

Mayflower Primary Curriculum Map

DT

Subject: DT		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Nursery	<p>Content:</p> <p>Skills:</p>	<p>Content: Design and make</p> <p>Developing, planning and Communicating Ideas</p> <p>Skills: Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>BOOK:</p> <p>The Three little Pigs (A)</p> <p>Goldilocks and the Three Bears (B)</p> <p>IDEAS: construct different types of furniture in the three bears house.</p> <p>RESOURCES: Building blocks, magnetic triangles</p>	<p>Content:</p> <p>Skills:</p>	<p>Content: Technical/Making</p> <p>Work with tools, equipment, materials and components to make quality products.</p> <p>Skills: Demonstrate that tools are used for a purpose. ie I can use scissors to cut, glue to stick, a shovel to dig.</p> <p>BOOK:</p> <p>Handa's Surprise/Handa's Hen</p> <p>The Little Red Hen (B)</p> <p>IDEAS: Create a farm for the hen. Cut out trees/flowers and other things that are linked to a farm. Plant vegetables for the farm.</p> <p>RESOURCES: shovel</p>	<p>Content:</p> <p>Skills:</p>	<p>Content: Design and make</p> <p>Developing, planning and Communicating Ideas</p> <p>Skills: Constructs with a purpose in mind, using a variety of resources.</p> <p>BOOK:</p> <p>The Duck in the truck (A)</p> <p>Mr Gumpy's Outing (B)</p> <p>IDEAS: Make a boat; something that floats on water; a vehicle – for My Gumpy to travel.</p> <p>RESOURCES: Wooden planks, building blocks, lego, washers, wheels, sticks, axels, wooden discs</p>
	Reception						
KSI	Year 1		<p>Content: Design and make a product – Textiles</p> <p>Design purposeful, functional, appealing products based on design criteria</p> <p>Skills: Designing, Making, Testing and Evaluating (own product)</p> <p>BOOK:</p> <p>Tiddalick the Thirsty Frog (A)</p> <p>Snip Snip (B)</p> <p>IDEAS: Make a quilt; rug; cushion</p> <p>Resources: Needles, felt, beads, thread</p>	<p>Content: Cooking and Nutrition</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>LINK TO COMPUTING</p> <p>Skills: preparing healthy dishes</p> <p>BOOK:</p> <p>The Naughty Bus (A)</p> <p>Lima's Red Hot Chilli (B)</p> <p>IDEAS: Explore healthy meals using iPads. Use vegetables to create healthy dishes for Lima- alternative to the red chilli- What else could she have eaten?</p> <p>Resources: Bowls, knives, cutting board, cooking hob?</p> <p>Crudités</p>		<p>Content: Design and make a structure- Technical Knowledge</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Skills: Designing, Making (how to make it stronger, stiffer, more stable), Testing and Evaluating (own structure)</p> <p>BOOK:</p> <p>Beegu (A)</p> <p>Oi, Get Off My Train (B)</p> <p>IDEAS: Link back to Autumn 1- remind children of designing, making, testing and evaluating. Design a train with tracks and have a race with the other trains in the class.</p> <p>RESOURCES: wooden wheels, junk modelling, polystyrene sheets, PVA glue, bobbins, plastic straws, wooden sticks</p>	

	Year 2			<p><i>Content: Cooking and Nutrition</i> Understand where food comes from <i>Skills: preparing healthy dishes</i> BOOK: <i>Pretty Salma (A)</i> <i>Grendal, a cautionary tale about chocolate (B)</i> IDEAS: Link to Year 1- what did you do? What do you know about food? Research where chocolate can be found in the world- where does it grow? Children to make well known desserts from different countries using chocolate RESOURCES: Chocolate, flour, eggs, sugar, bowls, whisk, forks, spoons</p>	<p><i>Content: Design and make a product- Mechanism</i> Explore and use levers, sliders, wheels and axles, in their products. <i>Skills: Planning / Designing / Communicating Ideas, Making, Testing and Evaluating (existing and own product)</i> BOOK: <i>The Owl and the Pussy Cat (A)</i> <i>Traction Man (B)</i></p>		<p><i>Content: Design and make a product – Construction</i> Use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing] <i>Skills: Planning / Designing / Communicating Ideas, Making, Testing and Evaluating (existing and own product)</i> BOOK: <i>Window (A)</i> <i>Willy the Wizard (B)</i></p>
Explore KS2	Year 3		<p><i>Content: Design and make a product- Mechanisms</i> Use electrical system in product (eg. Circuit including switches, bulbs, buzzers, motors) LINK TO SCIENCE <i>Skills: Planning and designing (for a purpose)/ Communicating Ideas (annotated sketches and discussion), Making, Testing and Evaluating (existing products and own product)</i></p> <p><i>Architecture in Schools Project – Structures (Addition)-</i> Strengthen, stiffen and reinforce more complex structures</p> <p>BOOK: <i>Rama and the Demon King (A)</i> <i>Iron Man (B)</i></p>	<p><i>Content: Cooking and Nutrition</i> Understand seasonality in food. <i>Skills: Prepare and cook savoury dishes using a range of cooking techniques.</i> Book: <i>Story of John Gerrard /Ann Boleyn (A)</i> <i>The Dragon Kite (B)</i></p>		<p><i>Content: Design and make a product- Textiles</i> Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <i>Skills: Planning and designing (for a purpose), simple stitches, using CAD IT software to design packaging,</i> BOOK: Krindlekrax (A) <i>Oliver Twist (B)</i></p>	

