



## Subject Curriculum Map

### Subject: DT

	Term 1	Term 2	Term 3
	<b>Design, Make and Evaluate</b>	<b>Design, Make and Evaluate</b>	<b>Cooking and Nutrition</b>
Year 1	<p>To have input in the process of design with adult prompt (e.g. selecting from a large variety of options with adult prompt).</p> <p>To begin to have input on the making/construction of a product with adult support.</p> <p>To explore familiar products and make simple comments about the product, when prompted.</p> <p>To evaluate a finished product and say what they like and don't like about the product.</p>	<p>To use basic tools or equipment in simple processes, when prompted by an adult.</p> <p>To investigate the operation familiar products (with adult support).</p> <p>To begin to choose the correct tool for the job with some independence on request from an adult.</p> <p>To explore familiar products and investigate the different parts they are made from, with adult support.</p> <p>To manipulate a wider range of basic tools in making activities.</p>	<p>To begin to communicate preferences for ingredients.</p> <p>To begin to contribute cooking activities and attempt to follow a recipe with support.</p> <p>To begin to show the ability to be able to use utensils/equipment for an appropriate task (e.g. knife for cutting/spreading).</p> <p>To begin to demonstrate safety skills around equipment/utensils that could cause harm (e.g. the hob, knives, oven).</p>

	<p>To watch others using a basic tool for a short period of time with adult prompt.</p> <p>To demonstrate preferences for products.</p> <p>To demonstrate a preference for materials products are made from.</p> <p>To give their opinion on a completed product with adult prompt and modelling (e.g. with pupil voice).</p>	<p>To copy the actions observed when using a tool with adult support (e.g. using a whisk to mix, using tools to manipulate objects).</p> <p>To recognise familiar products and explore them with adult modelling.</p> <p>To show a preference for familiar products and attempt to use them appropriately (e.g. a hammer with nails, bricks for building).</p>	<p>To watch others using basic cooking utensils/equipment short period of time with adult prompt.</p> <p>To copy the actions observed when using a tool with adult support (e.g. using a whisk to mix, using tools to manipulate objects).</p> <p>To demonstrate preferences for ingredients in familiar foods/recipes by choosing from a limited selection with prompt.</p>
	<p>To watch others use real objects</p> <p>I can watch others create.</p> <p>I can observe others create.</p>	<p>To watch others investigate new objects.</p> <p>I can show curiosity with shape in a range of experiences</p>	<p>To explore different materials/ingredients.</p> <p>I can make a choice out of 2</p>

Year 2

	<b>Design, Make and Evaluate</b>	<b>Cooking and Nutrition</b>	<b>Design, Make and Evaluate</b>
Year 2	<p>To communicate preferences in the design of their product (e.g. selecting from a variety of options independently).</p> <p>To make decisions that influence the making/construction of their designed product.</p> <p>To explore products that are similar to their design and</p>	<p>To communicate their preference for ingredients independently.</p> <p>To follow a simple recipe (provided verbally or visually) with some independence.</p> <p>To be able to choose and operate the correct utensil/piece of equipment for a given task (e.g.</p>	<p>To explore familiar and unfamiliar products and give an opinion on the product.</p> <p>To experience a variety of making tools and have the opportunity to use them with adult support.</p> <p>To use a basic tool in a familiar task with some independence (e.g. hammering in a nail).</p>

	<p>identify some similarities.</p> <p>To use basic tools/equipment to create their product from their design.</p> <p>To evaluate their finished product and say one thing they might change next time.</p>	<p>using a whisk for mixing, choosing a knife when told they are making a sandwich).</p> <p>To understand and show caution around equipment/utensils that could cause harm (e.g. the hob, knives, oven).</p> <p>To say how the equipment/utensils could harm them if used incorrectly.</p>	<p>To be able to match simple tools to the job it is used for (e.g. saw for cutting, drill for making holes, whisk for mixing etc.).</p> <p>To use a wider range of tools when constructing a product (e.g. different types of joining – glue, nails, screws etc.).</p>
	<p>To make a choice from the options presented by an adult.</p>	<p>They demonstrate preferences for ingredients by making a clear</p>	<p>To demonstrate preferences for products and materials.</p> <p>To begin to offer</p>

