

# Design & Technology Curriculum Road Map

**EYFS**

**Expressive Design:** I know how to use a range of materials and techniques safely. I know how to talk about what I have created.

**Year 1  
Cycle 1/2**

To know how to join features of **salt dough, clay and Modroc** to the main model-**volcanoes**.  
To know how to design and evaluate and recognise techniques to make stronger

To know how to design purposeful, functional and appealing products for them and other users based on a design criterion.

To know the names of different food groups (e.g. protein, carbohydrates).  
To know how knives.  
To know the importance of food hygiene.  
To know how to store different types of food.  
To know what constitutes a balanced diet.

**Year 2  
Cycle 1/2**

To know how to do a basic running stitch  
To know how to thread a needle  
To know how to tie a knot to prevent the thread from slipping through.

To know that materials need to be planned and measured to create accurate structures.  
To know that designs are needed to create accurate final products.

**Sculpture, Sewing & cooking**

**Design techniques**

**Architects & Designers**

To know what constitutes a healthy diet.  
To know advantages of eating local and seasonal food.

To know the names and designs of Roman structures-  
chariots  
To know that materials can be joined and connected in different ways.  
To know that different techniques can be used to ensure accuracy & know how mechanical systems such as axels are created and evaluate movement in a developed structure

To know how to create an invention to solve a problem and that designing something first, with a prototype initially developed, creates a better final result.  
To know the successes and ways forward in my own work.

To know how to design and create a Greek clay pot, using research to develop knowledge of existing product.  
**Clay fossils**  
**Create Roman structures**

**What can I learn from the work of Dyson.**

**Year 3**

To know the **process of using market research** to inform designs.  
To know what a **prototype** and how to evaluate and make effective adaptions.  
To know inventors and designers of shelters and how effective their work was for the brief of design.

**Year 5**

**What can I learn from the work of Zaha Hadid.**

**Year 6**

To know which information we can find from food labels and how to use this to make choices.  
To know how to research, plan and prepare and cook a savoury dish, applying knowledge of ingredients and his/her **technical skills**

**Can I review and revisit mask making; experimenting with different craft techniques?** To know about the process of using clay to generate, develop, model and communicate ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes & pattern pieces.

**Who are the famous architects through time?**

**Year 7**

- To know the process of how food is grown and produced.
- To know techniques used to create different foods.
- To know confidently how to plan a series of healthy meals based on the principles of a healthy and varied diet.

- To know how a range of structures have been strengthened- building on from previous techniques utilised. To know which materials will be most effective for different requirements and to know how to evaluate the effectiveness of chosen materials and consider adaptions for future designs.



# EYFS Curriculum Progression

Across the pioneer federation our middle leaders work with teachers to develop their subject and pedagogical knowledge to enhance the teaching of the curriculum.

Within Early years we are passionate about developing other teachers and middle leader's knowledge of the EYFS curriculum. We actively encourage teachers to spend time within EYFS and review our provision as part of their subject leadership, sharing ideas and effective early years practice.

The table below shows how the Early Years curriculum areas, link with the national curriculum subjects and explain some suggested provision or focus ideas which will support development of pupil knowledge and skills.

Early Years Area of Learning		National Curriculum Subject Links	What could this look like in an EYFS Setting?
<b>Personal, Social and Emotional Development</b>	Self- Regulation	Drama	Roleplay Areas Playing games, turn taking Stories, Playing and working in pairs or groups Self-care needs – getting dressed, healthy eating
	Managing Self	Art and Design	
	Building Relationships		
<b>Communication and Language</b>	Listening Attention and Understanding	All subject areas	Attending Assembly, focusing on instructions, listening games. Listening to music, songs stories, and friends. Exploring a range of genres of texts, word play, songs, rhymes, Acting out stories, roleplay
	Speaking	All subject areas	
<b>Literacy</b>	Comprehension	Drama All curriculum areas	Sharing stories as a class, 1-1, in groups Phonics Acting out stories, roleplaying our own stories, Small world play Drawing and making pictures/art models. Songs and phonic actions Mark Making, painting, labels, initial sounds, stories, cards, shopping lists, posters. Tricky words, songs, phonics sessions Sand trays, writing letters with paint. Building words with magnetic letters, CVC cards
	Word Reading		
	Writing	Literacy All curriculum areas	
<b>Expressive Art and Design</b>	Being Imaginative and expressive	Art and Design, Drama	Role play, creation stations – lots of different materials Forest School Musical instruments, singing songs, Junk modelling Mud Kitchens, Sand and water play
	Creating with Materials		