



St Mary's Catholic Primary School Curriculum Map 2024/2025– DT

	Autumn	Spring	Summer
KS1	<p style="text-align: center;">Cooking</p> <p style="text-align: center;">In Key Stage 1 pupils should be taught to:</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from. 	<p style="text-align: center;">Sewing</p> <p style="text-align: center;">In Key Stage 1, pupils should be taught to:</p> <p>Design—Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing and templates.</p> <p>Make—select from and use a range of tools and equipment to perform practical tasks, select from and use a wide range of materials and components, including textiles, according to their characteristics.</p> <p>Evaluate— explore and evaluate a range of existing products, evaluate their ideas and products against design criteria.</p>	<p style="text-align: center;">Building</p> <p style="text-align: center;">In Key Stage 1, pupils should be taught to:</p> <p style="text-align: center;">Design, Generate, Make and Evaluate as well as use:</p> <p style="text-align: center;">Technical knowledge—build structures exploring how they can be made stronger, stiffer and more stable, explore and use mechanisms, (for example wheels and axles) in their products</p>
Year 1	<p style="text-align: center;">Dips and Vegetables</p> <p style="text-align: center;">Dips and vegetables—exploring savoury, vegetables, dairy, pulses</p> <p style="text-align: center;">Concepts:</p> <p style="text-align: center;">Nutrition—vegetables • Sweet v savoury • Cooked v raw • Cooking from different cultures—Greece</p>	<p style="text-align: center;">Animal Sock Puppets</p> <p style="text-align: center;">Making an animal sock puppet for yourself or a friend for use at home/school.</p> <p style="text-align: center;">Concepts:</p> <p style="text-align: center;">Process of design • Making products with fabric • Properties of a range of materials • Using suitable materials • Fixing fabric together • Reusing/recycling materials • Features of a puppet</p> <ul style="list-style-type: none"> • Features of different animals 	<p style="text-align: center;">Vehicles</p> <p style="text-align: center;">Making a moving vehicle for yourself which moves using wheels and axles.</p> <p style="text-align: center;">Concepts:</p> <p style="text-align: center;">Process of design • Vehicles: user and purpose • Mechanical systems: wheels and axles • Wheels and axles in everyday examples • Structures and materials to make vehicles strong, stiff and stable. • Materials—properties and functionality</p> <ul style="list-style-type: none"> • Vehicles and pollution
Year 2	<p style="text-align: center;">Pizza</p> <p style="text-align: center;">Pizza—savoury, pizza dough, tomatoes, cooked meats</p> <p style="text-align: center;">Concepts:</p> <ul style="list-style-type: none"> • Processed vs home-made food • Preserving food • Cooking from different cultures—Naples, Italy • History of food • Cost of food • Savoury 	<p style="text-align: center;">Pencil Cases</p> <p style="text-align: center;">Making a pencil case for yourself or a friend for use at home/school.</p> <p style="text-align: center;">Concepts:</p> <p style="text-align: center;">Process of design • Features of a pencil case—how they work, size, materials, fastenings, shape, joining, decoration • Using suitable materials • Properties of different materials • Making products with fabric • Join fabric together—sewing and gluing • Creating stitches with a needle and thread</p>	<p style="text-align: center;">Moving Pictures</p> <p style="text-align: center;">Making a moving picture for a family member or a friend which operates using levers and sliders</p> <p style="text-align: center;">Concepts:</p> <p style="text-align: center;">Process of design • Mechanical systems: Levers and sliders • Levers and sliders in everyday examples • Structures and materials to make levers and sliders in moving pictures strong, stiff and stable.</p>
LKS2	<p style="text-align: center;">Sewing</p> <p style="text-align: center;">In Key Stage 2, when designing and making, pupils should be taught to:</p> <p>Design—use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose</p> <p>Make—select from and use a wider range of tools and equipment to perform practical tasks</p> <p>Evaluate- investigate and analyse a range of existing products; evaluate their ideas and products against their own design criteria and consider the views of others to improve their work;</p>	<p style="text-align: center;">Building</p> <p style="text-align: center;">In Key Stage 2, when designing and making, pupils should be taught to: Design, Make, Evaluate and use:</p> <p style="text-align: center;">Technical knowledge - apply their understanding of how to strengthen, stiffen and reinforce more complex structures; understand and use mechanical systems in their products (for example, levers and linkages).</p>	<p style="text-align: center;">Cooking</p> <p style="text-align: center;">In Key Stage 2 pupils should be taught to:</p> <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of dishes using a range of cooking techniques • know where and how a variety of ingredients are grown, reared, caught and processed
Year 3	<p style="text-align: center;">Keyrings/Decorations</p> <p style="text-align: center;">Making a key ring/festive decoration for use by a member of your family at home or a friend.</p>	<p style="text-align: center;">Pop-Up Books</p> <p style="text-align: center;">Making a pop-up book for which operates using linkage mechanisms for a child of their own age.</p> <p style="text-align: center;">Concepts:</p>	<p style="text-align: center;">Bread and Butter</p> <p style="text-align: center;">Bread and Butter—savoury, bread, yeast, dairy</p> <p style="text-align: center;">Concepts:</p> <p style="text-align: center;">Sweet/Savoury • Making bread with flour made from wheat</p>

