

Cycle A					
All About Me	Toy Box	Homes	Fur, Feet and Feathers	Into the Woods	Dinosaur Roar
EYFS: Exploring Media and Materials Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Understand that different media can be combined to create new effects.	EYFS: Exploring Media and Materials Uses various construction materials. Join construction pieces together to build and balance. Realise tools can be used for a purpose	EYFS: Exploring Media and Materials Begin to be interested in and describe the texture of things. Manipulate materials to achieve a planned effect. Construct with a purpose in mind using a variety of resources.  Use simple tools and techniques competently & appropriately.	EYFS: Exploring Media and Materials Construct with a purpose in mind using variety of resources.  Use simple tools and techniques competently & appropriately.  Select appropriate resources & adapt work where necessary.	EYFS: Exploring Media and Materials  Select tools & techniques needed to shape, assemble & join materials they are using Be interested in and describe the texture of things.	EYFS: Exploring Media and Materials ELG: They safely use & explore a variety of materials, tools & techniques, experimenting with colour, design, texture, form & function.
<b>Y1:</b> Use own ideas to make something Describe how something works	<b>Y1:</b> Explain how they want to make a product Describe how something works Make a product which moves Choose appropriate resources and tools Make a simple plan before making	<b>Y1:</b> Use own ideas to make something Explain how they want to make a product Make a simple plan before making Make a model stronger	<b>Y1:</b> Use own ideas to make something Make a model stronger Explain how they want to make a product Choose appropriate resources and tools Make a simple plan before making	<b>Y1:</b> Use own ideas to make something Explain how they want to make a product Choose appropriate resources and tools Make a simple plan before making Cut food safely	<b>Y1:</b> Use own ideas to make something Describe how something works Make a product which moves Make a model stronger Explain how they want to make a product Choose appropriate resources and tools Make a simple plan before making Cut food safely
Introduce Construction Kits / Creative Area/ Sand play/ Healthy Eating	Design and make a simple toy. Make Christmas decorations & cards	Design and make a simple structure – eg a home from straw/ sticks / bricks for The Three Little Pigs	Discuss origins of foods eg. milk. Make a milkshake. Make Easter decorations & cards	Discuss origins of fruits. Design and Prepare a fruit salad.	Use a simple mechanism to make a moving picture. Make a dinosaur jelly with fruit decorations.
Cycle B					
Marvellous Me	Material World	Frozen	Gardener's World	Hot Places	Buckets and Spades
<b>EYFS: Exploring Media and Materials</b>  Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Understand that different media can be combined to create new effects.	<b>EYFS: Exploring Media and Materials</b>  Begin to be interested in and describe the texture of things.  Use various construction materials. Join construction pieces together to build and balance.  Realise tools can be used for a purpose.	<b>EYFS: Exploring Media and Materials</b>  Use various construction materials. Construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Select tools & techniques needed to shape, assemble & join materials they are using. Manipulate	<b>EYFS: Exploring Media and Materials</b>  Experiment to create different textures. Understand that different media can be combined to create new effects. Construct with a purpose in mind, using a variety of resource	<b>EYFS: Exploring Media and Materials</b>  Understand that different media can be combined to create new effects.  Experiment to create different textures. Use simple tools and techniques competently & appropriately.	<b>EYFS: Exploring Media and Materials</b>  ELG: They safely use & explore a variety of materials, tools & techniques, experimenting with colour, design, texture, form & function.

