

Andrews' Endowed CE Primary Subject Map

DT

Year Group	Autumn	Spring	Summer	Vocabulary (Terminology)			
<p>EYFS – COEL running throughout each project</p> <ul style="list-style-type: none"> Show curiosity about objects, events and people Questions why things happen Engage in open-ended activity Thinking of ideas Find ways to solve problems / find new ways to do things / test their ideas Use senses to explore the world around them Create simple representations of events, people and objects Planning, making decisions about how to approach a task, solve a problem and reach a goal Checking how well their activities are going Changing strategy as needed 	<p>A1 – Pleased to meet you</p> <p>Decorating a biscuit</p> <p>Handle equipment and tools effectively</p> <p>Children know the importance for good health of a healthy diet</p>	<p>A2 – What's that sound?</p> <p>Making fireworks: Rockets, Catherine wheels</p> <p>CI DT</p> <p>Choose the resources they need for their chosen activities</p> <p>Handle equipment and tools effectively</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	<p>S1 – Dinosaurs</p> <p>Design your own 3D model of a dinosaur, choose resources and create following your plan.</p> <p>Choose the resources they need for their chosen activities</p> <p>Handle equipment and tools effectively</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>They represent their own ideas, thoughts and feelings through design and technology</p>	<p>Sp2 – All around the world.</p> <p>Cooking flat breads</p> <p>Handle equipment and tools effectively</p> <p>Children know the importance for good health of a healthy diet</p>		<p>Su2 – traditional tales</p> <p>Designing and making houses for the Three Little Pigs.</p> <p>CI DT</p> <p>Choose the resources they need for their chosen activities</p> <p>Handle equipment and tools effectively</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thoughts and feelings through design and technology</p>	<p>Scissors Glue Tape Masking tape Adapt Improve Plan Join Change Hard Soft Rough Smooth Round Long Short Square</p>

<ul style="list-style-type: none"> Reviewing how well the approach worked 		<p>They represent their own ideas, thoughts and feelings through design and technology</p>					
<p>Year 1</p>	<p>Aut – mechanism</p> <p>Suggest ideas and explain what they are going to do.</p> <p>Model their ideas in card and paper</p> <p>Use tools eg scissors and a hole punch safely</p> <p>With help measure, mark out, cut and shape a range of materials</p> <p>Make their design using appropriate techniques</p> <p>Evaluate their product by discussing how well it works in relation to the purpose</p>	<p>Sp 1 - Cooking and nutrition (fruit tasting)</p> <p>Draw on their own experience to help generate ideas</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>Sp 2 — houses for 3 little pigs</p> <p>Suggest ideas and explain what they are going to do.</p> <p>Model their ideas in card and paper</p> <p>Use tools eg scissors and a hole punch safely</p> <p>With help measure, mark out, cut and shape a range of materials</p> <p>Make their design using appropriate techniques</p> <p>Evaluate their product by discussing how well it works in relation to the purpose</p> <p>Use simple finishing techniques to improve the appearance of their product</p>		<p>Su2 - (making zoo enclosure)</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>Develop their design ideas applying findings from their earlier research</p> <p>Make their design using appropriate techniques</p> <p>Use tools eg scissors and a hole punch safely</p> <p>Assemble, join and combine materials and components together</p>	<p>planning, investigating design, evaluate, make, user, purpose, ideas, product,</p> <p>fruit and vegetable names, names of equipment and utensils</p> <p>sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard</p> <p>flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients,</p>	

				<p>using a variety of temporary methods e.g. glues or masking tape</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make</p> <p>Evaluate their product by discussing how well it works in relation to the purpose</p>	
Year 2	<p>Mighty Knights: Sewing a tapestry representing me Generate ideas by drawing on their own and other people's experiences Talk about their ideas, saying what they like and dislike about them Develop their design ideas through discussion, observation, drawing and modelling Make simple drawings and label parts Use hand tools safely and appropriately Assemble, join and combine materials in order to make a product Cut, shape and join fabric. Use basic sewing techniques Evaluate against their design criteria</p>	<p>On the move - Moving pictures Generate ideas by drawing on their own and other people's experiences Identify a purpose for what they intend to design and make Identify simple design criteria Make simple drawings and label parts Begin to select tools and materials; use vocab' to name and describe them Measure, cut and score with some accuracy Use hand tools safely and appropriately Assemble, join and combine materials in order to make a product Choose and use appropriate finishing techniques Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make</p>	<p>Beside the seaside: Salads & Picnics Talk about their ideas, saying what they like and dislike about them Develop their design ideas through discussion, observation, drawing and modelling Identify a purpose for what they intend to design and make Identify simple design criteria Make simple drawings and label parts Begin to select tools and materials; use vocab' to name and describe them Measure, cut and score with some accuracy Use hand tools safely and appropriately Assemble, join and combine materials in order to make a product Follow safe procedures for food safety and hygiene Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make</p>	<p>Design Ideas Likes Dislikes Improvement Adapt Success criteria Diagram Label Tool Assemble Join Cut/score Shape Sew Purpose Finishing Evaluate Chop Slice</p>	

