



Woodlands Park Primary and Nursery School

Design Technology Curriculum Map 2024

(Art & DT alternate each term)

Term	Nursery	Reception	Year One (Squirrels)	Year Two (Hedgehogs)	Years 3 (Robins)	Year 4 (Foxes)	Years 5 (Otters)	Years 6 (Wolves)
Lead: Mrs Caroline Ford								
Autumn 1	<u>Physical Development</u> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils.	<u>Physical Development</u> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility.						
Autumn 2	<u>Expressive Arts and Design</u> • Explore different materials freely, in order to develop their ideas about how to use them and	<u>Expressive Arts and Design</u> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. •	Let's celebrate <u>design</u> purposeful, functional, appealing products for themselves and other users based on <u>design criteria</u> generate, develop, model and communicate their ideas through <u>talking, drawing, templates, mock-ups</u> and, where appropriate, information and communication technology. <u>explore and evaluate</u> a range of existing products build structures, exploring how they can be made stronger, stiffer and more stable	<u>Wacky Windmills</u> <u>explore</u> what windmills are and <u>how</u> they are used. <u>explore</u> ways of making <u>strong</u> bases <u>explore</u> how to <u>make</u> sails for windmills. <u>design</u> own windmill and <u>follow a plan</u> to make a windmill. <u>evaluate</u> a finished windmill.	<u>Jewellery Designs</u> To explore <u>the history</u> of jewellery. To <u>investigate gemstones</u> used in jewellery. To explore Tiffany & Co. jewellery. To explore Bulgari Jewellery. To explore Van Cleef and Arpels jewellery. To be able to <u>design and make your own piece</u> of jewellery.	<u>Photo Frames</u> To <u>investigate</u> free-standing structures and how they are made stable. To find different ways of strengthening and joining paper and card. To investigate ways of making <u>stable free-standing structures</u> . To be able to design a photograph frame for a particular purpose. To be able to make a stable photograph frame from a <u>design</u> . To be able to <u>evaluate</u> a finished product.	<u>Building Bridges</u> To <u>explore</u> ways in which pillars and beams are used to span gaps. To explore ways in which trusses can be used to strengthen bridges. To <u>explore ways</u> in which arches are used to strengthen bridges. To understand how suspension bridges are able to span long distances. To <u>develop criteria and design a prototype</u> bridge for a purpose. To <u>analyse and evaluate products</u> according to design criteria.	

<p>Spring 1</p>	<p>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. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing.</p>	<p>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> <p><u>Fine Motor Skills</u></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. • Begin to show accuracy and care when drawing. <p><u>Expressive Arts and Design</u></p> <p>Creating with Materials • Safely use and explore a variety of materials, tools and techniques, experimenting with colour,</p>						<p><u>Shelters</u></p> <p>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>
<p>Spring 2</p>			<p><u>Flying Kites</u></p> <p>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></p> <p>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></p> <p>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>Lighting It Up</u></p> <p>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</p>	<p><u>BREAD</u></p> <p>To investigate and evaluate bread products according to their characteristics. To learn how bread products are an important part of a balanced diet and can be eaten in different ways. To find out which different ingredients are needed to make bread and how ingredients can be altered and mixed to create different effects. To find out which different ingredients are</p>	<p><u>Talking Textiles</u></p> <p>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.</p>

		design, texture, form and function. • Share their creations, explaining the process they have used.				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.	needed to make bread and how ingredients can be altered and mixed to create different effects. To be able to make bread based on a plan and design. To be able to evaluate a finished product.	join fabric pieces by hand sewing . sew hems on an item made using textiles; to add design details
Summer 1								<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
Summer 2			<u>Teddy Bear's Picnic</u> Learn about different types of picnic food and where they have come from.	<u>Seaside Snacks</u> follow instructions to make sandwiches make edible boats make fruit sculptures	<u>Adapting a Recipe</u> I can evaluate a product and consider: Taste smell texture appearance packaging target audience	<u>Seasonal Foods</u> To cook using British ingredients available all year round. To know how seasonal fruits in Britain are grown	<u>Famous Fashions</u> To explore how design is used in the home. To explore shoes by different designers. To explore hats by	

			<p>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>make edible cake decorations create frozen seaside snacks design a seaside picnic</p>	<p>I can follow a recipe to make a biscuit. Testing ingredients, adapting and improving a recipe, completing a biscuit bake off competition</p>	<p>and processed. To understand why vegetables form an important part of a healthy and varied diet. To find out about how seasonally produced meat can form part of a healthy diet. To know how fish are caught or reared, processed and used in healthy meals. To show what you have learned about eating seasonal food as part of a healthy, varied diet.</p>	<p>different designers. To explore clothes designs. To design a costume.</p>	
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