

Curriculum Map DT Skills

| EYFS - Nursery  |   |  | EYFS - Reception   |   |   | Year 1   |   |  | Year 2  |  |  | Skills  |
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| Term 1<br>My Family & Friends<br>Bears  | Term 2<br>My Body<br>Sounds   | Term 3<br>Transport<br>Minibeasts  | Term 1<br>Mice<br>Sun, Moon & Stars  | Term 2<br>Homes and buildings<br>Bears  | Term 3<br>Farms<br>Journeys   | Term 1<br>Fruits and Vegetables  | Term 2<br>Moving Pictures   | Term 3<br>Playgrounds  | Term 1<br>Puppets   | Term 2<br>Buildings  | Term 3<br>Vehicles   |   |
| <p>Talk about using hands and tools to make marks.</p> <p>Creative area</p> <p>Share my own ideas and experiences</p> <p>Draw pictures of objects, animals and people</p> | <p>Begin to suggest and explain ideas</p> <p>Work with a friend (communication)</p> <p>Copy details and models to make own picture.</p> | <p>Communicate ideas of own experiences in context to book/story/ conversation</p> <p>Make a mark to record ideas.</p> <p>Discuss their choices.</p> | <p>Drawing a pet they would like to have</p> <p>Communicating how we are different from mice</p> <p>Express feelings to others</p> <p>Make papier mache planets</p> <p>Draw pictures of child in space and label</p> | <p>Record ideas using pictures, symbols and familiar letters</p> <p>Drawing pictures of soup they made.</p> <p>Describe differences and parts of buildings.</p> | <p>Observe and talk about different features of a car.</p> <p>Taking pictures and drawing what chn are interested in</p> <p>Talk and label different modes of transport</p> | <p>Poster of hand hygiene</p> <p>Record ideas for fruit salad by drawing and use a template.</p> <p>Record ideas for pizza by drawing and use a template</p> <p>Record ideas for fruit salad by drawing and use a template</p> | <p>Generating sentences about moving parts</p> <p>Draw and label parts of levers and sliders</p> <p>Making sliding card using a teacher model.</p> <p>Designing a mock up moving card.</p>              | <p>Draw and label parts of slides.</p> <p>Draw and label parts of swings.</p> <p>Draw and label parts of seesaw.</p> <p>With a partner discussing their ideas for creating playground equipment.</p> | <p>Chose a puppet to label and draw.</p> <p>Planning using drawings and sentences for a hand puppet.</p> <p>Plan a stick puppet using drawings and materials.</p> | <p>Drawing different buildings around area.</p> <p>Using template to make their own sculpture.</p> <p>Generate and develop ideas working as 3 on a bigger project.</p>         | <p>Children make models of axels and wheels with partner.</p> <p>Design a vehicle using drawings and labels.</p> | <p><b>Generate, develop and communicate ideas through talking, drawing, templates or mock-ups</b></p> |
| <p>Creative area</p> <p>Use construction equipment to represent objects for play</p>  | <p>Copy details and models to make own picture.</p> <p>Use 3D materials to create a representation or model</p>                         | <p>Use resources to create props</p> <p>Use resources to complete a picture</p> <p>Modify creations they have made.</p>                              | <p>Make an animal mask.</p> <p>Making Rangoli patterns.</p> <p>Making their own playdough</p> <p>Make papier mache planets</p>   | <p>Using 2D and 3D shapes to make a house.</p> <p>Label building plans</p> <p>Design Chinese dragon and lantern</p>   | <p>Design a pathway</p> <p>Lots of Roll play – Making letters, designing tickets, vehicles</p> <p>Be creative – Design pictures</p>   | <p>Poster of hand hygiene</p> <p>Design a recipe for fruit salad</p> <p>Design a pizza for them or someone else</p> <p>Design a soup</p>   | <p>Design a split pin picture.</p> <p>Planning their sliding card.</p> <p>Planning their own split pin bridge for moving parts.</p> <p>Using these skills to make moving Easter Cards for families.</p> | <p>Design their own swing, then using their planned material to create it.</p> <p>Helping each other build equipment.</p> <p>Planning their own seesaw with a construction kit of their choice.</p>  | <p>Design and plan how to make a hand puppet.</p> <p>Design a 2D paper puppet for themselves or someone else.</p>   | <p>Design a building using 2D Shapes.</p> <p>Plan their own relief sculpture in the style of Picasso.</p> <p>Design and make a 3D model of a building working with others.</p> | <p>Design a vehicle for a purpose.</p> <p>Designing a logo for their vehicle.</p>                                | <p><b>Design purposeful products for themselves and others.</b></p>                                   |

