



## St Saviour's C.E. Primary School Curriculum Map - DT

|                  | EYFS                                                                                                                                                                            | Year 1                                                                                                                                                                                                                                         | Year 2                                                                                                                                                                                                         | Year 3                                                                                                                                                                                                              | Year 4                                                                                                                                                                                                                         | Year 5                                                                                                                                                                                                                                                                                                                                            | Year 6                                                                                                                                                                                                                                                                                                                                      |
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| <b>Project 1</b> | <b>Structures</b> <ul style="list-style-type: none"> <li>Child led Junk Modelling</li> <li>Salt Dough modelling</li> <li>Child led modelling or printing in to dough</li> </ul> | <b>FOOD</b> – Fruit & Vegetables<br>Making Smoothies <ul style="list-style-type: none"> <li>Tasting &amp; selecting fruit / veg</li> <li>Chopping and blending to make smoothie</li> <li>Designing packaging to reflect ingredients</li> </ul> | <b>Textiles</b> -Making a pouch <ul style="list-style-type: none"> <li>Threading a needle</li> <li>Learning running stitch</li> <li>Cut and use a template</li> <li>Make and decorate a pouch/purse</li> </ul> | <b>Structures</b><br>Constructing a Castle <ul style="list-style-type: none"> <li>Research features of castle</li> <li>Design own castle</li> <li>Using a net / design own net</li> <li>Build own castle</li> </ul> | <b>Food</b><br>Adapting a Recipe <ul style="list-style-type: none"> <li>Follow a recipe (biscuits)</li> <li>Test ingredients and investigate variations</li> <li>Design and bake own adaptation working to a budget</li> </ul> | <b>DT Mechanical Systems</b><br>Pop-up book <ul style="list-style-type: none"> <li>Research pop up books and how different mechanisms work</li> <li>Design and make page structure and mechanism</li> <li>Strengthen, stiffen, secure complex structures</li> <li>Using layers and spacers</li> <li>Illustrate and write story page(s)</li> </ul> | <b>Mechanical – Automata Toys</b> <ul style="list-style-type: none"> <li>Investigate and learn history of Automata toys</li> <li>Design, mark, cut, assemble frame from wood</li> <li>Experiment and create a cam system for frame</li> <li>Cam profiles and follower movement</li> <li>Create housing unit to create game theme</li> </ul> |
| <b>Project 2</b> | <b>Expression</b><br><br>Wall Drawings with tape<br><br>Pointillism – using cotton buds (Monet, Seurat, Van Gogh pictures on display)<br>Exploring painting in dots.            | <b>Mechanisms - Moving Story Book</b> <ul style="list-style-type: none"> <li>Exploring sliders and movement</li> <li>Creating a template</li> <li>Making a moving image for a book</li> </ul>                                                  | <b>Food – Making a wrap</b> <ul style="list-style-type: none"> <li>Sugar process &amp; hidden sugars in food/drink</li> <li>Exploring taste combinations</li> <li>Design and make a healthy wrap</li> </ul>    | <b>Electrical Systems – Static</b> <ul style="list-style-type: none"> <li>Science behind static electricity = motion</li> <li>Design electrostatic game</li> <li>Make &amp; evaluate game</li> </ul>                | <b>Mechanical Systems</b><br>Slingshot Car <ul style="list-style-type: none"> <li>Follow instructions to make a chassis and slingshot buggy</li> <li>Design and make car body</li> <li>Test &amp; Evaluate</li> </ul>          | <b>Structures</b><br>Bridges <ul style="list-style-type: none"> <li>Investigating Arch and beam bridges</li> <li>Spaghetti truss bridges</li> <li>Communicate ideas through a prototype</li> <li>Select materials according to</li> </ul>                                                                                                         | <b>Electrical systems</b><br>Hand Steady Game <ul style="list-style-type: none"> <li>Learning about 'fit for purpose' design</li> <li>Design steady hand game</li> <li>Build base using net</li> <li>Create and test electrical circuit</li> </ul>                                                                                          |



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|                  | Paint Swingometer (outside)                                                                                                                                                                       |                                                                                                                                      |                                                                                                                                                                                                          |                                                                                                                                              |                                                                                                                                                                                      | functional property and aesthetic<br>• Design and make own bridge (& evaluate)                                                                                                          | • Assemble game & evaluate                                                                                                                                                                                     |
| <b>Project 3</b> | <b>Composition</b><br>Natural Loose Parts<br>Children to bring in leaves/feathers/stones etc<br>Andy Goldsworthy pictures on display<br>Model and assist children whilst making their own pieces. | <b>Mechanisms - Wheels &amp; Axles</b><br>• How do wheels work?<br>• Fixing a broken wheel<br>• Design & make own vehicle for a race | <b>Mechanisms – Fairground Wheel</b><br>• Design a wheel ride for seaside pier (Beach topic)<br>• Revise wheel mechanisms (from Y1)<br>• Design, plan and build a wheel and frame<br>• Add pods/decorate | <b>Mechanics – Pneumatic Toys</b><br>• Exploring pneumatics<br>• Design pneumatic toy (revise nets)<br>• Make and evaluate own pneumatic toy | <b>Digital World</b><br>Raspberry Pi<br>Mindfulness Timer<br>• Explore Mindfulness tech / apps<br>• Code a timer programme<br>• Create a prototype<br>• Use CAD to create brand logo | <b>Textiles – stuffed toy</b><br>• Research & Design stuffed toy (felt)<br>• Blanket stitch (revise running stitch)<br>• Adding details and appendages<br>• Toy assembly and Evaluation | <b>Food</b><br>Come Dine With Me<br>• Investigating 3 course meals – balance in courses<br>• 3 ingredients, 3 courses: starter, main, dessert<br>• Writing recipe cards<br>• Learning about how food is farmed |

- Each project involves elements of: Designing, Making, Evaluating and developing Technical Knowledge.
- Each year the children undertake a Food & Nutrition unit as part of their DT curriculum.

Class teachers can decide when to complete each project to enable them to make meaningful links with other curriculum areas; this may include some block teaching.

### Early Years Objectives/ ELG:

|                                            | Nursery                                                                                                                                                                      | Reception                                                                                                                                                                                                                                           | Early Learning Goals                                                                  |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Personal, Social and emotional development | • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.                      |                                                                                                                                                                                                                                                     |                                                                                       |
| Physical Development                       | Use large-muscle movements • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. | Progress towards a more fluent style of moving, with developing control and grace. • 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 | Use a range of small tools, including scissors, paintbrushes and cutlery (fine motor) |



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|                            |                                                                                                                                                                                                                                                                                                                                                                                  | posture when sitting at a table or sitting on the floor.                                                                                                                                                                                                                    |                                                                                                                                                                                                                              |
| Understanding the World    | Explore How things Work                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                              |
| Expressive Arts and Design | Make imaginative and complex 'small worlds' with blocks and construction kits. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. | • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used (creating with materials) |