	<p>To watch others using a basic tools for a sustained period of time.</p> <p>To copy the actions observed when using a tool independently/ with prompt.</p> <p>To evaluate by sharing their thoughts on their product with adult prompt (e.g. with pupil voice).</p>	<p>independent choice.</p> <p>To watch others use basic cooking utensils/equipment for extended periods of time.</p> <p>To copy the actions observed and operate the cooking utensils/equipment in the same way with adult prompt.</p>	<p>responses to designing activities (e.g. choosing a material for a product).</p> <p>To begin to offer responses to making activities (e.g. creating product of a preferred colour/shape).</p>
	<p>To show awareness of how to manipulate and move objects</p>	<p>To explore real objects used in cooking/making.</p> <p>I can investigate objects of interests non-</p>	<p>To investigate objects of interests and communicate consistent preferences.</p>

	with adult prompt.	verbally.  I can show an understanding of an object by using something appropriately	I can pretend to use a real object on myself
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Year 3

	<b>Design, Make and Evaluate</b>	<b>Cooking and Nutrition</b>	<b>Design, Make and Evaluate</b>
Year 3	<p>To design a purposeful product that is appealing to others.</p> <p>To generate their product design through drawing and through the use of computer programs (e.g. 2imple software</p>	<p>To be able to match images of food to where it comes from (e.g. milk from a cow, potatoes from the ground etc.).</p> <p>To understand that meat comes from animals.</p> <p>To begin to</p>	<p>To explore different structures and test their strength.</p> <p>To begin to explain what makes the structure strong and stable.</p> <p>To suggest how to make a</p>

	<p>– 2 design and make).</p> <p>To explore different mechanisms (e.g. levers, axels etc.).</p> <p>To explore a range of existing products similar to their designs.</p> <p>To evaluate their design of a product and suggest simple improvements.</p> <p>To evaluate their final product and say what they would change next time.</p>	<p>understand the principles of a healthy diet.</p> <p>To begin to understand what is meant by a 'varied diet'.</p> <p>To prepare a healthy dish with adult support.</p> <p>To understand and demonstrate proper use of utensils and kitchen equipment.</p>	<p>structure stronger and more stable from a choice of options.</p> <p>To use a wider range of materials according to their characteristics (e.g. choosing wood as it is stronger than paper).</p> <p>To communicate their opinion on the design and construction of existing products.</p> <p>To use a variety of tools correctly</p>
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			<p>with adult support.</p> <p>To perform a variety of practical tasks with support (e.g. cutting, shaping, joining etc.).</p>
	<p>To recognise familiar products and explore the different parts they are made from.</p> <p>To operate familiar products appropriately, with support,</p> <p>To explore how a familiar product works</p>	<p>To watch carefully how a tool is used and copy the actions with greater independence.</p> <p>To use cooking equipment/utensils in simple processes, chosen in negotiation with staff.</p>	<p>To offer responses to making activities with minimal adult prompt (e.g. choosing multiple elements of their design).</p> <p>To begin to communicate preference in</p>

	<p>and share this with others.</p> <p>To explore familiar products and communicate views/opinions about them when prompted.</p> <p>To evaluate a product giving a supported reason for their choice.</p>	<p>To manipulate a wider range of basic tools in making activities.</p> <p>To make simple choices when making food.</p> <p>To choose the correct tool for the action required.</p> <p>To recognise the need to use cooking equipment/utensils safely so not to harm themselves.</p>	<p>their designing and making.</p> <p>To basic tools in simple processes, chosen in negotiation with staff.</p> <p>To begin to contribute to decisions about what they will do by communicating preferences of certain products.</p> <p>To begin to contribute how they will make a product, with adult prompt.</p>
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	<p>To use manipulatives (e.g. sequins/buttons) to develop fine motor skills.</p> <p>I can relate a real object to a pretend object.</p>	<p>To perform actions, often by trial and improvement, pretend to use a real object in a functional way with support.</p> <p>I can explore different materials</p> <p>I can stop an activity related to safety.</p> <p>I can start an activity related to safety.</p>	<p>To investigate new object with support.</p> <p>I can respond to a new stimulus</p>
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Year 4