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| <p>Make a range of different marks using my hands and tools.</p> <p>Use scissors or tear paper.</p> <p>Washing hands</p> <p>Use a range of small/large equipment</p> <p>Home corner</p> | <p>Use one handed tools with increasing accuracy to complete an activity and achieve an effect</p> <p>Use tools to achieve an effect</p> <p>Select a range of materials for a dragon head dance</p> | <p>Make a costume to perform.</p> <p>Make a secondary colour from 2 primary colours.</p> <p>I can choose from a selection of resources</p> <p>Use paper and scissors to make butterfly</p> | <p>Make Rangoli patterns using materials and tools.</p> <p>Make and paint their planets</p> <p>Use different materials to make sun, moon and planets.</p> <p>Make Christmas cards</p> | <p>Explore a collage using different materials.</p> <p>Sorting materials into different groups and usages.</p> <p>Choose resources to make a mask.</p> <p>Evaluate Missing fish parts</p> | <p>Choose tools and materials to make a landscape</p> <p>Be creative using a variety of materials</p> <p>Using tools to mould clay</p> | <p>Using tools to cut up fruit then sorting them accordingly</p> <p>Using the tools to make a soup and pizza.</p>                                 | <p>Selecting and sorting levers and sliders</p> <p>Using a range of materials to make their own levers and sliders.</p> <p>Chn choose from a range of tools and materials for sliding card.</p>   | <p>Using construction kits to make a slide.</p> <p>Using a range of materials to make a swing.</p> <p>Choosing their own method of making a see-saw, considering best materials and tools.</p>                       | <p>Using materials to sew a running stitch and end it.</p> <p>Using materials and tools to make their hand puppet.</p>                               | <p>Using a range of 2D shapes to make a famous building.</p> <p>Consider different materials of other artists.</p> <p>Using a range of materials and tools to create their structure.</p> | <p>Using a range of materials and tools to make an axel and attach wheels.</p> <p>Selecting materials to create their vehicle.</p>  | <p><b>Select a range of materials and tools to perform practical tasks</b></p> |
| <p>Sorting and matching activities</p> <p>Play</p>  | <p>Show pride in work (start to evaluate)</p> <p>Notice changes in materials</p>  | <p>Modify creations (with support)</p> <p>Experiment with drawing big and small shapes</p> <p>Star to evaluate and estimate.</p>   | <p>Exploring moonscape in builders tray</p> <p>Make a roleplay corner space themed (discuss designs)</p>  | <p>Explore and sort building materials from everyday materials.</p> <p>Walk to look at buildings.</p> <p>Reasoning through matching</p>   | <p>Check and evaluate if construction is safe</p> <p>Explore different parts of a car</p>  | <p>Exploring different fruits and vegetables.</p> <p>Investigating food.</p> <p>Evaluate fruit salad, soup and pizza – discussing variations.</p> | <p>Explore pictures of bodies and evaluate where to put pivots.</p> <p>Exploring different products to best fit their sliding card design.</p> <p>Evaluate moving cards, child discusses what worked and what didn't. What they would change.</p> | <p>Making a slide then evaluating it to become more stable.</p> <p>Making a swing, then evaluating to see if it can carry a heavier load.</p> <p>Evaluating past models to improve their final playground model.</p> | <p>Exploring puppets and discuss how puppets move and difficulty</p> <p>Exploring joints made to material and seeing which is the best to stick.</p> | <p>Explore designs of buildings in area.</p> <p>Explore and evaluate Picassos sculptures and evaluate the effects.</p> <p>Explore hinges as a mechanism and planning their own.</p>       | <p>Exploring different finishing techniques and evaluating which one they like and best suits their model.</p> <p>Exploring designs of different vehicles.</p> <p>Evaluating design against criteria.</p> | <p><b>Explore and evaluate products and designs</b></p>                        |

