

Stepgates Community School Curriculum Mapping: Design and Technology 2022-2023



Early Years	Reception	Areas of Learning	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Three and Four-Year-Olds</p> <p>Personal, Social and Emotional Development Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</p> <p>Physical Development Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Choose the right resources to carry out their own plan.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Understanding the World Explore how things work.</p> <p>Expressive Arts and Design Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to</p>	<p>ELG: Expressive Arts and Design- Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>ELG: Physical Development- Fine Motor Skills</p> <ul style="list-style-type: none"> Use a range of small tools, including scissors, paintbrushes and cutlery. <p>Physical Development</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Expressive Arts and Design</p>	<p>Developing, planning and communicating ideas.</p> <p>Working with tools, equipment, materials and components to make quality products (inc-food)</p>	<p>Draw on their own experience to help generate ideas.</p> <p>Suggest ideas and explain what they are going to do.</p> <p>Identify a target group for what they intend to design and make.</p> <p>Model their ideas in card and paper.</p> <p>Develop their design ideas applying findings from their earlier research.</p>	<p>Generate ideas by drawing on their own and other people's experiences.</p> <p>Develop their design ideas through discussion, observation, drawing and modelling.</p> <p>Identify a purpose for what they intend to design and make.</p> <p>Identify simple design criteria.</p> <p>Make simple drawings and label parts.</p>	<p>Generate ideas for an item, considering its purpose and the user/s.</p> <p>Identify a purpose and establish criteria for a successful product.</p> <p>Plan the order of their work before starting.</p> <p>Explore, develop and communicate design proposals by modelling ideas.</p> <p>Make drawings with labels when designing.</p>	<p>Generate ideas, considering the purposes for which they are designing.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.</p> <p>Make labelled drawings from different views showing specific features.</p> <p>Evaluate products and identify criteria that can be used for their own designs.</p>	<p>Generate ideas through brainstorming and identify a purpose for their product.</p> <p>Draw up a specification for their design.</p> <p>Use results of investigations, information sources, including ICT when developing design ideas.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail.</p>	<p>Communicate their ideas through detailed labelled drawings.</p> <p>Develop a design specification.</p> <p>Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways.</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques.</p>
			<p>Make their design using appropriate techniques.</p> <p>With help measure, mark out, cut and shape a range of materials.</p> <p>Use tools eg scissors and a hole punch safely.</p> <p>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p> <p>Select and use appropriate fruit and vegetables, processes and tools.</p> <p>Use basic food handling, hygienic practices and personal hygiene.</p> <p>Use simple finishing techniques to improve the</p>	<p>Begin to select tools and materials; use vocab' to name and describe them.</p> <p>Measure, cut and score with some accuracy.</p> <p>Use hand tools safely and appropriately.</p> <p>Assemble, join and combine materials in order to make a product.</p> <p>Cut, shape and join fabric to make a simple garment. Use basic sewing techniques.</p> <p>Follow safe procedures for food safety and hygiene.</p> <p>Choose and use appropriate finishing techniques.</p>	<p>Select tools and techniques for making their product.</p> <p>Measure, mark out, cut, score and assemble components with more accuracy.</p> <p>Work safely and accurately with a range of simple tools</p> <p>Think about their ideas as they make progress and be willing change things if this helps them improve their work</p> <p>Measure, tape or pin, cut and join fabric with some accuracy</p> <p>Demonstrate hygienic food preparation and storage</p> <p>Use finishing techniques strengthen and improve</p>	<p>Select appropriate tools and techniques for making their product</p> <p>Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</p> <p>Join and combine materials and components accurately in temporary and permanent ways</p> <p>Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens</p> <p>Sew using a range of different stitches, weave and knit</p> <p>Measure, tape or pin, cut and join fabric with some accuracy</p>	<p>Select appropriate materials, tools and techniques</p> <p>Measure and mark out accurately</p> <p>Use skills in using different tools and equipment safely and accurately</p> <p>Weigh and measure accurately (time, dry ingredients, liquids)</p> <p>Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens</p> <p>Cut and join with accuracy to ensure a good-quality finish to the product</p>	<p>Select appropriate tools, materials, components and techniques</p> <p>Assemble components make working models</p> <p>Use tools safely and accurately</p> <p>Construct products using permanent joining techniques</p> <p>Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens</p> <p>Make modifications as they go along</p> <p>Pin, sew and stitch materials together create a product</p> <p>Achieve a quality product</p>

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<p>use to express them.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>		<p>appearance of their product</p>		<p>the appearance of their product using a range of equipment including ICT</p>	<p>Use simple graphical communication techniques</p>		
	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Evaluating processes and products</p>	<p>Evaluate their product by discussing how well it works in relation to the purpose.</p> <p>Evaluate their product by asking questions about what they have made and how they have gone about it.</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p>	<p>Evaluate against their design criteria</p> <p>Talk about their ideas, saying what they like and dislike about them</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make</p>	<p>Evaluate their product against original design criteria e.g. how well it meets its intended purpose</p> <p>Evaluate against their original criteria and suggest ways that their product could be improved</p> <p>Disassemble and evaluate familiar products</p>	<p>Evaluate their work both during and at the end of the assignment</p> <p>Evaluate against their original criteria and suggest ways that their product could be improved</p> <p>Evaluate their products carrying out appropriate tests</p>	<p>Evaluate a product against the original design specification</p> <p>Evaluate against their original criteria and suggest ways that their product could be improved</p> <p>Evaluate it personally and seek evaluation from others</p>	<p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</p> <p>Evaluate against their original criteria and suggest ways that their product could be improved</p> <p>Record their evaluations using drawings with labels</p>