y6, Term 2, Anderson Shelters Y6, Term 3, Travel Wallets
	evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Y3, Term 1, Kaleidoscopes Y3, Term 3, Making Greek 'chitons' Y4, Term 1, Roman Chariots Y5, Term 2, Orrerries

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		<p>Y5, Term 3, Sensory Books</p> <p>Y6, Term 1, Electric Correx Creepers</p> <p>Y6, Term 2, Anderson Shelters</p> <p>Y6, Term 3, Travel Wallets</p>
	<p>understand how key events and individuals in design and technology have helped shape the world</p>	<p>Y3, Term 1, Kaleidoscopes</p> <p>Y3, Term 3, Making Greek 'chitons'</p> <p>Y4, Term 1, Roman Chariots</p> <p>Y5, Term 2, Orrerries</p> <p>Y6, Term 2, Anderson Shelters</p>
<b>Technical knowledge</b>	<p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>Y4, Term 1, Roman Chariots</p> <p>Y4, Term 3, Viking shoes</p> <p>Y6, Term 2, Anderson shelters</p>
	<p>understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)</p>	<p>Y4, Term 1, Roman Chariots</p> <p>Y5, Term 2, Orrerries</p> <p>Y6, Term 1, Electric Correx Creepers</p> <p>Y6, Term 2, Fan Buggies</p>
	<p>understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors)</p>	<p>Y6, Term 1, Electric Correx Creepers</p> <p>Y6, Term 2, Fan Buggies</p>
	<p>apply their understanding of computing to program, monitor and control their products</p>	

# Design & Technology Curriculum Map

## Cooking and Nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

### Cooking and Nutrition Key Stage 1

National Curriculum Programme of Study	Oratory Coverage
use the basic principles of a healthy and varied diet to prepare dishes	Y1, Term 1, Animal Toasts Y2, Term 1, Flavoured Loaves
understand where food comes from	Y1, Term 1, Animal Toasts Y2, Term 1, Flavoured Loaves

### Cooking and Nutrition Key Stage 2

National Curriculum Programme of Study	Oratory Coverage
understand and apply the principles of a healthy and varied diet	Y3, Term 2, Cooking whole plants and animals Y4, Term 2, Make quesadillas Y5, Term 1, Egyptian Stew
prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	Y3, Term 2, Cooking whole plants and animals Y4, Term 2, Make quesadillas Y5, Term 1, Egyptian Stew
understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	Y3, Term 2, Cooking whole plants and animals Y4, Term 2, Make quesadillas Y5, Term 1, Egyptian Stew