

Design Technology Curriculum Map 2022-23

| | Nursery | Reception | Year 1 | Year 2 |
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| Autumn | <p>Nursery Rhymes / Celebrations 2D and 3D stars Paper Plate ladybirds Weaving and sewing with wool Sparkly webs Building with bricks – overlapping not just building a tower. Making a card for Teddy’s birthday Making Christmas cards. Making Christmas decorations and crackers.</p> | <p>Imaginative storytelling linked to The Three Little Pigs/Wolves and environments Building houses using a variety of construction resources. Link to prepositions. Junk model houses. Puppets Peg pigs and wolves Paper plate pigs and wolves. Role play areas – architects office, building site. Diva lamps – cross curricular with R.E. Biscuit houses Hairdryer experiment</p> | <p>Ourselves and Our Senses / The Natural World Weaving a dream catcher. Weaving in nature. Designing and making replicas of old toys – linked to History. Design and make their own fruit kebab – Food Technology. Food hygiene.</p> | <p>Healthy Me / An Island Home Design and make a replica island Design and make a model church. Wider Curriculum – links to Religious Education (R.E.) Christmas cards and calendars Victorian Christmas decorations</p> |
| Spring | <p>Jungle Animals / Growing Jungle animals Drawings and Mothers Day cards Paper plate chicks Chinese dragons Making Easter biscuits – food technology.</p> | <p>Food technology and Science investigations linked to The Gingerbread Man/Safe Journeys linked to The Gingerbread Man Gingerbread Man collage/investigation into materials – cross curricular with Understanding the World. Junk box modelling. Split-pin Gingerbread Men. Making stick puppets. Role Play – making bakers hats, masks. Designing bow ties for playdough Gingerbread Men.</p> | <p>Houses and Homes / People Who Help Us Children to continue to develop their weaving skills. Children to develop sewing skills. To generate, develop and communicate ideas through talking, drawing and templates. To select from and range of tools and equipment to perform practical tasks, for example, cutting and joining. To select from and use a wide range of materials according to their characteristics To explore and evaluate their ideas and products against design criteria.</p> | <p>A Land Far, Far Away Children to develop their designing and construction skills. Design purposeful, functional and appealing products. Make templates and mock-ups, including the use of computing devices. Select from and use a range of tools and equipment and materials. Explore and evaluate their ideas and products against design criteria. Communicate and share ideas through talking, drawing and the use of computing devices.</p> |

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| | | Chinese New Year lanterns and dragons – cross curricular with R.E. | <p>To build structures exploring how they can be made, stiffer and more stable.</p> <p>To recognise the simple features of a puppet theatre.</p> <p>To investigate how materials and components have been used and have a basic idea of how the items have been assembled.</p> <p>To use a limited range of materials and techniques to assemble and join components to make realistic models of a puppet theatre.</p> | <p>Develop a range of products that include; tunics, dream catchers, head dresses, clay pots and weaved items.</p> <p>Food Technology</p> <p>Children to design and make oat cookies and crispy cakes.</p> <p>Children to develop safety knowledge when preparing and making food.</p> |
| Summer | <p>Sand / Water</p> <p>Decorating seaside shakers</p> <p>Paper plate octopuses</p> <p>Deep sea boxes</p> <p>An aquarium</p> <p>Making biscuits – food technology.</p> | <p>Life Cycles linked to The Little Red Hen/Growing linked to The Little Red Hen</p> <p>3D windmills.</p> <p>Making and evaluating bread – Food technology.</p> <p>Junk modelling.</p> | <p>Growing and Lifecycles / At the Seaside</p> <p>Children to create their own Gruffalo faces.</p> <p>To follow simple instructions to make a model.</p> <p>To learn to use tools correctly and safely, e.g. scissors, hole punch</p> <p>Suggest ideas and explain what they are going to do</p> <p>To make their own design using appropriate techniques and materials.</p> <p>The children look at beach huts as part of this investigation, and look into their uses and design.</p> <p>To evaluate their product.</p> <p>To design, make and evaluate a pirate ship.</p> | <p>Nature Detectives</p> <p>Children learn that fabric can be patterned in different ways.</p> <p>Use 2D paper patterns as a fabric template for a 3D product.</p> <p>Use a graphics programme to make repeating patterns.</p> <p>Investigate existing fabric designs and use them for inspiration, for example, William Morris.</p> <p>Explore joining techniques for fabrics.</p> <p>Develop a systematic order for making a product.</p> <p>Cut, shape and join fabric to make a 3D product linked to the topic – a butterfly.</p> |

Food Technology

Cross-curricular

Cross-curricular with RE