

**DT Curriculum Map**
**Foci: Materials [M]**
**Technical [T]**
**Food Tech [F]**

Year Group:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	In reception a range of skills are covered across the year. The order and progression of these skills are based on the needs of the cohort and the topics they cover. The skills include: <ul style="list-style-type: none"> <li>To be able to fold and join different materials</li> <li>To be able to tear and cut appropriate materials</li> <li>To be able to prepare simple dishes with help</li> <li>To begin to be aware of healthy foods</li> <li>To be able to estimate, measure and mark</li> <li>To be able to weigh, mix and mould</li> </ul>					
<b>EYFS</b> (Order can change)	<b>Collage Christmas Cards</b> To be able to tear and cut appropriate materials  <b>Clay Christmas Tree decorations</b>	<b>Clay hedgehogs</b>  <b>Bridge building (Billy Goats Gruff)</b> To be able to fold and join different materials [T]	<b>Spring Gardens</b>  <b>Scissor Skills</b>	<b>Healthy Snack People</b> To begin to be aware of healthy foods  <b>Sandwich making</b> To be able to prepare simple dishes with help [F]	<b>Split pin skeletons</b> To be able to fold and join different materials [T]	<b>Court Farm trip</b> To understand where food comes from [F]  <b>Spider Web sewing</b> To be able to fold and join different materials [M]
<b>Year 1</b>		<b>Christmas Cards</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria	<b>Shoobox Aquariums</b> Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) Evaluate their ideas and products against design criteria [T]	<b>Healthy balanced snack (wraps)</b> To learn and demonstrate safe food preparation and hygiene  To use their knowledge to prepare a simple dish [F]		<b>Puppets</b> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics [M]
<b>Year 2</b>		<b>Christmas Cards</b> Incl. levers [T]	<b>STEM WEEK TBC</b> Build structures, exploring how they can be made stronger, stiffer and more stable [M]		<b>Dip and bread making</b> Prepare and cook simple dishes with help and begin to show an awareness of where food comes from. [F]	<b>Siege Engines</b> Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products [T]
<b>Year 3</b>	<b>Textiles- Egyptian Scenery [M]</b> (Ancient Egypt topic)		<b>Food Tech- fruit from around the world [F]</b> (Around The World topic)		<b>Technical: Photo frames [T]</b>	
<b>Year 4</b>	<b>Sewing- Tudor Rose [M]</b> (Tudor topic)		<b>Technical: Wobblers [T]</b> (Splash topic)		<b>Food Tech- Scones savoury [F]</b> (Wonderful Westbury topic)	

Year 5	Wood-work- <b>Thrones</b> [M]	Food tech- Pizza [F] (On the Latin Side topic)	Technical: <b>Cams</b> [T]  (Back to Britain topic)
Year 6	Sewing- <b>make do and mend</b> [M]	Food tech- <b>Bread rolls (inc yeast as a microbe)</b> <b>bread from different cultures?</b> [F] (Human Planet Topic)	Technical: <b>Electric cars – Bristol ULEZ</b> [T]

Potential Stem projects: [KS2-Cooking and nutrition | STEM](#)

Y6- Repeat bread from Y2? Y6- yoghurt (microbes), make pasta to cook at home? Bread or farming project about British produce?