	<b>Design, Make and Evaluate</b>	<b>Design, Make and Evaluate</b>	<b>Cooking and Nutrition</b>
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<p>Year 4</p>	<p>To create a product design that appeals to a target market.</p> <p>To generate and develop their ideas through drawing, mock-ups and the use of computer software (e.g. 2simple – 2design and make).</p> <p>To explore and use different mechanisms (e.g. levers, axels, sliders, wheels etc.) in their products.</p> <p>To evaluate their design of a product and</p>	<p>To explore and suggest ways of testing the strength of a variety of structures.</p> <p>To use their prior knowledge to say what makes a structure strong and suggest ways to improve this.</p> <p>To choose materials based on their characteristics to fit a particular task (e.g. nails to hold together wood, glue to hold together paper).</p>	<p>To know where a variety of foods come from.</p> <p>To know which meats come from which animals (e.g. pork from a pig).</p> <p>To demonstrate an understanding of what is meant by a healthy diet.</p> <p>To be able to show that they understand a varied diet (e.g. grouping different food elements to make a meal).</p> <p>To prepare a dish that</p>
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	<p>suggest changes to improve the product and why this would improve it.</p> <p>To evaluate final product and say what they would change about their finished product and why.</p>	<p>To be able to say what a tool is used for and demonstrate the actions safely.</p> <p>To pinpoint parts of existing products and comment on their design/structure.</p> <p>To perform a variety of practical tasks with greater independence (e.g. cutting, shaping, joining etc.).</p>	<p>demonstrates a healthy and varied diet with adult support.</p> <p>To demonstrate the safe use of kitchen utensils and equipment independently.</p>
	<p>To communicate preference in their design process (e.g. selecting from a</p>	<p>To carefully watch others using a basic tool and copy</p>	<p>To offer responses to making activities with increased independence.</p>

	<p>large variety of options how they will make their product).</p> <p>To operate familiar products, with support, and explore how they work with some independence.</p> <p>To explore familiar products and communicate views about them when prompted.</p> <p>To evaluate a finished product and begin to offer ways in which the</p>	<p>the actions independently.</p> <p>To use basic tools or equipment in simple processes.</p> <p>To choose the correct tool for the job with some independence on request from an adult.</p> <p>To recognise familiar products and explore the different parts they are made from.</p> <p>To manipulate a wider range of basic tools in</p>	<p>To contribute to decisions about what they need to do to follow a recipe.</p> <p>To be able to use utensils/equipment for an appropriate task (e.g. knife for cutting/spreading).</p> <p>To demonstrate safety skills around equipment/utensils that could cause harm (e.g. the hob, knives, oven).</p>
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	product could be improved with adult support.	making activities.	
	<p>To engage with and develop fine motor skills (e.g. use cooking tools/building tools with support).</p> <p>I can combine a two-step sequence of play using real everyday objects.</p>	<p>To sustain concentration for short periods - show curiosity with colour in a range of experiences.</p> <p>To understand that their actions cause a reaction and to repeat an activity to initiate this.</p>	<p>To use a real object correctly with adult prompt (e.g. mixing flour in a bowl).</p> <p>To engage with sequins/buttons or similar appropriate materials to develop fine motor skills.</p>

