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| **Design Technology Coverage - New Curriculum Map 2019-2020**  Throughout our DT curriculum, we work to develop children’s skills, knowledge and vocabulary progressively during their time at the academy. In order for children to fully understand how important the planning, making and evaluating process is, each topic is linked to a real life context where children produce a physical product. Where possible links to other subjects and topics are made. | | | | | | |
| **Year Group** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **F1** | Design and Technology skills are promoted within the continuous provision of the indoor and outdoor areas. The DT area is a specific area, which offers children the opportunity to explore ways of joining materials to represent their ideas and intentions. Children are provided with a range of media and materials and are guided by adults. | | | | | |
| **F2** | **Food - Preparing Food**  Engage in the process of making a sandwich. Discussing hygiene and safety expectations before learning and applying knife skills (spreading and cutting) and selecting own filling. | **Textiles - Templates and Joining**  Explore and identify ways of joining and attaching appropriate materials together to produce shadow puppets for the light and dark area and to act out stories. | **Structures - Freestanding Structures**  Working in groups to create a freestanding structure (home) for an animal from a hot or cold environment.  Explore materials best used for creating a successful floating boat. | | **Textiles - Templates and Joining**  Using and exploring different ways of joining textiles to create a product for use in the classroom.  **Pupil Choice**  The children are to choose a particular topic or theme to develop skills in. | |
| **Year 1** | **Art focus** | | **Mechanisms - Designing moving trolleys**  See Progression in Design technology document for skills, knowledge and vocabulary covered. | | **Textiles – making a puppet**  See Progression in Design technology document for skills, knowledge and vocabulary covered. | **Food – preparing a healthy eating plate**  See Progression in Design technology document for skills, knowledge and vocabulary covered. |
| **Year 1/2** | **Art focus** | | **Mechanisms - Designing moving trolleys**  See Progression in Design technology document for skills, knowledge and vocabulary covered. | | **Textiles – making a puppet**  See Progression in Design technology document for skills, knowledge and vocabulary covered. | **Food – preparing a healthy eating plate**  See Progression in Design technology document for skills, knowledge and vocabulary covered. |
| **Year 2** | **Art focus** | | **Mechanisms - Designing moving trolleys**  See Progression in Design technology document for skills, knowledge and vocabulary covered. | | **Textiles – making a puppet**  See Progression in Design technology document for skills, knowledge and vocabulary covered. | **Food – preparing a healthy eating plate**  See Progression in Design technology document for skills, knowledge and vocabulary covered. |
| **Year 3** | **Art focus** | | **Shell structures – making possession boxes for the homeless**  See Progression in Design technology document for skills, knowledge and vocabulary covered. | **Art focus** | **Mechanical systems**  See Progression in Design technology document for skills, knowledge and vocabulary covered. | **Textiles – making a wallet or purse**  See Progression in Design technology document for skills, knowledge and vocabulary covered. |
| **Year 4** | **Art focus** | | **Shell structures – making possession boxes for the homeless**  See Progression in Design technology document for skills, knowledge and vocabulary covered. | **Art focus** | **Mechanical systems**  See Progression in Design technology document for skills, knowledge and vocabulary covered. | **Textiles – making a wallet or purse**  See Progression in Design technology document for skills, knowledge and vocabulary covered. |
| **Year 5**  **(Cooking – ongoing throughout the year)** | **Art focus** | | **Art focus** | **Shell structures – making bird houses**  See Progression in Design technology document for skills, knowledge and vocabulary covered. | **Mechanical systems – abandoned fairground toys**  See Progression in Design Technology document for skills, knowledge | **Electrical systems**  See Progression in Design Technology document for skills, knowledge |
| **Year 6**  **(Cooking – ongoing to launch topics)** | **Art focus** | | **Art focus** | **Shell structures – making bird houses**  See Progression in Design technology document for skills, knowledge and vocabulary covered. | **Mechanical systems – abandoned fairground toys**  See Progression in Design Technology document for skills, knowledge | **Electrical systems**  See Progression in Design Technology document for skills, knowledge |

**Food Technology 2019-2020**

**Cooking and Nutrition**

By working with food, children will be inspired with a love of cooking and culinary creativity; taught how to cook and apply tools, techniques and nutrition and learn an essential life skill of how to feed themselves and others healthily and affordably both now and throughout their lives.

**EYFS**

* They safely use and explore a variety of materials, tools and techniques.
* Children recognise that a range of technology is used in places such as homes and schools.
* Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

**Key Stage 1**

* Use the basic principles of a healthy and varied diet to prepare dishes.
* Understand where food comes from

**Key Stage 2**

* 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.