



St Michaels First School Design and Technology Whole School Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Home Sweet Home How Can We Use Our Bodies to Make Art?	Join the Celebrations How Can We Explore Materials and Marks?	Up, Up and Away How Can We Explore Colour?	Over the Rainbow What Can We See?	What's in the Garden? How Can We Explore 3d Materials?	Oh, the Places You'll Go How Can We Use Our Imaginations?
Reception	Only One Me What can we see?	Let's Celebrate How Can We Explore Colour?	Not all Superhero's Fly! How Can We Use 3d Materials?	Welly boots or Sun hats? How Can We Use Our Imaginations?	Ready Steady Grow How Can We Explore Materials and Marks?	All Around the World How Can We Build Worlds?
Year 1	Fun on the Farm Spirals Experimental mark-making - inspired by Molly Haslund (Art) Fruit Salads (D&T - Cooking)	Let's Celebrate Simple Printmaking Printing patterns - Firework pictures (D&T - Printing)	Polar Places Exploring Watercolour Polar landscapes - inspired by Paul Klee (Art)	Once Upon a Time Inspired by Flora and Fauna Fairy tale collage (Art)	Safari Explorers Making Birds 3-D sculptures (D&T - Construction)	Fun at the Seaside Playful Making Making boats and sea creatures (D&T - Modelling/Technical Knowledge)
Year 2	The Great Fire of London Explore and Draw The Great Fire of London composition using natural resources (Art) Making bread (D&T - Cooking)	Blast from the Past Exploring the World Through Mono Print Drawings of inventions - inspired by Leonardo Da Vinci (Art)	Fabulous Fairy Tales Be An Architect Creating architectural inventions of fairy tale homes (D&T - modelling)	Crazy Crayons Expressive Painting Gestural mark making - inspired by Vincent Van Gogh (Art)	Awesome Authors Stick Transformation Project Story characters stick people (D&T - Building: Technical Knowledge)	Animal Antics Music and Art Painting an "Imaginary Orchestra" (Art)
Year 3	Prehistoric Britain: The Stone Age Gestural Drawing with Charcoal Cave Painting (Art)	European Adventure Working with Shape and Colour Landmark Collage - Inspired by Henri Matisse (Art)	Bronze Age and Iron Age Telling Stories Through Illustrating and Making Illustration inspired by Quentin Blake (Art)	Romans in Britain Making Animated Drawings Roman characters/scenes (D&T - Levers and Pulleys: Technical Knowledge)	Maps Using Natural Materials Primal painting/Anthotypes (Art)	Rivers - Go with the Flow Cloth, Thread, Paint Landscapes (D&T - Sewing)
Year 4	Invaders and Settlers Storytelling Through Drawing Creating a comic (Art)	Canada Exploring Pattern Making repeating patterns (Art)	The Story of Stone - Somewhere to Settle The Art of Display Clay sculptures (D&T - Modelling/Making)	The Story of Stone - Somewhere to Settle Exploring Still Life Still life drawing - inspired by Paul Cezanne (Art)	Rainforests Sculpture, Structure, Inventiveness and Determination Bird nests (D&T - Innovative Design)	Ancient Civilisations Festival Feasts Making Sandwiches - Communal Picnic (D&T - Cooking)

Access Art Primary Art Curriculum: <https://www.accessart.org.uk/full-primary-art-curriculum/>

Design and Technology Purpose of Study (National Curriculum)

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Design and Technology Aims (National Curriculum)

The national curriculum for design and technology aims to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products and the work of others.
- Understand and apply the principles of nutrition and learn how to cook.

Design and Technology Subject Content (National Curriculum)

Key Stage 1:

Pupils should be taught to:

Design:

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make:

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate:

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria Technical knowledge
- Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Design and Technology Subject Content (National Curriculum)

Technical Knowledge:

- Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products.

Cooking and Nutrition:

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

Key Stage 2:

Pupils should be taught:

Design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how key events and individuals in design and technology have helped shape the world

Technical Knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- Apply their understanding of computing to program, monitor and control their products.

Cooking and Nutrition:

- 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.

Early Years Foundation Stage Curriculum

Three and four year olds

- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings.
- Explore colour and colour mixing.

Reception

- Explore and refine a variety of artistic effects to express ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

ELG

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhyme, poems, and stories with others, and – when appropriate – try to move in time with music.