



National curriculum objectives  
Key vocabulary to introduce/ revisit

 <b>Delves Lane Primary School</b> <b>Curriculum Map</b> 			
<b>Design and Technology</b>			
<b>Year 1</b>	<b>Homes (structures)</b>	<b>Making Fire Engines (mechanisms- Wheels and axels)</b>	<b>Eat More Fruit and Vegetables (Cooking and nutrition)</b>
	<ul style="list-style-type: none"> <li>● KS1 - design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>● KS1 - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> <li>● KS1 - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</li> <li>● KS1 - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>● KS1 - explore and evaluate a range of existing products</li> <li>● KS1 - evaluate their ideas and products against design criteria</li> <li>● KS1 - build structures, exploring how they can be made stronger, stiffer and more stable</li>   <li>● Shape, feature, house, home, structure, material, design, make, evaluate, exterior, cardboard, paper, plastic, carton, fabric, matchstick, art straws, staples, tape, glue, elastic band, blu-tac, string, scissors,</li> </ul>	<ul style="list-style-type: none"> <li>● KS1 - design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>● KS1 - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> <li>● KS1 - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</li> <li>● KS1 - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>● KS1 - explore and evaluate a range of existing products</li> <li>● KS1 - evaluate their ideas and products against design criteria</li> <li>● KS1 - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</li>   <li>● Vocabulary outlined in previous units will be revisited in addition to:</li> <li>● Wheel, window, windscreen, doors, headlights, rear lights, wing mirrors, ladder,</li> </ul>	<ul style="list-style-type: none"> <li>● KS1 - design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>● KS1 - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> <li>● KS1 - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</li> <li>● KS1 - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>● KS1 - evaluate their ideas and products against design criteria</li> <li>● KS1 - use the basic principles of a healthy and varied diet to prepare dishes</li> <li>● KS1 - understand where food comes from</li>   <li>● Vocabulary outlined in previous units will be revisited in addition to:</li> <li>● Fruit, vegetable, favourite, chart, popular, apple, banana, orange, strawberry, pineapple, grapefruit, carrot, broccoli, cucumber,</li> </ul>

**National curriculum objectives**  
Key vocabulary to introduce/ revisit

	cutting, ruler, stapler, hole-punch walls, roof, doors, window, join, attach, interior, hinge, door, model, tool	equipment, siren, axel, chassis, material, join, attach, design, make, evaluate, mechanism	sweetcorn, lettuce, peas, senses, see, smell, taste, touch, hear, hard, soft, sweet, savoury, smooth, fuzzy, tangy, bland, juicy, dry, prepare, chef, salad, wash, peel, core, cut, grate, vitamins, minerals, hygiene, design, make, evaluate
<b>Year 2</b>	<p><b>Puppets (textiles)</b></p> <ul style="list-style-type: none"> <li>● KS1 - design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>● KS1 - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> <li>● KS1 - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</li> <li>● KS1 - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>● KS1 - explore and evaluate a range of existing products</li> <li>● KS1 - evaluate their ideas and products against design criteria</li> </ul> <ul style="list-style-type: none"> <li>● Vocabulary outlined in previous units will be revisited in addition to:</li> <li>● Puppet, finger puppet, material, fabric, template, shape, join, attach, sew, sewing, running stitch, over stitch, needle, thread, design, make,</li> </ul>	<p><b>Wacky Windmills (mechanisms)</b></p> <ul style="list-style-type: none"> <li>● KS1 - design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>● KS1 - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> <li>● KS1 - explore and evaluate a range of existing products</li> <li>● KS1 - build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul> <ul style="list-style-type: none"> <li>● Vocabulary outlined in previous units will be revisited in addition to:</li> <li>● Windmill, material, base, strong, strengthen, reinforce, triangle, pyramid, newspaper, wooden skewers, lolly sticks, cardboard, pipe cleaners, plastic, polystyrene, square, cylinder, tape, glue, string, elastic bands, sail, property, design, make evaluate structure, mechanism</li> </ul>	<p><b>Perfect Pizzas (Cooking and nutrition)</b></p> <ul style="list-style-type: none"> <li>● KS1 - design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>● KS1 - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> <li>● KS1 - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</li> <li>● KS1 - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>● KS1 - explore and evaluate a range of existing products</li> <li>● KS1 - evaluate their ideas and products against design criteria</li> <li>● KS1 - use the basic principles of a healthy and varied diet to prepare dishes</li> <li>● KS1 - understand where food comes from</li> </ul> <ul style="list-style-type: none"> <li>● Vocabulary outlined in previous units will be revisited in addition to:</li> </ul>

