



DT Curriculum Map

Our curriculum aims to develop the children's abilities at being able to plan and make their own purposeful product out of a variety of resources using many different methods. During each topic, children will be given opportunities to develop their creativity and problem solving skills. Through following the Kapow scheme for DT, children will be able to build upon their prior learning to show what they know and can do and acquire and develop new skills to help them become independent designers and makers.

	Autumn	Spring	Summer
Nursery	<p>The children explore different materials freely, to develop their ideas about how to use them and what to make. They make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. They combine shapes to make new ones - an arch, a bigger triangle etc. They select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. They join different materials together and explore different textures. They use one-handed tools and equipment, for example, making snips in paper with scissors. They make healthy choices about food, drink, activity and toothbrushing.</p> <ul style="list-style-type: none"> • Holding scissors correctly to snip paper. • Uses a glue stick to join materials together. • Building a tower of bricks so it doesn't fall over. • Joining construction sets together e.g. duplo. 	<p>The children explore different materials freely, to develop their ideas about how to use them and what to make. They make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. They combine shapes to make new ones - an arch, a bigger triangle etc. They select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. They join different materials together and explore different textures. They use one-handed tools and equipment, for example, making snips in paper with scissors. They make healthy choices about food, drink, activity and toothbrushing.</p> <ul style="list-style-type: none"> • Make a collage or model using their own choice of materials. • Build using a range of materials and begin to talk about what it is. 	<p>The children explore different materials freely, to develop their ideas about how to use them and what to make. They make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. They combine shapes to make new ones - an arch, a bigger triangle etc. They select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. They join different materials together and explore different textures. They use one-handed tools and equipment, for example, making snips in paper with scissors. They make healthy choices about food, drink, activity and toothbrushing.</p> <ul style="list-style-type: none"> • Use scissors with more control to cut around shapes with some accuracy. • Create and make using the ideas they have seen and come up with themselves. • Build for a purpose using a range of construction equipment. • Use a range of 'sticking' tools to join their artwork e.g. sellotape, masking tape, PVA glue, glue stick.
Key Vocabulary	glue, glue stick, join, lid, wind up, craft, glitter, design, ideas.	scissors, careful, snip, shapes, shape names, drawing, pencils, copy, ideas.	Scissors, cutting, safe, independently, creating, making, ideas, construct, build, stick, glue, sellotape, making tape, PVA glue, spreader.
Reception	<p>The children explore, use and refine a range of artistic effects to express their ideas and feelings. They are given the opportunity to return and build on previous learning, refining their ideas and developing their ability to represent them. They create collaboratively, sharing ideas, resources and skills. They select, rotate and manipulate shapes to develop spatial reasoning skills. They develop their fine motor skills so that they can use a range of tools competently, safely and confidently.</p> <ul style="list-style-type: none"> • To hold scissors with an effective grip to cut straight lines. • They develop the skill of joining with sellotape, stapler and PVA glue to join card and paper together to make pictures and models. • Making models with construction kits. • Considering what they would do differently if they were to do it again. • They are introduced to sewing using a prepared needle to thread in and out. 	<p>The children explore, use and refine a range of artistic effects to express their ideas and feelings. They are given the opportunity to return and build on previous learning, refining their ideas and developing their ability to represent them. They create collaboratively, sharing ideas, resources and skills. They select, rotate and manipulate shapes to develop spatial reasoning skills. They develop their fine motor skills so that they can use a range of tools competently, safely and confidently.</p> <ul style="list-style-type: none"> • To hold scissors with an effective grip to cut around shapes. • They develop the skill of joining with split pins, treasury tags and hole punches to join card and paper together to make models that can move. • Making models with construction kits. • They develop sewing skills using hole punches and wool/thread. • Considering what they would do differently if they were to do it again. 	<p>The children explore, use and refine a range of artistic effects to express their ideas and feelings. They are given the opportunity to return and build on previous learning, refining their ideas and developing their ability to represent them. They create collaboratively, sharing ideas, resources and skills. They select, rotate and manipulate shapes to develop spatial reasoning skills. They develop their fine motor skills so that they can use a range of tools competently, safely and confidently.</p> <ul style="list-style-type: none"> • To hold scissors with an effective grip and use their other hand to help turn the shape to cut around it more accurately. • They develop the skill of joining with low temperature glue guns • Making models with construction kits. • They draw their design and then sew a soft stuffed toy made from two pieces of felt. • Considering what they would do differently if they were to do it again. • Reflecting on a finished product and comparing to their design.
Key Vocabulary	Material, join, PVA Glue, glue stick, staple, scissors, cut, fold, idea, sew, needle	Split-pins, treasury tag, hole puncher, turn	glue gun, running stitch, improve, rotate, strengthen Stiffen