Year 5

	<b>Design, Make and Evaluate</b>	<b>Cooking and Nutrition</b>	<b>DME: Technical Knowledge</b>	<b>Cooking and Nutrition</b>
Year 5	<p>To begin to understand market research.</p> <p>To conduct market research with adult support.</p> <p>To use the computer to aid their design on a product for a purpose.</p> <p>To create an annotated design for their product with adult support.</p> <p>To select from a wide range of materials/ components to</p>	<p>To understand and share what is meant by a healthy and varied diet.</p> <p>To be supported to explore a wide variety of cooking techniques (e.g. steaming, frying etc.).</p> <p>To prepare and cook a variety of savoury dishes supported by an adult.</p> <p>To follow a simple set of instructions to fulfil a recipe</p>	<p>To apply previously knowledge to strengthen and reinforce a weekend structure.</p> <p>To explore different mechanical systems (e.g. gears, pulleys, cams, levers and linkages).</p> <p>To design a product that uses mechanical systems for a function.</p> <p>To use a wider range of tools to</p>	<p>To understand and share what is meant by seasonality.</p> <p>To be able to sort different foods into seasonality groups (e.g. root veg in winter, berries in the summer etc.).</p> <p>To begin to understand the terms: ingredients, grow, reared, caught and processed.</p> <p>To begin to apply these terms to different</p>

	<p>create their product to their design.</p> <p>To evaluate their own product suggesting improvements to their work.</p>	<p>with support.</p> <p>To begin to understand what farm to fork means.</p> <p>To experience where food comes from.</p>	<p>make a product to their design.</p> <p>To perform a wider range of practical tasks (e.g. cutting, shaping, joining, finishing etc.) with increased accuracy.</p>	<p>types of foods (e.g. fish are caught, cattle is reared etc.).</p> <p>To be supported to explore a wide variety of cooking techniques (e.g. baking, boiling etc.)</p> <p>To prepare and cook a variety of dishes supported by an adult.</p>
	<p>To design my own products with minimal support and say how I will make a product.</p> <p>To design a functional product and say</p>	<p>To begin to understand what is meant by a healthy diet.</p> <p>To begin to be able to sort familiar foods into pre-set</p>	<p>To understand the uses of different tools within the design and technology curriculum (e.g. a drill for making holes).</p>	<p>To show a consistent and safe use of cooking equipment/utensils with adult prompt/support.</p> <p>To begin to say what they think</p>

	<p>why it is appealing.</p> <p>To select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p> <p>To explore a range of existing products in the category of their chosen design.</p> <p>To evaluate their product against the different elements of their design with adult support.</p>	<p>groups (e.g. healthy/not healthy; eat a lot/eat a little).</p> <p>To understand the uses of different tools within the design and technology curriculum (e.g. a whisk for mixing).</p> <p>To contribute to making a product understanding I need to follow the instructions to create complete dish.</p>	<p>To develop their ideas through a template or drawing of their product.</p> <p>To select from and use a wide range of materials and components, including construction materials, textiles according to their characteristic.</p> <p>To build structures and investigate/explore how they can be made stronger and more stable.</p>	<p>about different ingredients with some adult prompt.</p> <p>To know where a variety of familiar/common ingredients come from.</p> <p>To prepare a healthy dish chosen by the adult.</p>
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	<p>To observe the results of their own actions with interest.</p> <p>To show how to manipulate and move objects (e.g. copy use of tools).</p>	<p>To remember a learned response over a period of time and begin to use real objects independently in an appropriate way.</p> <p>I can explore DT instruments</p>	<p>To respond to options and choices with actions or gestures (can make a choice out of 2).</p> <p>To be able to express own preferences and interests.</p>	<p>To show how to manipulate and move objects (e.g. copy use of utensils).</p> <p>To engage in an activity of my own choosing.</p> <p>To begin to be interested in others' play.</p>
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Year 6

