



Woodlands Park Primary and Nursery School

Design and Technology Curriculum Map 2021/2022



Term	Early Years Not limited to terms	Year One	Year Two	Years 3 and 4 (Robins) Cycle A	Years 4 and 5 (Otters) Cycle A	Years 5 and 6 (Wolves) Cycle A
Autumn 1	<p>Children will be ... given time to explore at their developmental stage and/or schema interest e.g. Are they still needing to explore paint and glue with their hands? Do they need to unwind tape and stick it everywhere? Provided with free access to a variety of resources to use within their independent and collaborative explorations both to create a permanent end product (picture or prop for story telling) and one that can be altered (loose part picture) e.g. junk model materials, variety of papers (size, shape, colour and texture) ready-made construction materials like magnets, Duplo, Mobilo, loose parts that may include glass gems, wooden discs, buttons, nuts and bolts, seasonal objects (acorn cups, conkers, leaves, seed pods). BOOK HOOK – 'Junk DNA' by Clare Thompson UW (PP & PCC) – Loose Part Remembrance Poppy Pictures. M – building and constructing with shapes. provided free access to large loose parts outside to build and work with independently and as part of a group e.g. crates, guttering, pipes, planks etc.</p> <p>provided with free access to materials to include natural and man-made materials, varying in</p>					
Autumn 2		<p><u>Let's celebrate</u> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. explore and evaluate a range of existing products build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p><u>Wacky Windmills</u> explore what windmills are and how they are used. explore ways of making strong bases explore how to make sails for windmills. design own windmill and follow a plan to make a windmill. evaluate a finished windmill.</p>	<p><u>Moving Monsters</u> investigate a variety of familiar objects that use air to make them work investigate techniques for making simple pneumatic systems. gather ideas for creating moving monsters. design a monster including a moving pneumatic system make a monster with a moving pneumatic part. to evaluate a finished pneumatic product.</p>	<p><u>Lighting It Up</u> investigate and analyse illuminated signs. understand how LEDs may be used instead of traditional incandescent bulbs in series circuits. develop ideas for a decorative illuminated sign. select and use tools, equipment, materials and components to make the enclosure of a decorative illuminated sign. construct a working circuit with one or more lights, and fit it in a decorative illuminated sign. investigate ways in which computers can be used to program and control lights in a product.</p>	<p><u>Great British Dishes</u> learn about and make some national English savoury dishes know about and make some traditional English sweet dishes learn about and make some national Scottish dishes learn about and make some national Welsh dishes learn about the influences of and similarities between cuisines from other countries now how to plan and shop for a meal</p>
Spring 1						

Spring 2	<p>shape, size, colour/shade and texture.</p> <p>have free access to a variety of tools to support their explorations e.g. scissors, variety of mark making tools (everyday objects to mark make with e.g. plungers, scourers, back scratchers, cars and tracked vehicles, paint brushes of differing sizes, glue and tapes.</p> <p>supported to use the tools provided to them with increasing control and accuracy. Adult model. PD (FMS) – gain control over tools and actions. Supported to explore, develop and enhance techniques to secure multiple parts of whole together e.g. use of glue or tape (which is best type for the job) and other forms of connecting e.g. flange, fold, tab and slot, paper fastener. Adult model. PD (FMS) – gain control over tools and actions.</p> <p>Children provided with opportunities to work with wood (woodwork bench), combining materials etc. provided with opportunities to use and explore malleable materials e.g. sand (wet and dry), playdough, clay, shaving foam, slime, ooblik. Open ended play. Develop techniques rolling, pushing, patting, making specific shapes and then use for a purpose e.g. ball to a thumb pot, sausage to plait or spiral. Make props for play. BOOK HOOK – ‘What shall I make?! By Nadini Nayar UW – (PPC) M – Explore shape and size, measurement - volume and capacity, weight. Adult model. PD (FMS) – gain control over tools and actions.</p> <p>provided with opportunities to enter into ‘how to moments’ alongside and with adults. Adults to act as a model ‘artist/sculptor/engineer’ working</p>	<p><u>Flying Kites</u> Explore -the history of different kites and what they look like. -materials used to make simple kites. -designs of diamond kites. Make a simple Carp Kite. Construct a kite by following a design. Evaluate a finished kite.</p>	<p><u>Puppets</u> investigate a range of puppets and their features. work with fabric to create a finger puppet. develop and practise sewing skills. design a glove puppet. follow a design to make a puppet. evaluate a finished product.</p>	<p><u>Money Containers</u> explore a range of money containers and examine their features learn how to sew using a range of different stitches. gather ideas for designing a money container. design a money container. make a money container using textiles. evaluate a finished product.</p>	<p><u>Fashion and Textiles</u> investigate and analyse items made using textiles. explore some ways in which textiles are joined and decorated. design an item made using textiles, and draw pattern pieces. use pattern pieces to measure, mark and cut fabric; to sew design elements according to a design. join fabric pieces by hand sewing sew hems on an item made using textiles; to add design details.</p>	<p><u>Shelters</u> Investigate a range of shelters. explore how to join and combine materials and components and find out how to reinforce structures. find suitable textiles for the purpose of making a shelter. design a shelter for a particular purpose. make a shelter for a particular purpose evaluate a finished product.</p>
Summer 1						
Summer 2		<p><u>Teddy Bear's Picnic</u> Learn about different types of picnic food and where they have come from. explore and taste different picnic food. How to make Teddy Bear Biscuits using a set of instructions. How to design a food skewer to take on a picnic? make picnic food using design sheet. Evaluating our picnic food.</p>	<p><u>Seaside Snacks</u> follow instructions to make sandwiches make edible boats make fruit sculptures make edible cake decorations create frozen seaside snacks design a seaside picnic</p>	<p><u>American Food</u> To find out about the diversity of foods grown in America's diverse climates, and develop cooking skills while following a recipe for a traditional American food. To discover some ways in which indigenous Americans grew, caught, gathered, prepared, and cooked, food. To find out about important, traditional staple foods in America, and how the slave trade influenced American cuisine.</p>	<p><u>Global food Twinkl!</u> 1. Where Ingredients Come From Understand seasonality, and know where and how a variety of ingredients are grown in the context of looking at where a variety of ingredients come from. 2. Food Groups Understand and apply the principles of a healthy and varied diet in the context of understanding how diets are varied around the world but still</p>	<p><u>Talking Textiles</u> investigate and analyse items made using textiles: the materials used and how they are made. explore some ways in which textiles are joined and decorated. design an item made using textiles, and draw pattern pieces. use pattern pieces to measure, mark and cut fabric; to sew design elements according to a design. join fabric pieces by hand sewing.</p>

	<p>alongside the children providing narration of what they are doing, ideas and task specific vocabulary (Thinking Out Loud TOL) and/or follow the lead of an 'expert' e.g. 'Draw with Rob' https://www.youtube.com/watch?v=-4SAKZBh2xg</p>			<p>To learn about the cultural significance of chillies in Mexican cooking, and about how American food is heavily influenced by food from other cultures. To consider why certain foods are unhealthy if eaten regularly, and recognise the value of eating food together.</p>	<p>consist of the same food groups. 3. A Cup of Rice Understand and apply the principles of a healthy and varied diet in the context of understanding the nutritional benefits of eating rice. 4. Mexican Food Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques in the context of preparing and cooking Mexican food. 5. Chinese Food Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques in the context of cooking Chinese food. 6. German Food Prepare and cook a variety of predominantly savoury dishes using range of cooking techniques in the context of cooking pretzels.</p>	<p>sew hems on an item made using textiles; to add design details</p>
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