THE MINSTER NURSERY AND INFANT SCHOOL

SCHOOL OF INSPIRATION

DETERMINATION HONOUR BELIEVE

PREPARING FOR A BRIGHT FUTURE WITH INNOVATIVE AND EXCITING LEARNING

<p>Year 1</p>	<p><u>Constructing a Windmill (structures)</u> Design, decorate and build a windmill for a mouse (client) to live in, develop an understanding of different types of windmill, how they work and their key features. Look at real existing examples and the functions that they carry out.</p>	<p><u>Making a Moving Story Book (mechanisms)</u> Experiment with sliders before planning and making three pages of a moving story book, based on a familiar story, drawing the page backgrounds, creating the moving parts and assembling it.</p>	<p><u>Puppets (textiles)</u> Explore different ways of joining fabrics before creating hand puppets based upon characters from a well-known fairytale. Develop technical skills of cutting, gluing, stapling and pinning.</p> <p><u>Smoothies (cooking and nutrition) (DT Day)</u> Handle and explore fruits and vegetables and learn how to identify fruit, before undertaking taste testing to establish chosen ingredients for a smoothie they will make, with accompanying packaging.</p>
<p>Key Vocabulary</p>	<p>Rotor, rotor blades, sails, same, stable, strong, structure, test, weak, wind, windmill</p>	<p>Sliders, mechanism, adapt, design criteria, design, input, model, template, assemble, test, axle, base, centre, equal, evaluate, middle, rotate</p>	<p>Decorate, design, fabric, glue, model, hand puppet, safety pin, staple, stencil, template, blend, blender, chopping board, compare, cut, design, evaluate, flavour, fork, fruit, healthy ingredients, juice, juicer, leaf, plant, recipe, root, seed, select, smoothie, stem, table, knife, taste, tree, vegetable, vine</p>
<p>Year 2</p>	<p><u>Fairground Wheel (mechanisms)</u> Design and create a functional Ferris wheels, consider how the different components fit together so that the wheels rotate and the structure stands freely. Select appropriate materials and develop their cutting and joining skills.</p>	<p><u>Baby Bear's Chair (structures)</u> Using the tale of Goldilocks and the Three Bears as inspiration, pupils help Baby Bear by making him a brand new chair, exploring different shapes and materials. When designing the chair, they consider his needs and what he likes.</p>	<p><u>Pouches (textiles)</u> Introduction to sewing. Pupils make their own template, accurately cut their fabric and sew a basic running stitch.</p> <p><u>Balanced Diet (cooking and nutrition) (DT day)</u> Explore and learn what forms a balanced diet, pupils will taste test ingredient combinations from different food groups that will inform a wrap design of their choice which will include a healthy mix of protein, vegetables and dairy</p>
<p>Key Vocabulary</p>	<p>Design, design criteria, wheel, ferris wheel, pods, axle, axle, folder, frame, mechanism, appearance, balanced, carbohydrates, chopping board, combination, cut, dairy, design</p>	<p>Man-made, natural, properties, structure, stable, shape, model, test</p>	<p>Decorate, fabric, fabric glue, knot, needle, needle threader, running, stitch, sew, template, thread, design brief, diet, evaluate, feel, fruit, grate, grater, ingredients, menu, oils, proteins, review, scissors, smell, snip, spread, spreads, table knife, taste</p>