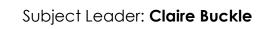
DESIGN TECHNOLOGY - 3. Curriculum Map



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INFANT SCHOOL	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Technical Knowledge - Mechanisms	Technical Knowledge - Mechanisms	Technical Knowledge - Cooking and Nutrition	Technical Knowledge - Cooking and Nutrition	Technical Knowledge - Mechanisms	Technical Knowledge – Textiles
Coverage Overview	Wheels and axles mechanism	Spring mechanism	Understand where our food comes from and sort items according to	Prepare healthy dish, performing a range of food preparation skills.	Choose own mechanism to create moving part in a	Join two pieces of fabric together to create product
Cov	(Design, make, evaluate)		origin. Understand the need for a healthy diet, exploring the 'eat well plate' and '5 a day'.	(Design, make, evaluate)	product.	(sewing). (Design, make, evaluate)
Core Knowledge & Application	Technical Knowledge - Mechanisms I understand and can explain how wheel and axel mechanisms work. Design I know I can use my own ideas to create a product and understand what 'designing' means. I know how to draw simple designs and label parts of products using words. Make I understand how wheels and axles work and can use them to make a product move in a certain way (forwards and backwards). Evaluate I understand and can explain what 'evaluating' means I can explain how I made my product and axles work.	Technical Knowledge - Mechanisms I can explain how a spring mechanism works. Make I understand how a spring mechanism works and can explain what I am doing to create my spring mechanism. I know how to fold card in the correct way to create my spring mechanism.	Technical Knowledge - Cooking and Nutrition I know that food comes from different places and can say where certain foods come from (origins). I can classify foods into groups depending on their origins. I understand what 'Five a Day' is and can describe what it means using examples. I know what the food groups are on the 'Eat Well Plate' and can say which are healthy or not.	Technical Knowledge - Cooking and Nutrition I know why we follow safe procedures for food safety and hygiene and can safely prepare a food product. Design I understand how looking at existing products will help me with my own product and can discuss what makes them appealing and purposeful. I can use this knowledge to inform my own design. I can design own packaging/product Make I know why it is important to use food preparation tools safely and understand why different tools are needed. I can produce a product by: cutting fruit carefully (bridge grip and claw grip) measuring ingredients following recipe. I understand and can demonstrate procedures for food safety and hygiene and explain why this is important. Evaluate I know that evaluating a product will help me improve future products.	Technical Knowledge - Mechanisms I understand I can use different mechanisms that I've learnt to create a desired effect. I know which mechanism to use in a product, to create a desired effect and can explain why I have chosen that mechanism.	Technical Knowledge – Textiles I understand how to join two pieces of fabric together to create a product (sewing). Design I understand why it is important to create and follow a design. I can design products for myself and others following a design criteria. Make I know how to join two pieces of fabric together using stitches. I understand how a 3D textile structure can be made and can create a textile product. I know how to mark out and cut fabric, with support. I can explain what tools I am using and why I am using them. I know how to use finishing techniques that have been modelled to make a product look good.

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Year: **2**

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				I can explain what went well, thinking about the design criteria.		 I know that evaluating a product will help me improve future products and can identify an improvement with my own product. I understand and can explain what went well, thinking about design criteria I can talk about what I would do differently if I were to do it again.
Critical Vocabulary		mechanism, movement, spring, in, out, fold, attach, create, explain	food groups – fruit, vegetables, carbohydrates, starches, dairy, protein, sugars, fat, eat well plate, 5 a day, origins, classify, healthy, unhealthy, balanced diet	senses – feeling, smelling, tasting, healthy, hygiene, food safety, claw grip, bridge grip, origins, peeling, grating, design, evaluate, prepare, product, criteria, chop, appealing, ingredients, measure, recipe, audience, opinion	All previous mechanism vocabulary + desired effect.	textiles, fabric, needle, eye of needle, thread, cotton, felt, 3D, structure, join, sew, stitches, stuffing, techniques, design make, evaluate, criteria, plan, suitability, purposeful, bink.
Enrichmen † Opps	Test cars down ramps		Invitation to dinner party – what healthy dinner would you make?	Write recipe.		Sewing materials out during Golden Time.
Assessing Impact	Create a moving mechanism using wheels and axels. Missing word – fill in to show understanding of the use of wheels and axles. Verbal explanation of how I made my product and how the wheels and axles work – record on iPad?	Make a spring mechanism at another point.	Nutrition quiz.	Design product and explain how it is appealing to particular audience. Show a bridge and claw grip when cutting. Evaluate product using given criteria.	Children to create a moving part in a product using mechanism of their choice. Children to explain why they chose that mechanism.	Produce a labelled design and explain the importance of it. Use stitching to join two pieces of fabric together. Written evaluation of product.