Year 3	<p>A 1 - Kente Cloth Generate ideas for an item, considering its purpose and the user/s</p> <p>Plan the order of their work before starting</p> <p>Make drawings with labels when designing</p> <p>Select tools and techniques for making their product</p> <p>Work safely and accurately with a range of simple tools</p> <p>Demonstrate hygienic food preparation and storage</p> <p>Evaluate their product against original design criteria <i>e.g. how well it meets its intended purpose</i></p> <p>Disassemble and evaluate familiar products</p> <p>Measure, mark out, cut, score and assemble components with more accuracy</p> <p>Evaluate their product against original design criteria <i>e.g. how well it meets its intended purpose</i></p>	<p>A2 - Cooking paella Plan the order of their work before starting</p> <p>Make drawings with labels when designing</p> <p>Select tools and techniques for making their product</p> <p>Work safely and accurately with a range of simple tools</p> <p>Demonstrate hygienic food preparation and storage</p> <p>Evaluate their product against original design criteria <i>e.g. how well it meets its intended purpose</i></p> <p>Disassemble and evaluate familiar products</p>	<p>Sp 1 Make shadow puppet theatre (apply to A2 Sc, link to Hindu RE)</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>Explore, develop and communicate design proposals by modelling ideas</p> <p>Make drawings with labels when designing</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>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>Evaluate their product against original design criteria <i>e.g. how well it meets its intended purpose</i></p>	<p>Su1- cooking healthy tuna pasta salad</p> <p>Plan the order of their work before starting</p> <p>Make drawings with labels when designing</p> <p>Select tools and techniques for making their product</p> <p>Work safely and accurately with a range of simple tools</p> <p>Demonstrate hygienic food preparation and storage</p> <p>Evaluate their product against original design criteria <i>e.g. how well it meets its intended purpose</i></p> <p>Disassemble and evaluate familiar products</p>	<p>Su2- roman engineering – who can make the strongest bridge?</p> <p>Generate ideas for an item, considering its purpose and the user/s</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>Select tools and techniques for making their product</p> <p>Measure, mark out, cut, score and assemble components with more accuracy</p> <p>Think about their ideas as they make progress and be willing change things if this helps them improve their work</p> <p>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT</p> <p>Evaluate their product against original design criteria <i>e.g. how well it meets its intended purpose</i></p>	<p>user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, function, planning, design criteria, annotated sketch, appealing</p> <p>name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet</p>
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<p>Year 4</p>	<p>Aut: Building an Egyptian Shaduf</p> <p>Generate ideas, considering the purposes for which they are designing</p> <p>Make labelled drawings from different views showing specific features</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>Evaluate products and identify criteria that can be used for their own designs</p> <p>Select appropriate tools and techniques for making their product</p> <p>Join and combine materials and components accurately in temporary and permanent ways</p> <p>Evaluate their work both during and at the end of the assignment</p> <p>Evaluate their products carrying out appropriate tests</p>	<p>Sp1: Simple recipes linked to digestion. Healthy Eating</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>Evaluate products and identify criteria that can be used for their own designs</p> <p>Select appropriate tools and techniques for making their product</p> <p>Evaluate their work both during and at the end of the assignment</p>	<p>Sp2: Food Wastage in Hampshire</p> <p>Generate ideas, considering the purposes for which they are designing</p> <p>Make labelled drawings from different views showing specific features</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>Evaluate products and identify criteria that can be used for their own designs</p> <p>Join and combine materials and components accurately in temporary and permanent ways</p> <p>Use simple graphical communication techniques</p> <p>Evaluate their work both during and at the end of the assignment</p>	<p>Sum: Creation of a phone case for somebody else.</p> <p>Generate ideas, considering the purposes for which they are designing</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>Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</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>Use simple graphical communication techniques</p> <p>Evaluate their work both during and at the end of the assignment</p>	<p>Machine Irrigation Mounted beam Suspended Counterweight Class 1 lever Effort</p> <p>Weigh Measure Cut and slice Simmer Core Peel Grate Mix</p> <p>Purse/wallet Running stitch Back stitch Fastening</p>
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			Evaluate their products carrying out appropriate tests		
Year 5	<p>A1 : Space buggy</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>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>Cut and join with accuracy to ensure a good-quality finish to the product</p> <p>Evaluate a product against the original design specification</p> <p>Evaluate it personally and seek evaluation from others</p>	<p>Sp2: Sewing/design – making a reusable sandwich wrap</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 <i>e.g. hazards relating to the use of ovens</i></p> <p>Evaluate a product against the original design specification</p> <p>Evaluate it personally and seek evaluation from others</p>	<p>Su1: Gardening/cooking</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 <i>e.g. hazards relating to the use of ovens</i></p>	<p>Su2: Cooking veg plot food</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 <i>e.g. hazards relating to the use of ovens</i></p>	

<p>Year 6</p>	<p>Moving African toys</p> <p>Electricity (linked to Science) Making battery powered poster</p> <p>Communicate their ideas through detailed labelled drawings</p> <p>Develop a design specification Plan the order of their work, choosing appropriate materials, tools and techniques</p> <p>Select appropriate tools, materials, components and techniques</p> <p>Assemble components make working models</p> <p>Make modifications as they go along</p> <p>Achieve a quality product</p> <p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</p>	<p>Local and seasonal food – cooking/ growing</p> <p>Change of project from cooking to sewing because of Covid – Sewing chrn's own face m asks.</p> <p>Achieve a quality product</p> <p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</p> <p>Record their evaluations using drawings with labels</p>	<p>Bee houses</p> <p>Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways</p> <p>Use tools safely and accurately</p> <p>Construct products using permanent joining techniques</p> <p>Make modifications as they go along</p> <p>Achieve a quality product</p> <p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</p> <p>Record their evaluations using drawings with labels</p> <p>Evaluate against their original criteria and suggest ways that their product could be improved</p>	
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