National curriculum objectives  
Key vocabulary to introduce/ revisit

	<p>evaluate, decoration, textiles</p>		<ul style="list-style-type: none"> <li>Pizza, topping, base, sauce, cheese, tomato, herb, margarita, favourite, balanced diet, chart, graph, dough, bread, pitta, naan, ciabatta, loaf, roll, bagel, tortilla, baguette, plants, animals, fruit, vegetables, milk, dairy, fatty, sugary, meat, fish, eggs, beans, bread, rice potatoes, pasta, design, make, evaluate, hygienic</li> </ul>
<p><b>Year 3</b></p>	<p><b>Moving Monsters (mechanisms)</b></p> <ul style="list-style-type: none"> <li>KS2 - 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</li> <li>KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>KS2 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>KS2 - 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</li> <li>KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>KS2 - understand and use mechanical systems in their products [for example,</li> </ul>	<p><b>Making mini Greenhouses (Structures)</b></p> <ul style="list-style-type: none"> <li>KS2 - 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</li> <li>KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>KS2 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>KS2 - 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</li> <li>KS2 - investigate and analyse a range of existing products</li> <li>KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	<p><b>Sandwich Snacks (Cooking and nutrition)</b></p> <ul style="list-style-type: none"> <li>KS2 - 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</li> <li>KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>KS2 - 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</li> <li>KS2 - investigate and analyse a range of existing products</li> <li>KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>KS2 - understand and apply the principles of a healthy and varied diet</li> <li>KS2 - prepare and cook a variety of predominantly savoury</li> </ul>

## National curriculum objectives Key vocabulary to introduce/ revisit

	<p>gears, pulleys, cams, levers and linkages]</p> <ul style="list-style-type: none"> <li>Vocabulary outlined in previous units will be revisited in addition to:</li> <li>Mechanism, pneumatics, system, moving parts, syringe, pipe, tube, air flow, design, make, evaluate,</li> </ul>	<ul style="list-style-type: none"> <li>KS2 - apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>Vocabulary outlined in previous units will be revisited in addition to:</li> <li>Structure, green house, transparent, frame, stability, stable, strong, strengthen, reinforce, net, shell structure, material, property, design criteria, design, make, evaluate, construct</li> </ul>	<p>dishes using a range of cooking techniques</p> <ul style="list-style-type: none"> <li>Vocabulary outlined in previous units will be revisited in addition to:</li> <li>Sandwich, food groups, fats and sugars, protein, dairy, fruits, vegetables, carbohydrates, healthy, healthier, balance, diet, taste, bread, pitta, naan, rye, granary, bagel, baguette, design criteria, design, make, evaluate</li> </ul>
<b>Year 4</b>	<p><b>Pencil Cases (textiles)</b></p> <ul style="list-style-type: none"> <li>KS2 - 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</li> <li>KS2 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>KS2 - 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</li> <li>KS2 - investigate and analyse a range of existing products</li> <li>KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>Vocabulary outlined in previous units will be revisited in addition to:</li> </ul>	<p><b>Torches (Electrical systems)</b></p> <ul style="list-style-type: none"> <li>KS2 - 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</li> <li>KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>KS2 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>KS2 - 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</li> <li>KS2 - investigate and analyse a range of existing products</li> <li>KS2 - evaluate their ideas and products against their own</li> </ul>	<p><b>Seasonal Food (Cooking and nutrition)</b></p> <ul style="list-style-type: none"> <li>KS2 - understand and apply the principles of a healthy and varied diet</li> <li>KS2 - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>KS2 - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> <li>Vocabulary outlined in previous units will be revisited in addition to:</li> <li>Seasonal, seasonality, northern hemisphere, southern hemisphere, prepare, safety, hygiene, sieving, sifting, rolling, harvest, food calendar, fruit, vegetables, plant-based foods, nuts, fruits, legumes, vegetables, seeds, cereals, recipe, meat, poultry, protein, milk, cheese, dairy, fish, seafood, design criteria, design, make, evaluate</li> </ul>

