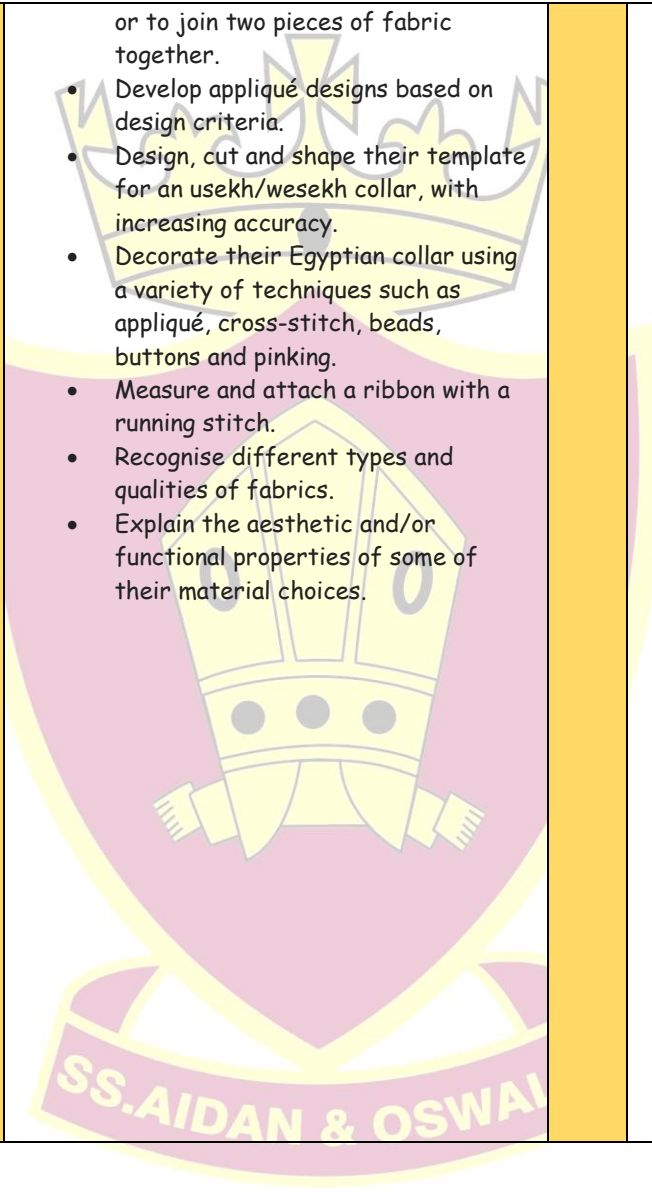


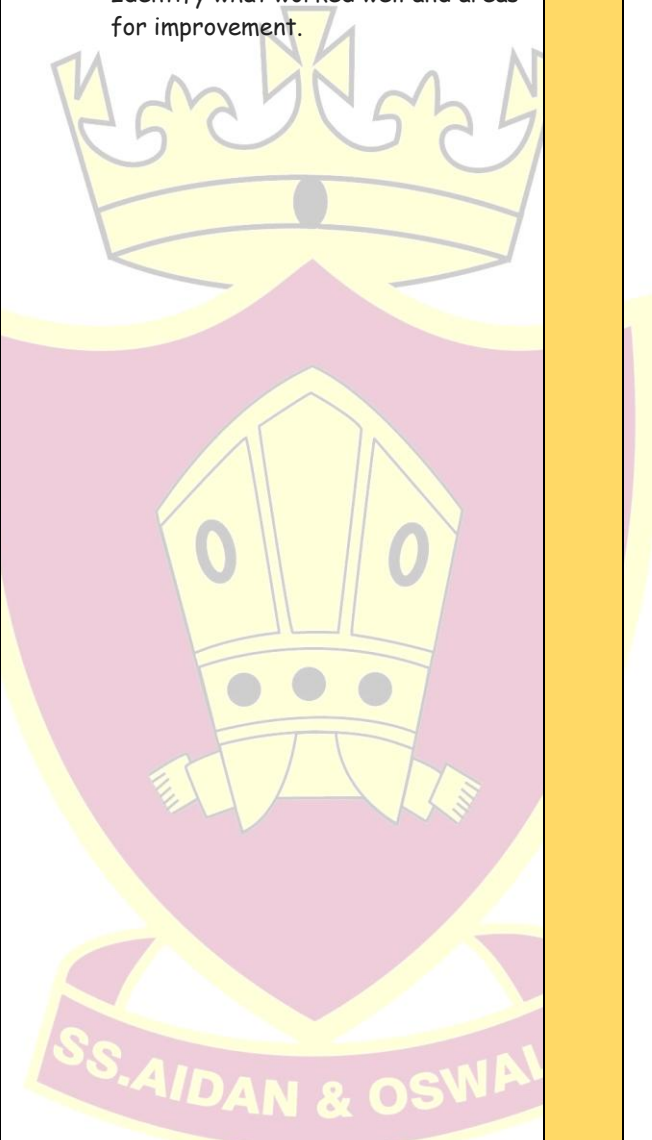
Design Technology Curriculum Map 2025-2026

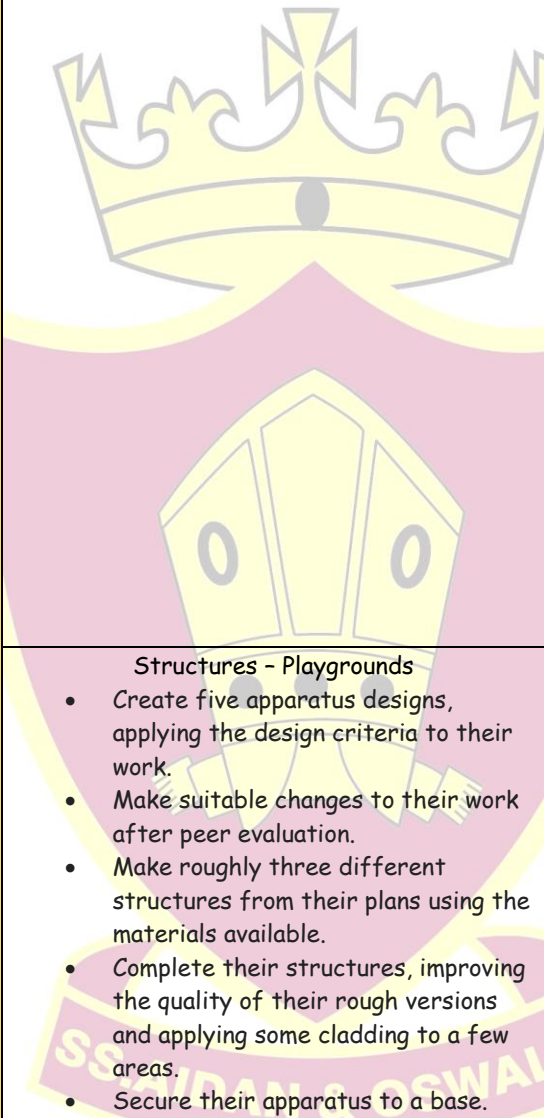
EYFS						
<u>Nursery</u>	Junk modelling, cutting, sticking, joining Building structures/cars/vehicles - continuous provision Following the interests of the children					
<u>Reception</u>	3D modelling using junk - cutting and joining techniques Lift the flap Christmas card Look at different books with lift the flap levers Choose a design to hide and reveal Does it work? Following the interests of the children		Study of an architect/designer Structure - bridges Looking at existing bridges and how they are constructed Using different toys to make bridges Testing our bridges to see if they can hold objects Are they strong enough to hold a toy? An animal? A person? Following the interests of the children		Food - Making a sandwich Taste different sandwich fillings and different breads Look at different techniques - cutting/grating/spreading/slicing Children to decide which two fillings they would like on their sandwich Draw and label your sandwich Make it, eat it and give it a score out of ten! Following the interests of the children	
<u>KS1</u>	<u>Block 1</u>	Block 2-Art Focus	<u>Block 3</u>	Block 4-Art Focus	<u>Block 5</u>	Block 6-Art Focus
<u>Year 1</u>	Mechanisms - making a moving book - Identify whether a mechanism is a side-to-side slider or an up-and-down slider and determine what movement the mechanism will make. - Clearly label drawings to show which parts of their design will move and in which direction. - Make a picture, which meets the design criteria, with parts that move purposefully as planned.		Structures - making a moving windmill - Identify some features that would appeal to the client (a mouse) and create a suitable design. - Explain how their design appeals to the mouse. - Make stable structures, which will eventually support the turbine, out of card, tape and glue. - Make functioning turbines and axles that are assembled into the main supporting structure. - Say what is good about their windmill and what they could do better.		Cooking - fruit and vegetables - Describe fruits and vegetables and explain how to identify fruits. - Name a range of places that fruits and vegetables grow. - Describe basic characteristics of fruit and vegetables. - Prepare fruits and vegetables to make a smoothie.	