		materials to achieve a planned effect	s. Use simple tools and techniques competently & appropriately. Select tools & techniques needed to shape, assemble & join materials they are using.	Select appropriate resources & adapts work where necessary.	
<b>Y1:</b> Use own ideas to make something Explain how they want to make a product Choose appropriate resources and tools Cut food safely	<b>Y1</b> Describe how something works Use own ideas to make something Make a model stronger Explain how they want to make a product Choose appropriate resources and tools	<b>Y1:</b> Use own ideas to make something Make a model stronger Explain how they want to make a product Choose appropriate resources and tools Make a simple plan before making	<b>Y1:</b> Use own ideas to make something Describe how something works Make a product which moves Explain how they want to make a product Choose appropriate resources and tools Make a simple plan before making Cut food safely	<b>Y1:</b> Use own ideas to make something Describe how something works Make a model stronger Explain how they want to make a product Choose appropriate resources and tools Make a simple plan before making Cut food safely	<b>Y1:</b> Use own ideas to make something Describe how something works Make a product which moves Make a model stronger Explain how they want to make a product Choose appropriate resources and tools Make a simple plan before making
Continuously refer back to artists, architects and designers in history for inspiration or comparison. Visit our local galleries. Use IT to create art work to show different effects.					

# Design and Technology Curriculum Map

## Class 2

Cycle A		
<p style="text-align: center;"><b>Fighting Fit</b></p> <p><b>Cooking:</b> Select and use appropriate fruit and vegetables, processes and tools. Basic food handling, hygienic practices and personal hygiene. Understand where food comes from. Use the basic principles of nutrition and healthy eating to prepare a healthy and varied dish.</p> <p><b>Chef:</b> Jamie Oliver – wanted schools to eat healthily.</p>	<p style="text-align: center;"><b>Up and away</b></p> <p><b>Creating their own ideas:</b> Identify a target group for what they intend to design and make. Model their ideas in card and paper to develop their design ideas applying findings from their earlier research. Appreciate the need for good design by exploring a range of design and designers. Make their design using appropriate techniques. With help, to measure, mark out, cut and shape a range of materials. How to use tools eg scissors and a hole punch safely. Explore different materials, and become familiar with their properties and uses. Use simple finishing techniques to improve the appearance of their product. Evaluate their product by discussing how well it works in relation to the purpose. Evaluate their products as they have developed, identifying strengths and possible changes they might make. Evaluate their product by asking questions about what they have made and how they have gone about it.</p> <p><b>Designer:</b> James Dyson</p>	<p style="text-align: center;"><b>Island Explorers</b></p> <p><b>A product with a purpose:</b> Create a mini boat that can float. Explore materials that can float in order to help with the product that is to be created. Create a plan of what is going to be made. Design the product and write instructions on how the product is going to be made. Use their knowledge of existing products and their own experience to help generate their ideas. Design products that have a purpose and are aimed at an intended user. Explain how their products will look and work through talking and simple annotated drawings. Design models using simple computing software. Plan and test ideas using templates and mock-ups. Understand and follow simple design criteria. Work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment.</p> <p><b>Artist:</b> Look at designs of boats and artwork from the 1500s.</p>
Cycle B		
<p style="text-align: center;"><b>Life in the Cotswolds</b></p> <p><b>Cooking:</b> Describe the ingredients that are being used from looking at examples prior to cooking. For example: Bread, look at lots of different breads. Describe the taste, compare the ingredients and let this decide what kind of bread that gets made. Look at food safety and preparing the food themselves. Evaluate the process of making the bread. Did it go well? What would be changed. Evaluate the taste and texture of the bread.</p> <p><b>Chef:</b> Mary Berry</p>	<p style="text-align: center;"><b>London's Burning</b></p> <p><b>Building structures:</b> Build structures, exploring how they can be made stronger, stiffer and more stable. Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape. Think of an idea and plan what to do next. Explain why tools and materials have been chosen. Join materials in different ways. Explain what went well with the work.</p> <p><b>Designer:</b> Antoni Gaudí</p>	<p style="text-align: center;"><b>Oceans and seas</b></p> <p><b>Modelling in 2D and 3D:</b> Create a picture of oceans and seas and discuss how could this become 3D. Look at textured designs and layering. Use their 2D image and make it 3D. When designing, explore different initial ideas before coming up with a final design. When planning, start to explain their choice of materials and components including function and aesthetics. Test ideas out through using prototypes. Use computer-aided design to develop and communicate their ideas. Develop and follow a simple design criteria.</p> <p><b>Designer:</b> David Carson – Graphic designer</p>
<p>Continuously refer back to artists, architects and designers in history for inspiration or comparison. Visit our local galleries. Use IT to create DT work to show different effects.</p>		

