

Dobcroft Infant School Curriculum Map



Year	2020/2021
Subject	DT

Whole school intent: At Dobcroft Infant School, our intent is to create an exceptional, well-sequenced and ambitious curriculum, which challenges and excites all learners. Through quality first teaching and effectively planned provision, children will develop their ability to “know more, remember more and do more” to achieve clear end points.

Subject intent:

The learning within Design and Technology stimulates children’s imagination and creative thinking. It supports pupils in becoming problem solvers, working both as individuals and as part of a team, and encouraging children’s natural inquisitive nature. By completing practical activities children can apply what they have learnt and evaluate their product. In Key Stage One children will use a range of materials and processes to design and make structures, mechanisms and levers. Dobcroft Infant School uses TASC (Thinking Actively in a Social Context) as a vehicle across the three years to teach Design and Technology which develops thinking skills, communication skills and evaluation skills. Children also have the opportunity to develop knowledge and understanding in design, structures, mechanisms and a range of materials, including of food, linking with Healthy Eating and food preparation.

	A1	A2	SP1	SP2	SU1	S2
FS2	<p>Early Learning Goal Expressive Arts and Design: 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.</p> <p style="text-align: center; color: red;">All skills will be explicitly taught, modelled and embedded through both adult led and child initiated activities in provision.</p>					
	<p>To use and explore a variety of materials and tools safely</p> <p><u>Developing skills (investigate and explore):</u></p> <ul style="list-style-type: none"> ● Scissor skills ● Media and materials in the creative area ● Sellotape dispenser ● Joins construction pieces together to build and balance. ● Properties of malleable materials e.g. play dough, messy play, clay <p><u>Applying skills (designing and making):</u></p> <ul style="list-style-type: none"> ● Class Mascot craft ● Joining materials activity ● Clay Diva lamps (Diwali) 	<p>To explore ways of joining materials in the most effective ways to create 3D models</p> <p><u>Developing skills (investigate and explore):</u></p> <ul style="list-style-type: none"> ● Observe how materials are joined together ● Experimenting joining materials together in different ways ● Considering an object's surface, size and shape when choosing a method of joining ● How to effectively use a range of joining techniques e.g. glue, sellotape, split pins, string etc. <p><u>Applying skills (designing and making):</u></p> <ul style="list-style-type: none"> ● Make a way for the Gingerbread man to cross the river 	<p>To combine media and materials for a planned effect</p> <p><u>Developing skills (investigate and explore):</u></p> <p>In the Summer term in EYFS, the staff create opportunities for the children to 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.</p> <p><u>Applying skills (designing and making):</u></p> <ul style="list-style-type: none"> ● Child-initiated - combining media and materials for a planned effect based on interests and experiences. ● Papier mache invertebrates 			

	<ul style="list-style-type: none"> ● Cooking/baking e.g. fresh vegetable soup, Christmas cookies ● Realise tools can be used for a purpose. ● Manipulates materials to achieve a planned effect. ● Constructs with a purpose in mind, using a variety of resources. ● Uses simple tools and techniques competently and appropriately. ● Children are encouraged to use the construction area purposefully and shown how to access and put away resources independently. 	<ul style="list-style-type: none"> ● Make an Easter Bonnet ● Cooking/baking e.g. pancakes, chocolate nests ● Continuous provision challenges e.g. sawing a butterfly mobile, making puppets using junk modelling, outdoor scrapshed. ● Children are challenged to use design sheets in the construction area. 	<ul style="list-style-type: none"> ● Design a cress sandwich ● Cooking/baking e.g. cress sandwiches, fruit kebabs ● Design food for the hungry caterpillar using mixed media <ul style="list-style-type: none"> ● Design your own caterpillar using any resources from our classroom eg. Junk modelling, building bricks, sticking materials from the creative area... ● Selects tools and techniques needed to shape, assemble and join materials they are using. ● Children are encouraged to work collaboratively on projects in the continuous provision eg. Construction area.
--	---	---	--

Key Concepts
Product – Communicate – Construction – Materials – Evaluate – Ingredients – Purpose