	Evaluate the main strengths and weaknesses of their design and suggest alterations.				
<u>Year 2</u>	Mechanisms - making a moving monster - Identify the correct terms for levers, linkages and pivots. - Analyse popular toys with the correct terminology. - Create functional linkages that produce the desired input and output motions. - Design monsters suitable for children, which satisfy most of the design criteria. - Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design. - Select and assemble materials to create their planned monster features. - Assemble the monster to their linkages without affecting their functionality.		Textiles - pouches - Sew a running stitch with regular-sized stitches and understand that both ends must be knotted. - Prepare and cut fabric to make a pouch from a template. - Use a running stitch to join the two pieces of fabric together. - Decorate their pouch using the materials provided.		Cooking - balanced diet - Name the main food groups and identify foods that belong to each group. - Describe the taste, feel and smell of a given food. - Think of three different wrap ideas, considering flavour combinations. - Construct a wrap that meets the design brief and their plan.
<u>KS2</u>	<u>Block 1</u>		<u>Block 3</u>		<u>Block 5</u>
<u>Year 3</u>	Digital World - Wearable Technology (has an element of electrical systems)		Textiles - cross stitch and applique Demonstrate their ability to use cross-stitch as a decorative feature		Cooking - eating seasonally Explain that fruits and vegetables grow in different countries based on their climates.

	• Give a brief explanation of the digital revolution and/or remember key examples. • Suggest a feature from the virtual micro:bit that is suitable for the product. • Write a program that initiates a flashing LED panel, or another pattern, on the virtual micro:bit when a button is pressed. • Identify errors, if testing is unsuccessful, by comparing their code to a correct example. • Explain the basic functionality of their finished program. • Suggest key features for a way to attach the product to the user, with some consideration for the overall theme and the user. • Create annotated diagrams to help illustrate how their product is worn. • Describe what is meant by 'point of sale display' with an example. • Follow basic design requirements using computer-aided design, drawing at least one shape with a text box and bright	 - or to join two pieces of fabric together. • Develop appliqué designs based on design criteria. • Design, cut and shape their template for an usekh/wesekh collar, with increasing accuracy. • Decorate their Egyptian collar using a variety of techniques such as appliqué, cross-stitch, beads, buttons and pinking. • Measure and attach a ribbon with a running stitch. • Recognise different types and qualities of fabrics. • Explain the aesthetic and/or functional properties of some of their material choices.	• Understand that seasonal fruits and vegetables grow in a given season. • Understand that eating seasonal fruit and vegetables positively affects the environment. • Design a tart recipe using seasonal ingredients.	
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	colours, following a demonstration. Evaluate their design using a focus group.				