	<p style="text-align: center;">Year 4</p>		<p><i>Content: Design and make a product- Mechanisms</i> Understand and use mechanical systems in their products (e.g. pulleys, levers and linkages) <i>Skills: Make a product which using mechanical components? Use a range of components (e.g. levers, linkages and pneumatic systems). Understand how wheels, axles, turning mechanisms, hinges and levers all work together?</i></p> <p><i>Architecture in Schools Project – Structures (Addition)-</i> Strengthen, stiffen and reinforce more complex structures <i>BOOK:</i> <i>Rama and the Demon King (A)</i> <i>Iron Man (B)</i></p>	<p><i>Content: Design and make a product - Construction</i> Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <i>Skills: Planning and designing (for a purpose) / Communicating Ideas (annotated sketches and discussion), Making, Testing and Evaluating (existing products and own product)</i> <i>BOOK:</i> <i>Story of John Gerrard/ Ann Boleyn (A)</i> <i>The Dragon Kite (B)</i></p>		<p><i>Content: Cooking and Nutrition</i> Understand and apply the principles of a healthy and varied diet, understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. <i>Skills: select their own ingredients when cooking or baking. Range of cooking techniques. Present food in an appealing way. Understand safe food storage. Weigh in grams. Evaluate flavour, texture, taste</i> <i>BOOK:</i> <i>Krindlekrax (A)</i> <i>Oliver Twist (B)</i></p>	
	<p style="text-align: center;">Year 5</p>		<p><i>Content: Design and make a toy- Mechanisms</i> Understand and use mechanical systems in their products (e.g. gears, pulleys, cams, levers and linkages) <i>Skills: Planning for audience, conducting market research. , Designing / Communicating Ideas (through a range of methods), Making, Testing and Evaluating existing products and own toy. Making more complex design to include belts and pulleys, and a combination of other mechanisms. Incorporate hydraulics and pneumatics. Make up a prototype first?</i> <i>Topic: Current events (A and B)</i></p>		<p><i>Content: Cooking and Nutrition</i> Understand and apply the principles of a healthy and varied diet. Prepare and cook savoury dishes. <i>Skills: Relate cooking to affordability – cost of ingredients. Use proportions when cooking, by doubling and halving recipes. Modify a recipe and explain why they have changed it.</i> <i>BOOK:</i> <i>Theseus and the Minotaur</i> <i>Goodnight Mr Tom (B)</i></p>		<p><i>Content: Design and make a product- Textiles</i> Use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups <i>Skills: Use a range of joining techniques? Demonstrate that their product is strong and fit for purpose. Consider the audience when choosing textiles. Devise a template or pattern for their product. Accurate measurements</i> <i>Book:</i> <i>Skellig (A)</i> <i>Wolf Brother (B)</i></p>

Year 6

Content: Local architecture project – Technical Knowledge
Strengthen, stiffen and reinforce more complex structures
Skills: Planning (for particular individuals or groups) / Designing / Communicating Ideas (through a range of methods), Making (how to make more complex structures stronger, stiffer, more stable), Testing and Evaluating (existing buildings, key events and architects and own structure)

Topic: Current events (A and B)

Content: Design and make a product- Construction
Use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
Skills: Use a range of information to inform their design, using market research. Work within constraints. Justify their plan to someone else. Keep cost constraints in mind when selecting materials in design. Draw scaled diagrams with increasing use of ratio. Calculate the amount of materials needed use this to estimate cost.
BOOK:
The Highwayman (A)
World War 2 (B)

Content: Design and make a product- Mechanisms
Understand and use electrical systems in their products e.g. series circuits incorporating switches, bulbs, buzzers and motors.
LINK TO SCIENCE
Skills: Create designs including hydraulics and pneumatics when/where appropriate. Use different kinds of circuits in their product to improve it. Incorporate a switch into their product.
Book:
Skellig (A)
Wolf Brother (B)