

# DT Curriculum Map

## EYFS Areas of Learning Relevant to DT

30 – 50 Months	Physical Development	Moving and Handling	<ul style="list-style-type: none"> <li>To use one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> </ul>
		Health and Self-Care	<ul style="list-style-type: none"> <li>To understand that equipment and tools have to be used safely.</li> </ul>
	Understanding the World	Technology	<ul style="list-style-type: none"> <li>To show an interest in technological toys with knobs or pulleys, or real objects.</li> <li>To show skill in making toys work by pressing parts or lifting flaps to achieve effects, such as sound, movements or new images.</li> </ul>
	Expressive Arts and Design	Exploring and Using Media and Materials	<ul style="list-style-type: none"> <li>To enjoy joining in with dancing and ring games.</li> <li>To begin to move rhythmically.</li> <li>To imitate movement in response to music.</li> <li>To tap out simple repeated rhythms.</li> </ul>
		Being Imaginative	<ul style="list-style-type: none"> <li>To develop preferences for forms of expression.</li> <li>To use movement to express feelings.</li> <li>To create movement in response to music.</li> <li>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>
40 – 60 Months	Physical Development	Moving and Handling	<ul style="list-style-type: none"> <li>To use simple tools to effect changes to materials.</li> <li>To handle tools, objects, construction and malleable materials safely and with increasing control.</li> </ul>
		Health and Self-Care	<ul style="list-style-type: none"> <li>To show understanding of the need for safety when tackling new challenges and consider and manage some risks.</li> <li>To show understanding of how to transport and store equipment safely.</li> <li>To practise some appropriate safety measures without direct supervision.</li> </ul>
	Expressive Arts and Design	Exploring and Using Media and Materials	<ul style="list-style-type: none"> <li>To explore what happens when they mix colours.</li> <li>To experiment to create different textures.</li> <li>To understand that different media can be combined to create new effects.</li> <li>To manipulate materials to achieve a planned effect.</li> <li>To construct with a purpose in mind, using a variety of resources.</li> <li>To use simple tools and techniques competently and appropriately.</li> <li>To select appropriate resources and adapt work where necessary.</li> <li>To select tools and techniques needed to shape, assemble and join materials they are using.</li> </ul>
		Being Imaginative	<ul style="list-style-type: none"> <li>To create simple representations of events, people and objects.</li> <li>To choose particular colours to use for a purpose.</li> </ul>
	Early Learning Goal	Physical Development	Moving and Handling
Expressive Arts and Design		Exploring and Using Media and Materials	<ul style="list-style-type: none"> <li>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>
		Being Imaginative	<ul style="list-style-type: none"> <li>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, art, music, dance, role play and stories.</li> </ul>

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	All About Me Harvest Autumn Percy the Park Keeper The Little Red Hen	Light (and a bit of dark) Space Fireworks Christmas	Winter Bears Chinese New Year Robots	Superheroes Jungles and Rainforests Dragons and Castles	Traditional Tales	Minibeasts Dinosaurs Transport Under the Sea Pirates
<b>Activity examples</b>	Collage Scarecrows Finger puppets 2D shape tractors	3D shape fireworks Collage rockets Felt stockings	Junk model robots Diva lamps – clay Dragons – junk modelling/collage	3D castles Henri Rousseau collage – animal patterns	Finger puppets houses out of sticks, straw and brick Baking gingerbread men	Moveable parts minibeasts Vehicles with moving parts Under the Sea 3D world
<b>Physical Development</b>	To use simple tools to effect changes to materials. To handle tools, objects, construction and malleable materials safely and with increasing control.	To show understanding of how to transport and store equipment safely. To practise some appropriate safety measures without direct supervision.	To show understanding of the need for safety when tackling new challenges and consider and manage some risks.			Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
<b>Expressive Arts and Design</b>	To explore what happens when they mix colours. To construct with a purpose in mind, using a variety of resources. To use simple tools and techniques competently and appropriately.	To experiment to create different textures. To understand that different media can be combined to create new effects.	To handle equipment and tools effectively, including pencils for writing.	To handle equipment and tools effectively, including pencils for writing.	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, art, music, dance, role play and stories. To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	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, art, music, dance, role play and stories. To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
<b>Understanding the World</b>					Children recognise that a range of technology is used in places such as homes and schools.	Children recognise that a range of technology is used in places such as homes and schools.

**Key Stage 1**

	Autumn	Spring	Summer
Year 1	<p><b>Food</b> Preparing fruit and vegetables (including cooking and nutrition requirements for KS1)</p>	<p><b>Textiles</b> Templates and joining techniques</p>	<p><b>Mechanisms</b> Sliders and levers</p>
Year 2	<p><b>Food</b> Preparing fruit and vegetables (including cooking and nutrition requirements for KS1)</p>	<p><b>Mechanisms</b> Wheels and axles</p>	<p><b>Structures</b> Freestanding structures</p>

**Lower Key Stage 2**

	Autumn	Spring	Summer
Year 3			<p><b>Textiles</b> 2D shape to 3D product (including computer-aided design)</p>
Year 4			<p><b>Electrical Systems</b> Simple circuits and switches (including programming and control)</p>

**Upper Key Stage 2**

	Autumn	Spring	Summer
Year 5	<p><b>Food</b> Celebrating culture and seasonality (including cooking and nutrition requirements for KS2)</p>	<p><b>Mechanical Systems</b> Pulleys, gears or cams</p>	<p><b>Electrical Systems</b> Simple circuits and switches (including programming, control and monitoring)</p>
Year 6		<p><b>Structures</b> Frame structures</p>	<p><b>Textiles</b> Combining different fabric shapes (including computer aided design)</p>