

Design And Technology Long term Map Overview 2022- John Blow Primary School

Level Expected at the End of EYFS

We have aimed to select the Early Learning Goals that link most closely to the Design and Technology National Curriculum. For more detail about linked subject progression within the EYFS Framework, please refer to the EYFS Framework.

Expressive Arts and Design (Exploring and Using Media and Materials)

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

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Expressive Arts and Design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Key Stage 1 National Curriculum Expectations

Design

Pupils should be taught to:

- 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.

Make

Pupils should be taught to:

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing];
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

Pupils should be taught to:

- explore and evaluate a range of existing products;
- evaluate their ideas and products against design criteria.

Technical Knowledge

Pupils should be taught to:

- build structures, exploring how they can be made stronger, stiffer and more stable;
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Cooking and Nutrition

Pupils should be taught to:

- use the basic principles of a healthy and varied diet to prepare dishes;
- understand where food comes from.

Key Stage 2 National Curriculum Expectations

Design

Pupils should be taught to:

- 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;
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make

Pupils should be taught to:

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately;
- 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.

Evaluate

Pupils should be taught to:

- investigate and analyse a range of existing products;
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work;
- understand how key events and individuals in design and technology have helped shape the world.

Technical Knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures;
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages];
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors];
- apply their understanding of computing to program, monitor and control their products.

Cooking and Nutrition

Pupils should be taught to:

- understand and apply the principles of a healthy and varied diet;
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques;
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

D & T	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ELM Focus	Diva lamp (clay), model houses Balfi – Diwali Elephant biscuits	Santa’s workshop – making something with a purpose in mind Designing a toy Dragon biscuits Cakes – maths (5)	Exploring different materials Making an instrument Animal mask (homework) Numicon biscuits	Designing and making minibeast homes Healthy eating (fruit and vegetable tasting)	Designing a castle Making a castle Designing a shield Creating a character (materials) Making a stick puppet	Designing a vehicle Castle Day baking
PINE Focus	Building Houses – The Three Little Pigs Build structures, exploring how they can be made stronger, stiffer and more stable		Design and make sliders and levers – moving pictures Key skill – cutting		Sewing puppets – joining textiles using sewing and glue Fruit Ice Lollies	
OAK Focus			Axels and wheels	Make a fairytale home -	Making Decorations – sewing	- Royal Wedding Banquet
BEECH FOCUS	Ancient Greece Food- Melomakarona (Greek Honey Spiced Cookies)		Light signs – switches, bulbs, circuit		Packages	
ASH Focus	How to water an Egyptian field Making bread		Motte and bailey model		Making Ice-cream (linked with science)	Cooking Tudor recipes
Maple Focus		Anderson shelter (Cutting/3d model) VE day party –see Learning log Understands why food, nutrition and the recipes we use has changed over time. (Thinking about the changes in seasonality and origins of food over time)			tiles- Mayans Masks- Mayans Savoury biscuit	Funky furnishings-cushions
WILLOW Focus	Computed aided design				Making a Victorian Fairground Electrical system and gears	

The teaching staff of John Blow School, collaboratively collated this, and supporting documents.

This curriculum is underpinned by the best practice and research guidance from the work of Mary Myatt, Marc Hayes, Twinkl, Focus Education and Oak Academy.

Our intent is to breathe life into the philosophy of education of our school: it is purpose enacted.

Our intent is for our whole curriculum is:

Balanced: promoting intellectual, moral, spiritual, aesthetic, creative, emotional and physical development.

Rigorous: to develop intra-disciplinary habits of mind; integrating the subject's knowledge and skills into a coherent whole.

Coherent: to make explicit connections and links between the different subjects/experiences encountered.

Vertically integrated: It focuses on progression by sequencing knowledge; provides clarity about what getting better at the subject means.

Appropriate: by matching levels of challenge to a pupil's current level of maturity/knowledge.

Focused: The curriculum is manageable by teaching the most important knowledge; identifying big ideas or key concepts within a subject.

Relevant: we sought to connect the valued outcomes of a curriculum to the pupils being taught; providing opportunities for our pupils to make informed choices.