# Design and Technology Curriculum Map

## Class 3

Cycle A		
<p style="text-align: center;"><b>Rainforests</b></p> <p><b>Creating their own ideas:</b> Make a product which uses both electrical and mechanical components. For example: moving animal from the rainforest Research and develop the design criteria to inform their design. Generate ideas for an item, considering its purpose and user/s. Identify a purpose and establish criteria for a successful product. Plan the order of their work before starting. Explore, develop and communicate design proposals by modelling ideas. Generate, develop and communicate their ideas through discussion, annotated sketches and diagrams. Select tools and techniques for making their product. Measure, mark out, cut, score and assemble components with more accuracy. Work safely and accurately with a range of simple tools to think about their ideas as they make progress and be willing to change things if this helps them to improve their work. Explore and evaluate a range of existing products. Evaluate their product against original design criteria e.g. how well it meets its intended purpose.</p> <p><b>Designer:</b> Alan MacMasters</p>	<p style="text-align: center;"><b>Britain through the decades</b></p> <p><b>Cooking with graphic design:</b> Looking at a famous food industry and attempting to make their own version. For example: biscuits. Looking at packaging and target markets with how the biscuits are sold. Children are to design their own packaging, using IT where appropriate, and then produce biscuits to go into the packaging. Writing instructions and creating designs to go with this. Evaluate the product at the end. Describe how food ingredients come together.</p> <p><b>Food company:</b> McVities</p>	<p style="text-align: center;"><b>Egyptians</b></p> <p><b>Modelling in 2D and 3D:</b> Designing pyramids and how we can make them for from 2D to 3D. First look at designing them through pictures, discuss what the pyramids are originally made from. Could we do something similar? Discuss what materials could be used to create the pyramid. Choose a material for both its suitability and its appearance. Select the most appropriate tools and techniques for a given task. Work accurately to measure, make cuts and make holes.</p> <p><b>Designer:</b> Look at pictures and descriptions of how Egyptians created the pyramids.</p>
Cycle B		
<p style="text-align: center;"><b>Stone Age to the Iron Age</b></p> <p><b>Structures:</b> Building a cave. identify the design features of their products that will appeal to intended customers. Use their knowledge of a broad range of existing products to help generate their ideas. Design innovative and appealing products that have a clear purpose and are aimed at a specific user. Explain how particular parts of their products work. Use annotated sketches and cross-sectional drawings to develop and communicate their ideas. When designing, explore different initial ideas before coming up with a final design. When planning, start to explain their choice of materials and components including function and aesthetics.</p> <p><b>Designer:</b> Look at caves and structures and choose the best materials in order to create the cave.</p>	<p style="text-align: center;"><b>Gloucestershire and the United Kingdom</b></p> <p><b>Cooking:</b> Sausage rolls. Look at the history of sausage rolls and how they can be made in different ways. Discuss what we would prefer to have in our sausage rolls. Taste different versions and compare them to each other. Create own design, instructions, sausage roll and evaluation to go with this. If there could have been improvements then have another go at making the sausage rolls. Talk about how it is important to trial and error things. Know how to be both hygienic and safe when using food.</p> <p><b>Chef:</b> Look at the history of a sausage roll and how it appeared from France.</p>	<p style="text-align: center;"><b>The Romans</b></p> <p><b>Product with a purpose:</b> Creating a cart that can be pulled with fully functional wheels. Use ideas from other people when designing. Product a plan and explain it. Evaluate and suggest improvements for design. Evaluate products for both their purpose and appearance. Explain how the original idea can be improved and measure accurately. Persevere and adapt work when the original idea does not work.</p> <p><b>Designer:</b> Look at the history of cart and horses and how they were used and what their purpose was.</p>
<p>Continuously refer back to artists, architects and designers in history for inspiration or comparison. Visit our local galleries. Use digital images and combine with other media to make art. Use IT to create art which includes their own work and that of others.</p>		

