

Frome Valley Whole School Curriculum Map – Design & Technology



At Frome Valley First School, we want pupils to develop the confidence to take risks, through drafting design concepts, modelling and testing, and to be reflective learners who evaluate their work and the work of others. Through our scheme of work, we aim to build an awareness of the impact of Design and Technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements. The Design and Technology scheme of work aims to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation, and evaluation.

Our curriculum content is based on the Kapow Scheme of Work for DT. This is a starting point from which we plan and structure our lessons. Lessons are adapted and modified to suit our individual learners.

DT in our Pre-School curriculum is covered in ‘Physical Development’ and ‘Expressive Arts and Design’ and is a progressive curriculum from the age of 2 upwards. There are main topics each half term which are delivered through different continuous provision learning activities.

Pre-School - Caterpillars

The Common Play Behaviours (CPB) Progression document is used to inform provision throughout the year. The CPB document outlines skill progression, helping staff make informed resource choices that challenge and develop the skills observed during play. By offering a variety of resources, staff can ensure children are independently challenged and their skills are further extended.

Autumn 1 Marvellous Me!	Autumn 2 Hooray!	Spring 1 Animals	Spring 2 Food from the Farm	Summer 3 Under the Sea	Summer 4 Let's Go!
Enjoys marking making with a variety of different resources – paint, oats, chalk, pens, flour etc.	Manipulates objects using hands singly and together, such as squeezing water from a sponge.	Children may be beginning to show a preference of dominant hand, foot or leg.	Food tasting/ sort healthy and unhealthy. Sitting together for snack times and trying different tastes and textures.	Holds mark making tools in thumb and all fingers. To be able to hold tools and objects using a palmer grasp	To be able to hold tools and objects using a palmer grasp comfortably.

<p>At snack time sitting together with peers.</p> <p>Begin to sit on a small bike and know how it is used.</p> <p>Showing an interest in exploring materials and tools.</p> <p>Explore different materials using all their senses.</p> <p>Begin to show an interest in early mark making.</p> <p>Creating pictures with special autumnal objects found on local walk.</p>	<p>At snack time sitting together with peers.</p> <p>Begin to sit on a small bike and know how it is used.</p> <p>Showing an interest in exploring materials and tools.</p> <p>Making salt -dough Christmas tree decorations.</p> <p>Explore different materials using all their senses.</p> <p>Begin to show an interest in early mark making.</p>	<p>Sitting together for snack times and trying different tastes and textures.</p> <p>Developing fine manipulative skills through using different objects and tools.</p> <p>Manipulate and play with different materials, exploring textures.</p> <p>Make early marks using various tools and equipment.</p>	<p>Developing fine manipulative skills through using different objects and tools.</p> <p>Manipulate and play with different materials, exploring textures.</p> <p>Make early marks using various tools and equipment.</p>	<p>comfortably.</p> <p>Junk modelling and sculpting.</p>	<p>3D- junk modelling mode of transport.</p> <p>Use their imagination to begin to combine materials to make simple models, using tools to achieve what they have set out to do.</p> <p>Intentionally making marks in different styles.</p> <p>Expressing their ideas when mark making and sometimes giving meaning to them.</p>
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Pre-School - Butterflies

The Common Play Behaviours (CPB) Progression document is used to inform provision throughout the year. The CPB document outlines skill progression, helping staff make informed resource choices that challenge and develop the skills observed during play. By offering a variety of resources, staff can ensure children are independently challenged and their skills are further extended.

Autumn 1 All About Me	Autumn 2 Into the Woods	Spring 1 Stomp, Roar!	Spring 2 Down on the Farm	Summer 3 Splash!	Summer 4 On Our Way
<p>Making porridge – link with Goldilocks.</p> <p>Introduce Dough Disco.</p> <p>Harvest Festival- foods we like.</p>	<p>Baking – Christmas theme (sugar cookies /candy cane cookies).</p> <p>Mark making using different writing tools.</p>	<p>Children to talk about the meaning to the marks they have made.</p> <p>Encouraging pincer grip with writing tools.</p>	<p>Cooking – crunchy salad (link with food grown on the farm)</p> <p>Look at the job of a farmer- what do they do? Can you think of any other jobs needed to get</p>	<p>Bread making – different types of bread from different cultures -link with Little Red Hen.</p> <p>Show a preference for a dominant hand.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>

