



Oasis Academy Byron

Design and Technology Curriculum Map

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p><u>Reception</u> <u>ELG – Exploring and using media and materials</u> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <u>ELG- Being Imaginative</u> To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology <u>Continuous Provision</u> Recycled materials to make models. Creative area – self-selection of resources Variety of construction kits inside and out Open ended resources to design own role play Edible Playground</p> | <p>Joining together using different types of glue and tape.</p> <p>Safe use of scissors, hammers and nails</p> | <p>Joining together using different types of glue and tape.</p> <p>Safe use of scissors, hammers and nails</p> <p><u>Forest schools</u> making bird feeders</p> <p>Christmas craft</p> | <p><u>Chinese New Year</u> Making fans and lanterns</p> <p><u>Superhero</u> Design and make own superhero puppet and bracelet</p> <p><u>Food and Nutrition</u> Design, make and evaluate a sandwich</p> | <p><u>Dinosaurs</u> Plan, make and evaluate own dinosaur from recycled material</p> <p><u>Pancake Day</u> Planning and making toppings</p> <p><u>Forest Schools</u> Making Dens from natural resources</p> | <p><u>Farms</u> Make and design homes for different types of animals</p> <p><u>Food and Nutrition</u> Making soup</p> | <p><u>Pirates and Water</u> Design and make a waterway system</p> <p><u>Health Week</u> Design, make and evaluate fruit smoothie</p> |
| <p><u>Year 1</u> To be able to plan what they are going to make To describe their plans in Pictures and words To be able to use simple tools and materials to make products To Comment on their plans and products and suggest improvements <u>Cooking and Nutrition –</u> History link food from the 1970's Edible Playground</p> | | <p><u>The Circus is Coming to Town</u> How to put up a tent How to plan and make circus tents for soft toys</p> | <p><u>Time Travellers</u> About favourite meals from 50 years ago About food groups and healthy eating Where food comes from <u>Push Me Pull Me</u> How to design a toy that uses pushes and pulls</p> | <p><u>Buildings</u> How to make picture frames How to make models of houses How to make a slider mechanism Build Structures exploring how they can be made strong, stiffer and more stable</p> | | |
| <p><u>Year 2</u> To be able to plan what they are going to make To describe their plans in Pictures and words To be able to use simple tools and materials to make products To Comment on their plans and products and suggest improvements To use the basic principles of a healthy and varied diet to prepare dishes To understand where food comes from <u>Cooking and Nutrition</u> Edible Playground Visit to Pizza Hunt</p> | <p><u>We are what we eat</u> How to plan, make and evaluate a healthy pizza How to make a box for a pizza</p> | | | <p><u>From A – B</u> Explore and use mechanism in their products</p> | <p><u>The Magic Toymaker</u> About 'magic' toys that fool our eyes How to design and make our own board game How to design and make our own puppets</p> | |
| <p><u>Year 3</u></p> | | <p><u>Bright Sparks</u></p> | <p><u>Different places Similar Lives</u></p> | <p><u>How Humans Work</u></p> | <p><u>Scavengers and Settlers</u></p> | |

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| <p>To be able to design and make products to meet specific needs To be able to make usable plans To be able to use simple tools and equipment with some accuracy To identify the ways in which products in everyday use meet specific needs. To be able to identify and implement improvements to their designs and products. To suggest improvements to products in everyday use.</p> <p><u>Cooking and Nutrition</u> <u>Edible Playground</u> <u>Enterprise Week</u> Design and Evaluate products</p> | | <p>How to make a house with lighting and a door buzzer</p> | <p>How people, food and water are transported How wheels, levers, pulleys, slides and floats work About the development of the motor car and how it has changed the world</p> | <p>How to plan and prepare a healthy meal</p> | <p>About the types of foods that the first farmers would have grown How we can update the dishes that the early settlers may have eaten</p> | |
| <p><u>Year 4</u> To be able to design and make products to meet specific needs To be able to make usable plans To be able to use simple tools and equipment with some accuracy To identify the ways in which products in everyday use meet specific needs. To be able to identify and implement improvements to their designs and products</p> <p><u>Cooking and Nutrition</u> <u>Edible Playground</u> <u>Enterprise Week</u> Design and Evaluate products</p> | | <p><u>Shake it</u> How to design and make a hand whisk</p> | | | <p><u>Saving the World</u> How to plan and make our own tropical fruit drink</p> | |
| <p><u>Year 5</u> To be able to respond to identified need, wants and opportunities with informed designs and products. To be able to gather and use information to suggest solutions to problems To be able to devise and use steps by step plans. To be able to work with a variety of tools and materials with some accuracy To be able to test and evaluate their own work and improve it</p> <p><u>Cooking and Nutrition</u> <u>Edible Playground</u> To prepare and cook a variety of dishes <u>Enterprise Week</u> Design and Evaluate products</p> | | <p><u>Bake it</u> How to design and make a new brand of food</p> <p><u>Whitgift</u> Apply their understanding of computing to program, monitor and control their products. Using robots to program movements</p> | <p><u>Weather and Climate</u> How to design and build our own weather station instruments About the different types of modern technology used to measure the weather</p> | <p><u>Look Hear</u> How to make an elastic-band guitar</p> | <p><u>Mission to Mars</u> About the technology that has been used to explore Mars How to design and make a robot to explore Mars How to design and make a suitable shelter for living on Mars</p> | |

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| <p><u>Year 6</u> To be able to respond to identified need, wants and opportunities with informed designs and products. To be able to gather and use information to suggest solutions to problems To be able to devise and use steps by step plans. To be able to work with a variety of tools and materials with some accuracy To be able to test and evaluate their own work and improve it <u>Cooking and Nutrition</u> Edible Playground</p> <p><u>Enterprise Week</u> Design and Evaluate products</p> | | <p><u>Fit for Life</u> Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Trip to Wagamamas.</p> | <p><u>Full Power</u> How to design a car's headlights, horn and fan Apply their understanding of how to strengthen, stiffen and reinforce for complex structures. Understand and use mechanical systems in their products. Understand and use electrical systems in their products. Apply their understanding of computing to program, monitor and control their products.</p> | <p><u>Out of Africa</u> What foods early humans ate, grew and cooked About prehistoric food and cooking techniques</p> | | |
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