Rufforth Primary School: Curriculum Content Map
Inspire, Care, Grow

DESIGN & TECHNOLOGY CONTENT MAP – YEAR A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Links to EYFS	**Expressive Art and Design** **ELG: Creating with Materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used.					
Y1 & Y2	Topic: **To infinity and beyond!**	Topic: **Let it snow!**	Topic: **Where would you rather live: England or Africa?**		Topic: **Creepy Crawlies**	Topic: **Oh, I do like to be beside the seaside!**
	DT topic: **Applique - Cutting and Sewing (also see Art planning)**	DT topic: **Mechanisms - Seasonal Calendars using split pins**	DT topic: **Model houses**		DT topic: **African Weaving**	DT topic: **Salt dough flowers**
	Design • Design purposeful, appealing products based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT. **Make** • Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including construction materials, textiles, and ingredients. **Evaluate** • Explore and evaluate a range of existing products. Evaluate ideas/products against design criteria. • **Technical Knowledge** • Build structures, exploring how they can be made stronger, stiffer and more stable. • Explore and use mechanisms in their products.					
Y3 & Y4	Topic: **Meet the Flintstones!**		Topic: **River Deep, Mountain High**		Topic: **How ruthless were the Romans?**	
	DT topic: **Shelter building**		DT topic: **Making musical instruments (Sound/ Science link)**		DT topic: **Food technology ('Edible Gardens') (Science link)**	
	Design • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products.				**Cooking and nutrition:** • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	
Y5 & Y6	Topic: **Exploring Eastern Europe**		Topic: **Unmasking the Mayans**		Topic: Keep the Home Fires Burning	
	DT topic: **Model making – Dracula's Castle**		DT Topic: **Mayan masks (also see Art planning)**	DT topic: **Designing ad making a healthy bar/ chocolate bar**	DT topic: **making Anderson shelters**	DT topic: **Cake making/ rationing**
	Design • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products.			**Cooking and nutrition:** • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	**Design, Make & Evaluate cycle and objectives**	**Cooking and nutrition:** • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

DESIGN & TECHNOLOGY CONTENT MAP – YEAR B

Links to EYFS	**Expressive Art and Design** **ELG: Creating with Materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used.					
Y1 & Y2	Topic: **Welly Boots & New Shoots**	Topic: **Can you travel around the world in 80 days?**		Topic: **Arctic Explorers**	Topic: **Act Healthy. Eat Healthy. Be Healthy.**	Topic: **The toys that time forgot**
	Food technology: Master Chef Bakers - understanding where food comes from?	**Splendid Sculptures: Building the Wonders of the World**	**Setting Sail: Designing Rafts**	**Keeping Warm and Safe: Shelter Building**	**Fruit Faces: using the principles of a healthy diet to prepare dishes**	**Master of Toys: Designing and making toys from the past**
	Cooking and nutrition • Use the basic principles of a healthy and varied diet to prepare dishes. • Understand where food comes from.	**Design** • Design purposeful, appealing products based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT. **Make** • Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including construction materials, textiles, and ingredients. **Evaluate** • Explore and evaluate a range of existing products. Evaluate ideas/products against design criteria. • **Technical Knowledge** • Build structures, exploring how they can be made stronger, stiffer and more stable. • Explore and use mechanisms in their products. •				

*Our intent is to **inspire** children to learn more about the world in which they live. We aim to equip them with the skills and subject knowledge that they need to **care** for themselves, each other and our global community and **grow** as citizens in our ever changing world.*

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Y3 & Y4	Topic: **Welcome to our Kingdom**		Topic: **There's no place like home!**	Topic: **Raiders or Traders?**
	DT topic: The Great Bread Bake Off! (Science link/ Food technology)	DT topic: Making Anglo Saxon Jewellery	DT topic: Pop-up books	DT topic: Juggling Balls (sewing) (Science link – forces)
	Cooking and nutrition: • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	**Design** • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products.			
Y5 & Y6	Topic: **Phenomenal Pharaohs**		Topic: **Vicious Volcanoes**	Topic: **Who Let the Gods Out? (Ancient Greece)**
	DT topic: Make Egyptian flatbread	DT topic: Model making – a 'shaduf'	DT topic: 3D modelling – an erupting volcano	DT topic: sewing/ textiles (Ancient sandals/ talking textiles Greek myth)
	Cooking and nutrition: • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	**Design** • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products.			

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