# Design and technology Curriculum Map

Class 4

Cycle A		
Earthquakes/Volcanoes	Mayan Civilisation	Around the world in 80 Days
<p><b>Structures:</b> Create own volcano that can erupt. Linking DT with science. Building a structure using paper mâché. Bottle to be placed in the middle of card and the paper mâché is to be built around it. Children to design and label their designs first. Produce a plan and explain it. Create using the correct equipment. When planning, start to explain their choice of materials and components including function and aesthetics. Using paints to colour the volcano once it has been built. Do science experiment and evaluate the success (or not success) of the volcano.</p> <p><b>Designer:</b> Look at the structure of Volcanoes and talk about the different layers.</p>	<p><b>Creating their own ideas:</b> Consider the purpose for which they are designing. Generate, develop and communicate their ideas through discussion, annotated sketches and diagrams from different views showing specific features. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail. Evaluate products and identify criteria that can be used for their own designs. Working with tools, equipment, materials and components to make quality products. Select appropriate tools and techniques for making their product. Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques (for example cutting, shaping, joining and finishing) accurately. Join and combine materials and components accurately in temporary and permanent ways. Evaluate their work both during and at the end of the assignment considering the views of others to improve their work. Evaluate their products carrying out appropriate tests.</p> <p><b>Designer:</b> Nicolas-Joseph Cugnot</p>	<p><b>Cooking with graphic design:</b> Example: Chocolate bars. Compare chocolate bars and their packaging from around the world. If products can be provided to physically hold them do so. Talk about all the different ingredients that go in different types of chocolate and how does that appeal to different people (target market). Look at the packaging to go with the bars and how do they appeal to different target markets. Pick a target market and talk about what different things could be put into the chocolate bar to appeal to that audience. Design a chocolate bar with labels and reasons as to why it would appeal to chosen target market. Create chocolate bar by melting down chocolate and mix through any other ingredient provided. Put into a mould/on baking tray with baking paper and any toppings provided on top. Let chocolate go solid. Design packaging to go with this chocolate bar. Create the packaging using correct materials. This could be done digitally. Chocolate bar to go inside of packaging when all completed. Evaluate product and packaging. Explain how the product will appeal to a specific audience.</p> <p><b>Company:</b> Look at different chocolate companies.</p>
Cycle B		
Anglo-Saxons	European Study	The Ancient Greeks
<p><b>Cooking:</b> Example: Make a stew with vegetables and cook meat. Demonstrate hygienic food preparation and storage. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Look at where the food is sourced from and how it is grown. If time allows maybe have a go at growing the vegetables in school. Create a recipe to help create the stew. Talk about food safety when preparing the stew. Cook it and then evaluate it after tasting it.</p> <p><b>Chef:</b> Look at the history of what Anglo-Saxons would eat.</p>	<p><b>Modelling in 2D and 3D:</b> Example: Creating the Eiffel Tower. Look at pictures of the Eiffel tower and discuss how it was made. Children are going to re-create this in a down scale model. Design the Eiffel Tower first in 2D, do this digitally if possible. Label the design and list materials that are going to be used in order to create the 2D design into a 3D model. Produce a detailed step-by-step plan before making 3D model. Using sticks and hot glue or other suitable materials suggested by children to create a 3D model of the Eiffel Tower. Use a range of tools and equipment competently. Evaluate model when completed.</p> <p><b>Designer:</b> Gustave Eiffel, Stephen Sauvestre and Maurice Koechlin</p>	<p><b>Product with a purpose:</b> Clay work, creating pottery. Research pottery and how the Ancient Greeks used it and the purpose of using them. Children are going to create their own clay pots. Look at different designs and compare them, talk about the similarities and differences. Come up with a range of ideas after collecting information from different sources. Design the pot after looking at all those sources. Talk about if the children are going to carve their designs or paint on their designs when the clay is dry. Write instructions to go with creating the pot. Use a range of tools and equipment when creating the pot. Paint pot if needed. Fill the pot with water or other substances to see if the product serves its purpose. Evaluate product.</p> <p><b>Designer:</b> Look at clay pottery from Ancient Greeks</p>
<p>Continuously refer back to artists, architects and designers in history for inspiration or comparison. Visit our local galleries. Learn to integrate digital images into art work and alter them when necessary.</p>		

