



## Design and Technology Coverage Map

Design and Technology Programme of Study	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>FOUNDATION STAGE 1</u>						
I can explore different materials freely, in order to develop their ideas about how to use them and what to make			F1 Spring 1/2	F1 Spring 1/2		
I can develop their own ideas and then decide which materials to use to express them.			F1 Spring 1/2	F1 Spring 1/2		
I can join different materials and explore different textures.			F1 Spring 1/2	F1 Spring 1/2		
I can show interest in and describe the texture of things.					F1 Summer 1/2	F1 Summer 1/2
I can use various construction materials.					F1 Summer 1/2	F1 Summer 1/2
I can begin to construct stacking blocks vertically and horizontally, making enclosures and creating spaces.					F1 Summer 1/2	F1 Summer 1/2
I can join construction pieces together to build and balance					F1 Summer 1/2	F1 Summer 1/2
<u>FOUNDATION STAGE 2</u>						
I can show interest in and describe the texture of things.			FS2 Spring 1/2	FS2 Spring 1/2		
I can use various construction materials.			FS2 Spring 1/2	FS2 Spring 1/2		



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I can begin to construct, stacking blocks vertically, and horizontally, making enclosures and creating spaces.			FS2 Spring 1/2	FS2 Spring 1/2		
I can join construction pieces together to build and balance.			FS2 Spring 1/2	FS2 Spring 1/2		
I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.					FS2 Summer 1/2	FS2 Summer 1/2
I can share their creations, explaining the process they have used.					FS2 Summer 1/2	FS2 Summer 1/2
I can make use of props and materials when role playing characters in narratives and stories.					FS2 Summer 1/2	FS2 Summer 1/2
<u>Key Stage 1</u>						
<u>Design</u> Pupils should be taught to design purposeful, functional, appealing products for themselves and other users based on design criteria		Y1/2 Cycle B The Journey	Y1/2 Cycle A China Highlights	Y1/2 Cycle A What a performan ce		
Pupils should be taught to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology		Y1/2 Cycle B The Journey	Y1/2 Cycle A China Highlights	Y1/2 Cycle A What a performan ce		
<u>Make</u> Pupils should be taught to select from and use a range of tools and equipment to perform practical tasks		Y1/2 Cycle B The Journey	Y1/2 Cycle A China Highlights	Y1/2 Cycle A What a performan ce		Y1/2 Cycle B London Rocks
Pupils should be taught to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics		Y1/2 Cycle B The Journey	Y1/2 Cycle A China Highlights	Y1/2 Cycle A What a performan ce		Y1/2 Cycle B London Rocks
<u>Evaluate</u> Pupils should be taught to explore and evaluate a range of existing products.		Y1/2 Cycle B	Y1/2 Cycle A	Y1/2 Cycle A		Y1/2



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		The Journey	China Highlights	What a performance		Cycle B London Rocks
Pupils should be taught to evaluate their ideas and products against design criteria.		Y1/2 Cycle B The Journey	Y1/2 Cycle A China Highlights	Y1/2 Cycle A What a performance		Y1/2 Cycle B London Rocks
<u>Technical Knowledge</u> Pupils should be taught to build structures, exploring how they can be made stronger, stiffer and more stable.		Y1/2 Cycle B The Journey	Y1/2 Cycle A China Highlights			
Pupils should be taught to explore and use mechanisms in their products.		Y1/2 Cycle B The Journey				
<u>Cooking and Nutrition</u> Pupils should be taught to use the basic principles of a healthy and varied diet to prepare dishes.						Y1/2 Cycle B London Rocks
Pupils should be taught to understand where food comes from.						Y1/2 Cycle B London Rocks
<u>Key Stage 2</u>						
<u>Design</u> Pupils should be taught to 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.	Y3/4 Cycle A Weird and Wonderful Water  Y5/6 Cycle B Clockwork	Y3/4 Cycle B We are Family	Y3/4 Cycle B Bizarre Bodies  Y5/6 Cycle A How to Save the Human Race		Y3/4 Cycle A Savage Stone Age	
Pupils should be taught to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	Y3/4 Cycle A	Y3/4 Cycle B We are Family	Y3/4 Cycle B Bizarre Bodies		Y3/4 Cycle A Savage Stone Age	