	<p>Concepts: Process of design • Making products with fabric • Types of fabric - natural/synthetic • Properties of fabric—thickness, softness, stretchiness • What materials are key rings/decorations made of. How fabric is fit for purpose. • Features of a key ring/decoration—size, materials, shape, joining, stitching, decoration</p>	<p>Process of design • Mechanical systems: Linkages: moving pivot, fixed pivot, types of motion • Linkages — uses and purpose in everyday examples. • Materials to make linkages in moving books—strong, stiff and stable</p>	<p>•Yeast •Wholegrains and health •Baking •Milk production •Dairy products and butter production</p>
Year 4	<p>Cushions Making a cushion decorated with the appliqué technique for their own/a family member's/a friend's use at home</p> <p>Concepts: Process of design • Making products with fabric • Types of fabric - natural/synthetic • Properties of fabric—thickness, softness, stretchiness. • Features of a cushion – size, materials, shape, joining, decoration. • Decoration—appliqué</p>	<p>Moving Minatare Playgrounds Making a miniature playground which operates using a gear mechanism and electrical circuit for a KS1 child.</p> <p>Concepts: Process of design • Mechanical systems: gears, teeth, interlock, motion transfer, drive gear, driven gear, gearing up, gearing down • Gears: user and purpose in everyday examples. • Structures and materials to make a product with gears —3d shapes, strong, stiff and stable. • Electrical systems: circuits, batteries, bulbs and buzzers.</p>	<p>Ratatouille and Couscous Ratatouille and Couscous—savoury, cooked vegetables, wheat</p> <p>Concepts: •Sweet/Savoury •Ratatouille—food from France •Couscous—food from North Africa •Vegetables as part of a healthy diet •The different parts of a plant which we eat</p>
UKS2	Building	Cooking	Sewing
Year 5	<p>Cam Toys Making a toy for a KS1 pupil which moves up and down using a cams mechanism</p> <p>Concepts: Process of design • Mechanical systems: cams, followers, sliders, camshaft, rotary motion, linear motion, cam profiles. • Everyday examples and purpose of cams mechanisms. • Structures and materials to make products with cams and followers — 3d shapes, strong, stiff and stable.</p>	<p>Pitta Bread Pitta bread—savoury, making bread</p> <p>Concepts: •Sweet/Savoury •Different types of bread •Bread as part of a balanced, healthy diet •Using yeast—leavened/unleavened bread •Cooking from different cultures •Wheat production •Baking</p>	<p>Sew Bags Making a bag decorated with the appliqué/embroidery with a plaited handle for their own/a family member's/a friend's use at home</p> <p>Concepts: Process of design • Making products with fabric • Types of fabric—natural/ synthetic • Properties and suitability of fabric How fabrics are made—weaving • Features of a bag – size, materials, fastenings, shape, joining, decoration, handles. • Decoration—appliqué, embroidery</p>
Year 6	<p>Water Walls Making a water wall for a Reception pupil which moves water</p> <p>Concepts: Process of design • Mechanisms: pulleys, Archimedes' screw • Everyday examples and purpose of pulleys. Purpose of Archimedes' screw • Structures and materials to make products with pulleys in everyday examples—3d shapes, strong, stiff and stable. • Plastics pollution/recycling/reuse • Use of electricity and connection to global warming • Engineering systems to create environmentally friendly solutions—Nav Sawhney and the Washing Machine Project. • Appropriate use of materials</p>	<p>Mezze Mezze—Tzatziki, Tabbouleh, Baba Ghanoush, Kofta; savoury, dips, various food groups (dairy, vegetables, meat, carbohydrates, herbs and spices)</p> <p>Concepts: •Cooking from different cultures •Sweet/Savoury •Mezze—sharing food •Balanced diet and different food groups •Seasoning •Herbs and spices</p>	<p>Upcycling Fashion Upcycling an old shirt/t-shirt for themselves/a friend to wear</p> <p>Concepts: Process of design • Fast fashion and globalisation • Waste and pollution • Upcycling, recycling, sustainability • Processes for making clothes—seams and hems • Decoration—appliqué, embroidery, buttons, gluing</p>