**National curriculum objectives**  
Key vocabulary to introduce/ revisit

	<ul style="list-style-type: none"> <li>Textiles, shape, material, fabric, attach, join, template, flexible, property, rigid, hard, soft, fluffy, smooth, shiny, dull, stretchy, stiff, waterproof, absorbent, light, heavy, transparent, opaque, sewing, running stitch, back stitch, whip stitch, open, close, popper, button, toggle, zip, Velcro, embellishments, decoration, design, make, evaluate</li> </ul>	<p>design criteria and consider the views of others to improve their work</p> <ul style="list-style-type: none"> <li>KS2 - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>Vocabulary outlined in previous units will be revisited in addition to:</li> <li>Electrical system, light, torch, battery, cell, bulb, switch, wire, reflector, diagram, circuit, component, conductor, casing, safety, design criteria, design, make, evaluate, materials,</li> </ul>	
<b>Year 5</b>	<p><b>Building Bridges (structures)</b></p> <ul style="list-style-type: none"> <li>KS2 - 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</li> <li>KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>KS2 - apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>Vocabulary outlined in previous units will be revisited in addition to:</li> </ul>	<p><b>Moving Toys (mechanisms)</b></p> <ul style="list-style-type: none"> <li>KS2 - 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</li> <li>KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>KS2 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>KS2 - 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</li> </ul>	<p><b>Biscuits (Cooking and nutrition)</b></p> <ul style="list-style-type: none"> <li>KS2 - 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</li> <li>KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>KS2 - 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</li> <li>KS2 - investigate and analyse a range of existing products</li> <li>KS2 - evaluate their ideas and products against their own design criteria and consider the views of</li> </ul>

## National curriculum objectives Key vocabulary to introduce/ revisit

	<ul style="list-style-type: none"> <li>Structure, strong, strengthen, reinforce, bridge, beam, pillar, beam shape, load, truss, deck, abutments, truss patterns, arch, material, shape, size, suspension, tension, compression, design criteria, span, design, make, evaluate</li> </ul>	<ul style="list-style-type: none"> <li>KS2 - investigate and analyse a range of existing products</li> <li>KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>KS2 - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>Vocabulary outlined in previous units will be revisited in addition to:</li> <li>Mechanism, moving parts, cams, follower, dowel, shape, size, structure, sturdy, material, reinforce, frame, join, attach, design, make, evaluate, audience, purpose, tool, decoration, measurement</li> </ul>	<p>others to improve their work</p> <ul style="list-style-type: none"> <li>KS2 - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>Vocabulary outlined in previous units will be revisited in addition to:</li> <li>Biscuit, tally, frequency, preference, taste, texture, brand, cost, hygiene, design specification, design, recipe, ingredient, utensil, audience, purpose, bake, evaluate</li> </ul>
Year 6	<p><b>Funky Furnishings (textiles)</b></p> <ul style="list-style-type: none"> <li>KS2 - 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</li> <li>KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>KS2 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>KS2 - select from and use a wider range of materials and</li> </ul>	<p><b>Fairground (electrical systems)</b></p> <ul style="list-style-type: none"> <li>KS2 - 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</li> <li>KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>KS2 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>KS2 - select from and use a wider range of materials and</li> </ul>	<p><b>Great British Dishes (Cooking and nutrition)</b></p> <ul style="list-style-type: none"> <li>KS2 - understand and apply the principles of a healthy and varied diet</li> <li>KS2 - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>KS2 - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> <li>Vocabulary outlined in previous units will be revisited in addition to:</li> <li>National dish, savoury, sweet, traditional, peeling, grating, chopping, mashing, recommended daily allowance (RDA), healthy diet, harvest,</li> </ul>

## National curriculum objectives Key vocabulary to introduce/ revisit

	<p>components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <ul style="list-style-type: none"> <li>● KS2 - investigate and analyse a range of existing products</li> <li>● KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> <p>● Vocabulary outlined in previous units will be revisited in addition to:</p> <p>● Textiles, fabric, cushion, functional, aesthetic, features, join, attach, stitch, visible stitch, hidden stitch, zig-zag stitch, over stitch, blanket stitch, sew, pattern, applique, beads, buttons, embroidery, embellishments, fastenings, zip, Velcro, button, lace, safety pin, popper, envelope fold, user, purpose, audience, design, equipment, material, make, evaluate, safety</p>	<p>components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <ul style="list-style-type: none"> <li>● KS2 - investigate and analyse a range of existing products</li> <li>● KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>● KS2 - apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>● KS2 - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>● KS2 - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> </ul> <p>● Vocabulary outlined in previous units will be revisited in addition to:</p> <p>● Structure, mechanisms, electrical systems, components, circuit, cell, battery, motor, switch, wire, pulley, belt, axle, frame, strong, strengthen, reinforce, sturdy, sturdier, triangle, design, make, evaluate</p>	<p>design, recipe, ingredients, method, equipment, utensil, cuisine, packaging, best before, use by</p>
--	---	--	---