# Design and Technology Curriculum Map

## Class 5

Cycle A		
<p style="text-align: center;"><b>Ancient Sumer</b></p> <p><b>Creating their own ideas:</b> Use research to design innovative, functional, appealing product aimed at a particular individual or group. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Draw up a specification for their design. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail. Use results of investigations, information sources, including ICT when developing design ideas. Select appropriate materials, tools and techniques. Measure and mark out accurately. Use skills in using different tools and equipment safely and accurately. Cut and join with accuracy to ensure a good-quality finish to the product. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures using a range of equipment including ICT. Evaluate a product against the original design specification. Evaluate it personally and seek evaluation from others to improve their work.</p> <p><b>Designer:</b> Children to research own designers that justifies what they want to make.</p>	<p style="text-align: center;"><b>Benin (West Africa)</b></p> <p><b>Cooking with enterprising:</b> Design, make and evaluate a soup using Fair Trade produce. Children to develop their enterprising skills and sell food items. Money raised to go to an African charity. Research fair trade produce and what ingredients could go into the soup. Work within a budget and think about how much profit could be made. Understand and apply the principles of a healthy and varied diet.</p> <p><b>Chef:</b> Look at food produced as Fair Trade</p>	<p style="text-align: center;"><b>Mountains and Deserts</b></p> <p><b>Cooking with graphics design:</b> Link with Mount Fuji and children can create sushi from Japan. Show being both hygienic and safe in the kitchen. Use a range of tools and equipment competently. Try the product before creating the product. What do you like, what do you not like? Talk about all the different ways sushi is made and the variety that is available. Create own sushi and evaluate. Watch videos on how to create own sushi and produce a detailed step-by-step plan. Look at packaging that goes with sushi, recreate own packaging to go with sushi that is produced. Use market research to inform plans and ideas for packaging.</p> <p><b>Chef:</b> Jiro Ono</p>
Cycle B		
<p style="text-align: center;"><b>WW1 and WW2 in Stow</b></p> <p><b>Structures:</b> Research different computing programmes. Children to design make and evaluate fairground rides with a flashing light or sound. Create a clear criteria to make the fairground ride. Consider culture and society in plans and designs. Text and evaluate the product. Understand and use electrical systems in their products (for example series circuits incorporating switches, bulbs, buzzers and motors). Apply understanding of computing to program, monitor and control their product.</p> <p><b>Designer:</b> Research the history of fairgrounds.</p>	<p style="text-align: center;"><b>Vikings</b></p> <p><b>Modelling in 2D and 3D:</b> Design and make a Viking pop-up book. Children to read books to a younger class then evaluate using pupil feedback. Plan book first with pictures and ideas and talk about how the book could be made. Look at other pop up books to compare and understand how they work. Children write own story to go with the pop-up book. Pop-up book should be at least 5 pages long with a pop-up on every page. Evaluate appearance and function after being used by a younger class.</p> <p><b>Designer:</b> Look at pop-up books and how effective they can be.</p>	<p style="text-align: center;"><b>Rivers and Coastlines</b></p> <p><b>Product with a purpose:</b> Design, make and evaluate gloves that would be most effective in artic conditions. Produced a detailed step-by-step plan. Select appropriate and a wider range of tools, materials, components and techniques according to their functional properties and aesthetic qualities. Construct products using permanent joining techniques (for example cutting, shaping and sewing). Measure, tape or pin, cut and join fabric with some accuracy. Pin, sew and stitch materials together to create a product. Achieve a quality product.</p> <p><b>Designer:</b> James Winter</p>
<p>Continuously refer back to artists, architects and designers in history for inspiration or comparison. Visit our local galleries. Use a range of e-resources to create art work.</p>		