<p>Junk Modelling creative area.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p>Explore collections of natural materials in the indoor and outdoor environments using different senses.</p> <p>Explore how things work.</p> <p>Sculpting Diya lamps.</p> <p>Junk modelling creative area.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p>	<p>Choose the right resources to carry out their own plan.</p> <p>Chinese New Year- food tasting noodles, fortune cookies.</p> <p>Pancake making- link with Shrove Tuesday and The Big Pancake Traditional Tale.</p> <p>Exploring natural materials – den building.</p> <p>Dinosaur creations- Exploring different textiles and their uses.</p>	<p>our food from the farm to our table?</p> <p>Look at how food is grown - discussions relating to healthy and unhealthy food, oral hygiene.</p> <p>Encouraging pincer grip with writing tools.</p> <p>Scissor control.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Join different materials and explore different textures.</p>	<p>Making a sea creature.</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>Look at different types of transport and make our own 3D models</p> <p>Uses a specific tool with a purpose in mind, e.g., scissors to cut the Sellotape</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>
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Reception

The Common Play Behaviours (CPB) Progression document is used to inform provision throughout the year. The CPB document outlines skill progression, helping staff make informed resource choices that challenge and develop the skills observed during play. By offering a variety of resources, staff can ensure children are independently challenged and their skills are further extended.

Autumn 1 Me and My Community	Autumn 2 Let’s Celebrate!	Spring 1 Our Home Rocks!	Spring 2 Tasty Adventures	Summer 1 Wild Wonders	Summer 2 Above and Beyond
<p>Manipulate objects with good fine motor skills.</p> <p>Draw lines and circles using gross motor movements</p>	<p>Use tools to effect changes to materials.</p> <p>Simple design work – puppets, lanterns</p>	<p>Handle tools, objects, construction and malleable materials with increasing control.</p> <p>Cutting with Scissors</p>	<p>Healthy Eating</p> <p>Exploring another country – Food tastes from around the world</p>	<p>Use one hand consistently for fine motor tasks.</p> <p>Cut along a straight line with scissors.</p>	<p>Begin to draw diagonal lines, like in a triangle.</p> <p>Start to colour inside the lines of a picture.</p>

<p>Hold pencil/paint brush beyond whole hand grasp.</p> <p>Build models using construction equipment.</p> <p>Junk modelling</p>	Joining materials		<p>Cooking – past and present</p>	<p>Start to cut along a curved line, like a circle</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Junk modelling – decorative elements</p> <p>Drawings in preparation for modelling</p>	<p>Start to draw pictures that are recognisable.</p> <p>Build things with smaller linking blocks, such as Lego</p>
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Design and Technology – Autumn Term

Year 1	Year 2	Year 3	Year 4
<p>Structures: Stable structures</p> <p>Exploring the stability of structures and making a stable pencil pot for a specific user. Evaluating their work by answering simple questions.</p>	<p>Structures: Baby Bear’s chair</p> <p>Testing the strength of materials and making a strong and stable chair. Evaluating their work by answering simple questions.</p>	<p>Cooking and nutrition: Eating seasonally</p> <p>Learning about seasonal foods and using their understanding to create a seasonal food tart. Evaluating their work by answering simple questions.</p>	<p>Structure: Pavilions</p> <p>Designing and making a pavilion, using strengthening techniques to reinforce the shell structure. Evaluating their work by answering simple questions.</p>

Design and Technology – Spring Term

Year 1	Year 2	Year 3	Year 4
<p>Textiles: Puppets</p> <p>This unit’s theme is based on the children choosing a storybook character to base their puppet designs on. Evaluating their work by answering simple questions.</p>	<p>Mechanisms: Fairground wheel</p> <p>Designing and creating a functional fairground wheel so that the wheel rotates and the structure stands freely. Evaluating their work by answering simple questions.</p>	<p>Digital world: Wearable technology</p> <p>Designing digital wearable technology and developing a program and housing for a Micro:bit. Evaluating their work by answering simple questions.</p>	<p>Mechanisms: Mechanical cars</p> <p>Making and designing mechanical cars that use different methods of movement. Evaluating their work by answering simple questions.</p>

Design and Technology – Summer Term

Year 1	Year 2	Year 3	Year 4
<p>Cooking and nutrition: Smoothies</p> <p>Preparing foods by cutting and juicing and selecting fruits and vegetables to create a smoothie to meet a design brief. Evaluating their work by answering simple questions.</p>	<p>Mechanisms: Making a moving monster</p> <p>This unit's theme is based on how to make a moving monster. Evaluating their work by answering simple questions.</p>	<p>Structures: Constructing a castle</p> <p>Designing a castle with key features which satisfy a given purpose. Utilising skills to build a complex structure from simple geometric shapes. Evaluating their work by answering simple questions.</p>	<p>Electrical systems: Torches</p> <p>Evaluating a range of existing torches and designing a functional torch for a target audience. Evaluating their work by answering simple questions.</p>