**Tarvin Primary School**

DT National Curriculum Mapping



National Curriculum Mapping

How this document works:

This is a whole school overview, demonstrating where the objectives, laid out in the National Curriculum, are covered.

EYFS

This table demonstrates how each unit of work links to the Early Learning Goals and the Development Matters 2021 statements.

KS1 & 2

These tables identify the National Curriculum objectives for each year group and how they are mapped to each unit taught.

**EYFS**

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| --- | --- | --- |
| **Early Years Foundation Stage (Reception)**  **Unit of Work** | **Early years outcomes: Prime Areas**  Development Matters 2021 statements  *Early Learning Goals* | **Early years outcomes: Specific Areas**  Development Matters 2021 statements  *Early Learning Goals* |
|  | **Communication and Language**  Development Matters: Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.  **Personal, Social and Emotional Development**  Development Matters: Show resilience and perseverance in the face of challenge  **Physical Development**  Development Matters: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  **ELG: Fine Motor Skills**  Use a range of small tools, including scissors, paint brushes and cutlery.  Begin to show accuracy and care when drawing. | **Expressive arts and Design**  Development Matters: Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills.  **ELG: Creating with Materials**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function  Share their creations, explaining the process they have used |

**KS1**

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| **National Curriculum Objectives** | Food:  A Balanced diet | Mechanisms:  Making a moving monster  Making a moving monster | Mechanisms:  Fairground wheel | Structures:  Baby Bears Chair | Textiles:  Pouches | Textiles:  Puppets | Mechanisms:  Making a moving storybook | Mechanisms:  Wheels and axles | Food:  Fruit and Vegetables | Structures:  Constructing a Windmill |
| Design purposeful, functional, appealing products for themselves and other users based on design criteria |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ |
| Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ |
| Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ |
| Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ |
| Explore and evaluate a range of existing products | ✓ | ✓ |  |  | ✓ |  | ✓ | ✓ |  | ✓ |
| Evaluate their ideas and products against design criteria |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ |
| Build structures, exploring how they can be made stronger, stiffer and more stable |  |  |  | ✓ |  |  |  |  |  | ✓ |
| Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products |  | ✓ |  |  |  |  | ✓ | ✓ |  | ✓ |
| Use basic principles of a healthy and varied diet to prepare dishes | ✓ |  |  |  |  |  |  |  |  |  |
| Understand where food comes from | ✓ |  |  |  |  |  |  |  |  |  |

**LKS2**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **National Curriculum Objectives** | Mechanical systems:  Pneumatic Toys | Texties:  Egyptian Collars | Structures:  Castles | Food:  Eating Seasonally | Digital World:  Making an Electronic Charm | Electrical Systems:  An Electric Poster | Textiles:  Fastenings | Mechanical Systems:  Slingshot Toys | Food:  Adapting a recipe | Structures:  Pavilions | Electric Systems:  Torches | Digital World:  Mindful Moments Timer |
| 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 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ |  |
| Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ |
| Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 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 | ✓ |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| Understand how key events and individuals in design and technology have helped shape the world | ✓ | ✓ |  |  | ✓ |  |  | ✓ |  |  | ✓ |  |
| Apply their understanding of how to strengthen, stiffen and reinforce more complex structures |  |  | ✓ |  |  |  |  |  |  | ✓ |  | ✓ |
| Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] | ✓ |  |  |  |  |  |  | ✓ |  |  |  |  |
| Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] |  |  |  |  |  | ✓ |  |  |  |  | ✓ |  |
| Apply their understanding of computing to program, monitor and control their products |  |  |  |  | ✓ |  |  |  |  |  |  |  |
| Understand and apply principles of a healthy and varied diet |  |  |  | ✓ |  |  |  |  | ✓ |  |  |  |
| Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques |  |  |  | ✓ |  |  |  |  | ✓ |  |  |  |
| Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed |  |  |  | ✓ |  |  |  |  | ✓ |  |  |  |

**UKS2**

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| **National Curriculum Objectives** | Mechanical Systems:Making a Pop Up Book | Textiles:  Stuffed Toys | Digital World:  Monitoring Devices | Structures:  Bridges | Food:  What could be Healthier | Electrical Systems:  Doodlers | Mechanical Sysytems:  Automata Toys | Textiles:  Waistcoats | Digital World:  Navigating the World | Structures:  Playgrounds | Food:  Come Dine with Me | Electrical Systems:  Steady Hand Game |
| 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 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 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 | ✓ | ✓ |  | ✓ |  |  |  | ✓ |  | ✓ | ✓ | ✓ |
| 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 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Understand how key events and individuals in design and technology have helped shape the world |  |  | ✓ |  | ✓ |  | ✓ |  |  |  |  | ✓ |
| Apply their understanding of how to strengthen, stiffen and reinforce more complex structures |  |  | ✓ | ✓ |  | ✓ |  |  |  | ✓ |  |  |
| Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] | ✓ |  |  |  |  |  | ✓ |  |  |  |  |  |
| Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] |  |  |  |  |  | ✓ |  |  |  |  |  | ✓ |
| Apply their understanding of computing to program, monitor and control their products |  |  |  |  |  |  |  |  | ✓ |  |  |  |
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| Understand and apply principles of a healthy and varied diet |  |  |  |  | ✓ |  |  |  |  |  | ✓ |  |
| Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques |  |  |  |  | ✓ |  |  |  |  |  | ✓ |  |
| Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed |  |  |  |  | ✓ |  |  |  |  |  | ✓ |  |