<u>Year 4</u>	Structures - pavilions - Produce a range of free-standing frame structures of different shapes and sizes. - Design a pavilion that is strong, stable and aesthetically pleasing. - Select appropriate materials and construction techniques to create a stable, free-standing frame structure. - Select appropriate materials and techniques to add cladding to their pavilion.		Mechanical Systems - slingshot car - Work independently to produce an accurate, functioning car chassis. - Design a shape that is suitable for the project. - Attempt to reduce air resistance through the design of the shape. - Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed. - Construct car bodies effectively. - Conduct a trial accurately and draw conclusions and improvements from the results.		Cooking - adapting recipes - Describe features of biscuits using taste, texture and appearance. - Follow a recipe with support. - Use a budget to plan a recipe. - Adapt a recipe using additional ingredients.
<u>Year 5</u>	Electrical Systems - Doodlers - Identify simple circuit components (battery, bulb and switch) with a basic explanation of their function. - Explain that a series circuit is assembled in a loop to allow the electricity to flow along one path. - Describe a motor as a circuit component that changes electrical energy into movement.		Textiles - stuffed toy - Design a stuffed toy, considering the main component shapes of their toy. - Create an appropriate template for their stuffed toy. - Join two pieces of fabric using a blanket stitch. - Neatly cut out their fabric. - Use appliqué or decorative stitching to decorate the front of their stuffed toy. - Use blanket stitch to assemble their stuffed toy, repairing when needed.		Cooking - what would be healthier? - Understand how beef gets from the farm to our plates. - Present a subject as a poster with clear information in an easy to read format. - Contribute ideas as to what a 'healthy meal' means. - Notice the nutritional differences between different products and recipes. - Recognise nutritional differences between two similar recipes and give some justification as to why this is.

	• Provide examples of motorised products that use movement to rotate or spin different parts. • Remove and replace different parts of a Doodler, as part of a team. • Suggest ways to switch the configuration to amend the form or function of the Doodler. • Explain, in an investigation report, each of the changes they made and the effect this had on the Doodler's ability to draw scribbles (function) and appearance (form). • Develop design criteria with consideration for the target user, the purpose of their Doodler, a key function and the Doodler's form and final appearance (e.g. fun, bright, soft). • Explain simply why their Doodler has a certain configuration based on the findings of their investigation (e.g. I used four pens because the Doodler would fall over with two). • Create a functional Doodler that creates scribbles on		• Identify what worked well and areas for improvement.	• Work as a team to amend a bolognese recipe with healthy adaptations. • Follow a recipe to produce a healthy bolognese sauce. • Design packaging that promotes the ingredients of the bolognese.	
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	paper with or without a switch. • Identify and list each of the required materials, tools and circuit components required to build a Doodler. • Explain simply the steps to assemble a Doodler as part of a set of instructions (or storyboard). • Write instructions to build a functional circuit, explaining how to identify if it is functional or not. • Provide suggestions to improve a peer's set of instructions after testing how effective they are at guiding someone.		
<u>Year 6</u>	Mechanical systems - Automata toys • Mark, saw and cut out the components and supports of their toy with a varying degree of accuracy to the intended measurements. • Follow health and safety rules, taking care with the equipment. • Attempt a partial assembly of their toys using an exploded-diagram, following a teacher's demonstration. • Develop a design idea with some descriptive notes.	Structures - Playgrounds • Create five apparatus designs, applying the design criteria to their work. • Make suitable changes to their work after peer evaluation. • Make roughly three different structures from their plans using the materials available. • Complete their structures, improving the quality of their rough versions and applying some cladding to a few areas. • Secure their apparatus to a base.	Cooking - Come dine with me • Find a suitable recipe for their course. • Record the relevant ingredients and equipment needed. • Follow a recipe, including using the correct quantities of each ingredient. • Write a recipe, explaining the process taken. • Explain where certain key foods come from before they appear on the supermarket shelf.

	• Explore different cam profiles and choose three for their follower toppers with an explanation of their choices. • Create neat, decorated follower toppers with some accuracy. • Measure and cut panels that fit with some inaccuracies to conceal the inner workings of the automata. • Decorate and finish the automata to meet the design criteria and brief. • Evaluate their finished product, making descriptive and reflective points on function and form.		• Make a range of landscape features using a variety of materials which will enhance their apparatus.		
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