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| Construction blocks<br><br>Play   | I can build and construct using blocks<br><br>Build with big blocks   | Modify creations (with support)<br><br>Use props to build scenes for roleplay.<br><br>Make a costume to perform.<br><br>Starting to evaluate what will happen | Build a Diva Lamp using clay<br><br>Make long towers using cubes<br><br>Build planets using different tools<br><br>Using small and large bricks during play | Building their own den.<br><br>Describe how bricks are made and used<br><br>Use large blocks to build a path<br><br>Try and make a boat that floats.<br>Evaluate | Build a farm with fences and fields.<br><br>Check and evaluate if construction is safe<br><br>Make a building site using sand.   | They made their fruit salad, pizza and soup based off of their plans, then evaluate if they tasted nice or not. If certain food groups went well together. | Building split pin animals. Evaluate how they work.<br><br>Building their own sliding card. Evaluating what went wrong and how to get over problems.                  | Build their own slide then check how to make it more stable.<br><br>Build their own swing, considering how to make it carry a heavier load.   | Build their own hand and stick puppet.<br><br>Evaluate how the puppets turned out, what could be done better next time | Build their own relief sculpture in the style of Picasso. Check to see if it links with his themes.<br><br>Build their own 3D model of a building, reviewing joins and shapes.<br><br>Evaluate building chn made with other children. Mark findings down on evaluation sheet. | Building a working axel with wheels, then evaluate if wheel size, shape is right.<br><br>Measure, cut, assemble, join and combine to build a vehicle.<br><br>Evaluating building over multiple lessons to fix errors.<br><br>Evaluate design against criteria. | <b>Build structures and evaluate</b>      |
| I can explore the climbing equipment<br><br>Play (levers, sliders, wheels)<br><br>Explore mouse and keyboard (beginnings of mechanisms) | Play<br><br>Explore mouse and keyboard (beginnings of mechanisms)<br><br>Print button   | Using a camera to take pictures.<br><br>Using a microphone to sing songs.<br><br>Press a button to make something work.                                       | Use a mouse to click an object<br><br>Using arrow keys to move  | Small words trains and cars.<br><br>Making and folding cards for Bears and Easter (Folding, moving card)<br><br>Turn mechanics off to save batteries             | Observe and talk about different features of a car.<br><br>Using electronic toys, pressing the right buttons to make it work.<br><br>Role play – Fixing wheels/ mechanic |  | Introduction of levels and sliders<br><br>Exploring moving parts on objects and around school<br><br>Using their knowledge of sliders to make their own sliding card. | Considering mechanisms of a swing to make it move.<br><br>Exploring ways to make a seesaw move, linking to pivots and levers.<br><br>Exploring levers and pivots to make moveable objects |  | Learning about hinges and making their own.   | Explore mechanisms on cards and scooters – Wheels, axels, hinges<br><br>Using the axel and pivots to make a car.   | <b>Explore and use mechanisms</b>         |
| Snack time<br><br>Talk about healthy food (that is good for me)<br><br>Explore different foods  | Make a fruit kebab<br><br>Begin to understand healthy food is good for our bodies<br><br>Try healthy foods and make healthy choices | Handle cooking equipment<br><br>Use cooking tools appropriately<br><br>Show an awareness of healthy food  | Draw picture of their dinner<br><br>Making sandwich (mouse)   | Making a soup!<br><br>Follow instructions to make a stir fry.<br><br>Explore different vegetables.   | Make a recipe in mud kitchen – Explain ingredients<br><br>Discussing why they used certain ingredients   | Cutting up fruits and vegetables.<br><br>Preparing a plan for a fruit salad, soup and pizza.   |   |   | <b>Considering healthy alternative in BU 1B – Making a sandwich</b>  |   |  | <b>Prepare balanced, healthy dishes .</b> |