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	<p>Weird and Wonderful Water</p> <p>Y5/6 Cycle B Clockwork</p>		<p>Y5/6 Cycle A How to Save the Human Race</p>			
<p><u>Make</u> Pupils should be taught to select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</p>	<p>Y3/4 Cycle A Weird and Wonderful Water</p> <p>Y5/6 Cycle B Clockwork</p>		<p>Y3/4 Cycle B Bizarre Bodies</p> <p>Y5/6 Cycle A How to Save the Human Race</p>	<p>Y5/6 Cycle B WW2</p>	<p>Y3/4 Cycle A Savage Stone Age</p>	
<p>Pupils should be taught to 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.</p>	<p>Y3/4 Cycle A Weird and Wonderful Water</p> <p>Y5/6 Cycle B Clockwork</p>	<p>Y3/4 Cycle B We are Family</p>	<p>Y3/4 Cycle B Bizarre Bodies</p> <p>Y5/6 Cycle A How to Save the Human Race</p>	<p>Y5/6 Cycle B WW2</p>	<p>Y3/4 Cycle A Savage Stone Age</p>	
<p><u>Evaluate</u> Pupils should be taught to investigate and analyse a range of existing products.</p>	<p>Y3/4 Cycle A Weird and Wonderful Water</p> <p>Y5/6 Cycle B Clockwork</p>	<p>Y3/4 Cycle B We are Family</p>	<p>Y5/6 Cycle A How to Save the Human Race</p>	<p>Y5/6 Cycle B WW2</p>	<p>Y3/4 Cycle A Savage Stone Age</p>	
<p>Pupils should be taught to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>Y3/4 Cycle A Weird and Wonderful Water</p>	<p>Y3/4 Cycle B We are Family</p>	<p>Y3/4 Cycle B Bizarre Bodies</p> <p>Y5/6</p>	<p>Y5/6 Cycle B WW2</p>	<p>Y3/4 Cycle A Savage Stone Age</p>	



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	Y5/6 Cycle B Clockwork		Cycle A How to Save the Human Race			
Pupils should be taught to understand how key events and individuals in design and technology have helped shape the world.	Y3/4 Cycle A Weird and Wonderful Water	Y3/4 Cycle B We are Family	Y5/6 Cycle A How to Save the Human Race	Y5/6 Cycle B WW2		
<u>Technical Knowledge</u> Pupils should be taught to apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	Y5/6 Cycle B Clockwork					
Pupils should be taught to understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).	Y3/4 Cycle A Weird and Wonderful Water  Y5/6 Cycle B Clockwork					
Pupils should be taught to understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors).		Y3/4 Cycle B We are Family				
Pupils should be taught to apply their understanding of computing to program, monitor and control their products.		Y3/4 Cycle B We are Family				
<u>Cooking and Nutrition</u> Pupils should be taught to understand and apply the principles of a healthy and varied diet.			Y3/4 Cycle B Bizarre Bodies	Y5/6 Cycle B WW2		
Pupils should be taught to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.			Y3/4 Cycle B Bizarre Bodies	Y5/6 Cycle B WW2		



## Design and Technology Coverage Map

Pupils should be taught to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.			Y3/4 Cycle B Bizarre Bodies.	Y5/6 Cycle B WW2		
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We are doing a lot of food and nutrition topics. As a school this decision was made as we are aware our children historically have been above average when weighed at the end of ks2 and so wish to give as many opportunities as possible to teach the children about healthy diet and food preparation with the aim of making healthy eating and life choices a underlying aspect during their time at Holly Hill. This ensures we provide all our children a life skill that will equip and prepare them for adult life.