	<b>Design, Make and Evaluate</b>	<b>Cooking and Nutrition</b>	<b>Cooking and Nutrition</b>	<b>DME: Technical Knowledge</b>
Year 6	<p>To understand and conduct some simple market research independently.</p> <p>To evaluate existing products based on their fitness for</p>	<p>To understand and explain a healthy and varied diet and say why this is important part of a healthy lifestyle.</p> <p>To have</p>	<p>To explain seasonality and what means in terms of food growth.</p> <p>To be able to say when different foods are grown and</p>	<p>To explore existing products that use electrical systems.</p> <p>To design a product that uses a simple electrical system</p>

	<p>purpose and their appeal to a market.</p> <p>To use the computer to aid their design on a product for a purpose.</p> <p>To create an annotated design for their product independently.</p> <p>To evaluate their design with a peer and make improvements.</p> <p>To select from a wide range of materials/ components and say why</p>	<p>experience of a wide variety of cooking techniques (e.g. steaming, frying etc.).</p> <p>To be able to follow a simple recipe with minimal support.</p> <p>To prepare and cook a variety of savoury dishes following a simple recipe.</p> <p>To understand what farm to fork means.</p>	<p>why this is the case.</p> <p>To understand and explain the terms ingredients, grow, reared, caught and processed.</p> <p>To explain the difference between these different terms and what animals they apply to.</p> <p>To explore a wide variety of cooking techniques (e.g. baking, boiling etc.) and</p> <p>To prepare and cook a variety of</p>	<p>(e.g. switch, bulb, simple circuit etc.) with adult support.</p> <p>To make a functional product that incorporates a simple electrical system, with adult guidance.</p> <p>To investigate a key individual who has helped shape the world through design and technology.</p> <p>To present their findings about the key individual to their peers.</p>
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	<p>they chose this over the others.</p> <p>To hear an evaluation from a peer and say how they could further improve their final product.</p>		<p>dishes following simple instructions.</p>	
	<p>To design my own products with increased independence and say how I will make a product, giving a simple reason for my choice.</p> <p>To design a purposeful product and begin to give reasons why.</p>	<p>To communicate preferences about different ingredients and begin to say why they feel this way.</p> <p>To safely use a variety of cooking equipment/utensils under adult supervision.</p> <p>To understand what is meant</p>	<p>To understand and demonstrate the use of different tools within the design and technology curriculum (e.g. a whisk for mixing).</p> <p>To know where a variety of familiar/common ingredients are come from.</p>	<p>To understand and demonstrate the use of different tools within the design and technology curriculum (e.g. a drill for making holes).</p> <p>To select from and use a range of tools and equipment to perform</p>

	<p>To make purposeful choices from a wide range of materials/components to construct according to my design.</p> <p>To select from and use a wide range of materials and components, according to their characteristics and give a simple reason for their choice.</p> <p>To evaluate their product with a peer/adult and suggest simple improvements to</p>	<p>by a healthy diet.</p> <p>To be able to prepare a healthy dish drawing on our knowledge of a healthy diet.</p> <p>To understand and follow the instructions to make a complete dish.</p>	<p>To begin to understand seasonality by grouping ingredients based on when they are mostly commonly grown.</p> <p>To select from a wider range of ingredients according to their characteristics (e.g. choosing a colourful vegetable to add variety to a dish).</p>	<p>practical tasks (e.g. cutting, shaping, joining and finishing).</p> <p>To explore and use mechanisms (e.g. levers, sliders, axels etc.) in their products.</p>
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	enhance the products appeal.			
	<p>To respond to what I see feel, touch and smell (tool focus).</p> <p>To evaluate their learning/creation with support.</p>	<p>To use real objects with independence for their functional purpose.</p> <p>To show awareness of how to manipulate and move objects.</p>	<p>To respond to what I see feel, touch and smell (ingredient focus).</p> <p>To be able to seek out others' to share experiences</p>	<p>To contribute to activities by coactively grasping and moving simple tools (e.g. imitate use of a glue gun).</p> <p>To shift my attention from one thing and back again</p> <p>To anticipate repeated sounds, sights and actions</p>