Y1	Children should work in a range of relevant contexts. For example, the home and school, gardens and playgrounds, the local community, industry and the wider environment.					
<p style="color: red;">Design</p> <p style="color: red;">Generate, develop, model and communicate their ideas talking, drawing, templates, mock-ups and where appropriate, information and communication.</p> <p style="color: orange;">Make</p> <p style="color: orange;">Select from and use a range of tools and equipment to perform practical tasks.</p> <p style="color: blue;">Investigate, disassembly, evaluate</p> <p style="color: blue;">Children to have access to high quality continuous provision to explore design and technology skills.</p> <p style="color: blue;">Use of TASC record sheets where they can design and draw their ideas and communicate tools and equipment they will need.</p> <p style="color: blue;">Children will also have specific design challenges set based upon the topic theme so they are designing for a range of different contexts.</p>			<p style="color: black;">Evaluate –</p> <p>Explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria.</p> <p style="color: black;">Technical knowledge -</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p>			
Building dens in different ways using large and small construction and outdoor provision for animals.	Design and create Christmas cards and calendar.	End point	Children will use the enhanced continuous provision to explore their own design ideas based upon the topic theme and challenges set.	They will use be able to use tools in the classroom to cut, shape and join different materials	TASC – Children will design a boat based on the Titanic that is strong and sturdy to be able to carry passengers. Children will explore different ways of attaching materials together and tools to create their design. Children will say what they like about their design and what they could improve using TASC as a process for this.	End point
Children will use the enhanced continuous provision to explore their own design ideas based upon the topic theme and challenges set.	Children will design, make and evaluate using TASC sheet their own imaginary clay animal inspired by the art work of Nikki de St Phalle.	End point	Children will explore the houses that were built at the time of the Great Fire of London and their design features. Children will be given a brief to build a house inspired by the Stuart houses to help rebuild London after the event. Children will design their ideas by drawing and write features they wish to include. Children will explain materials they will	Children learn how to create a structure out of clay and explore how to join it	Think like an engineer project - Children will design, make and evaluate a light up wand using various materials.	End point
					Children design a product following a given brief and evaluate to ensure their product is fit for purpose.	

	<p>End point</p> <p>TASC style design sheets used in continuous provision for children to be able to communicate their ideas. Work produced will be photographed and displayed on class galleries.</p> <p>Children will be able to work together to produce a den for different woodland animals using a range of resources.</p>	<p>together to create their designs. TASC style design sheets used in continuous provision for children to be able to communicate their ideas. Work produced will be photographed and displayed on class galleries.</p>	<p>Children will be able to generate their own design ideas and show them through drawings. Children will be able to explain the tools that they used to attach materials together and be able to successfully use a range of tools and equipment to cut, shape, join and finish their designs. Children will create a design that is strong and stable. Children will explore their design ideas and technical skills by producing a boat that is strong and could float based upon the Titanic.</p>	<p>need to make their build and explore different ways to ensure it is strong and stable (will stand up). Children will have access to a wide range of materials and tools to make their design and will use the TASC process to evaluate what they did well and what they could improve.</p> <p>End point</p> <p>Children will create a design that is strong and stable. Children will explore their design ideas and technical skills by producing a house inspired by the Stuart houses in London at the time of the Great Fire of London.</p> <p>Their own ideas will be explored through continuous provision and work produced will be photographed and displayed on class galleries.</p>	<p>together to make it more stable.</p>	
--	---	---	---	---	---	--

Key Concepts

Product – Communicate – Construction – Materials – Evaluate – Mechanism – Ingredients - Purpose

Y2	<p>Explore and use mechanisms, wheels and axels. Explore and evaluate a range of existing products. Make an aeroplane with moving parts – link with location, location, location topic. Explore and evaluate</p>	<p>Design and make Christmas stockings (textiles) Communicate their ideas through drawing mock-ups</p> <p>End point</p> <p>Children can follow a brief to design, create and evaluate an item using sewing as well as fixing by gluing. Children will use</p>	<p>Children access the Scrap Shed and Poddley to revisit and apply their mechanism and design knowledge.</p> <p>End point</p> <p>Children use a range of materials from the outdoor provision to create a purposeful product</p>	<p>Explore and use mechanisms, leavers, sliders,. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology to create an underwater box.</p> <p>End point</p>	<p>Make chocolate rooms and evaluate ideas and products against design criteria.</p> <p>End point</p> <p>Children choose appropriate materials to suit a given purpose. Children can evaluate their own and their peer’s product to check it meets the design brief.</p>	<p>Food technology – make a party tart. Discuss cooking and nutrition. Use the basic principles of a healthy and varied diets.</p> <p>End point</p> <p>Children can understand different diets and how to choose ingredients accordingly to</p>
----	--	--	---	--	---	--

	<p>different aeroplanes from old and new.</p> <p><u>End point</u></p> <p>Children will be able to understand why there is a brief for a product and follow it to design a moving aeroplane using wheels and axels using their historical knowledge of vehicles from the past and present. (History link)</p>	<p>needles, scissors, and glue to create a product.</p>		<p>Children will use levers and sliders to create a moving part in their underwater box.</p>		<p>accommodate them.</p>
--	---	---	--	--	--	--------------------------

Key Concepts

Product – Communicate – Construction – Materials – Evaluate – Mechanism – Ingredients – Purpose