




# Curriculum Mapping

<p>Early Years Foundation Stage (Reception)</p> <p>Kapow Primary's units</p>	<p>Early years outcomes: Prime Areas</p> <p>Development Matters 2021 statements Early Learning Goals</p>	<p>Early years outcomes: Specific Areas</p> <p>Development Matters 2021 statements Early Learning Goals</p>	<p>Characteristics of effective learning</p>
<p><a href="#">Structures: Junk modelling</a></p> 	<p><b>Physical development</b></p> <p>-Develop small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p><b>-ELG:</b> Fine Motor Skills&gt; Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p><b>Expressive Arts and Design</b></p> <p>-Explore, use and refine a variety of artistic effects to express ideas and feelings.</p> <p>-Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>-Create collaboratively, sharing ideas, resources and skills.</p> <p><b>-ELG:</b> Creating with materials&gt; Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>-ELG:</b> Creating with materials&gt; Share their creations, explaining the process they have used.</p>	<ul style="list-style-type: none"> <li>✓ Playing and exploring</li> <li>✓ Active learning</li> <li>✓ Creating and thinking critically</li> </ul>
<p><a href="#">Food: Soup</a></p>	<p><b>Communication and language</b></p> <p>-Learn new vocabulary.</p> <p>-Use new vocabulary throughout the day.</p> <p><b>-ELG:</b> Speaking&gt; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p><b>Personal, social and emotional development</b></p> <p>-Know and talk about the different factors that support their overall health and wellbeing: healthy eating.</p> <p><b>-ELG:</b> Managing self&gt; Manage their own basic hygiene and personal needs, including... understanding the importance of healthy food choices.</p> <p><b>Physical development</b></p> <p>-Develop small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p><b>-ELG:</b> Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p><b>Understanding the world</b></p> <p>-Explore the natural world around them.</p> <p><b>-ELG:</b> The Natural World&gt;Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p><b>Expressive Arts and Design</b></p> <p>-Explore, use and refine a variety of artistic effects to express ideas and feelings.</p> <p><b>-ELG:</b> Creating with materials&gt; Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<ul style="list-style-type: none"> <li>✓ Playing and exploring</li> <li>✓ Active learning</li> </ul>



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Early Years Foundation Stage (Reception)  Kapow Primary's units	Early years outcomes: Prime Areas  Development Matters 2021 statements <b>Early Learning Goals</b>	Early years outcomes: Specific Areas  Development Matters 2021 statements <b>Early Learning Goals</b>	Characteristics of effective learning
<p><a href="#">Textiles: Bookmarks</a></p> 	<p><b>Physical development</b></p> <p>-Develop small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p><b>-ELG:</b> Fine Motor Skills&gt; Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p><b>Expressive Arts and Design</b></p> <p>-Explore, use and refine a variety of artistic effects to express ideas and feelings.</p> <p>-Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p><b>-ELG:</b> Creating with materials&gt; Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>-ELG:</b> Creating with materials&gt; Share their creations, explaining the process they have used.</p>	<ul style="list-style-type: none"> <li>✓ Playing and exploring</li> <li>✓ Active learning</li> <li>✓ Creating and thinking critically</li> </ul>
<p><a href="#">Structures: Boats</a></p> 	<p><b>Communication and language</b></p> <p>-Articulate their ideas and thoughts in well-formed sentences.</p> <p>-Connect one idea or action to another using a range of connectives.</p> <p>-Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p><b>-ELG:</b> Speaking&gt; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p><b>-ELG:</b> Speaking&gt; Offer explanations for why things might happen.</p>	<p><b>Understanding the world</b></p> <p>-Explore the natural world around them.</p> <p><b>-ELG:</b> The Natural World&gt; Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p><b>Expressive Arts and Design</b></p> <p>-Explore, use and refine a variety of artistic effects to express ideas and feelings.</p> <p><b>-ELG:</b> Creating with materials&gt; Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>-ELG:</b> Creating with materials&gt; Share their creations, explaining the process they have used.</p>	<ul style="list-style-type: none"> <li>✓ Playing and exploring</li> <li>✓ Active learning</li> <li>✓ Creating and thinking critically</li> </ul>

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# Curriculum Mapping

Key Stage 1 - National curriculum Design and technology content	Design and technology strands	Year 1				
		* <a href="#">Moving story books</a>	* <a href="#">Windmills</a>	* <a href="#">Puppets</a>	* <a href="#">Wheels and axles</a>	* <a href="#">Fruit and vegetable smoothies</a>
Design purposeful, functional, appealing products for themselves and other users based on design criteria.	Design	✓	✓	✓	✓	
Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology.	Design	✓	✓	✓	✓	✓
Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].	Make	✓	✓	✓	✓	✓
Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	Make	✓	✓	✓	✓	✓
Explore and evaluate a range of existing products.	Evaluate	✓	✓		✓	
Evaluate their ideas and products against design criteria.	Evaluate	✓	✓	✓	✓	✓








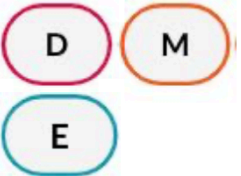
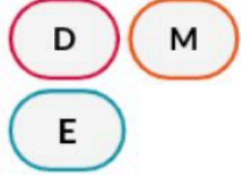
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# Curriculum Mapping

Key Stage 1 - National curriculum Design and technology content	Design and technology strands	Year 1				
		*  <a href="#">Moving story books</a>	*  <a href="#">Windmills</a>	*  <a href="#">Puppets</a>	*  <a href="#">Wheels and axles</a>	*  <a href="#">Fruit and vegetable smoothies</a>
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.						✓




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# Curriculum Mapping

Key Stage 1 - National curriculum Design and technology content	Design and technology strands	Year 2				
		 * <a href="#">Moving monsters</a>	 * <a href="#">Baby bear's chair</a>	* <a href="#">Pouches</a>	 * <a href="#">Ferris wheels</a>	* <a href="#">A balanced diet</a>
Design purposeful, functional, appealing products for themselves and other users based on design criteria.	<b>Design</b>	✓	✓	✓	✓	✓
Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.	<b>Design</b>	✓	✓	✓	✓	
Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].	<b>Make</b>	✓	✓	✓	✓	
Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	<b>Make</b>	✓	✓	✓	✓	
Explore and evaluate a range of existing products.	<b>Evaluate</b>	✓		✓	✓	✓
Evaluate their ideas and products against design criteria.	<b>Evaluate</b>	✓	✓	✓	✓	✓




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# Curriculum Mapping

Key Stage 1 - National curriculum Design and technology content	Design and technology strands	Year 2				
		 * <a href="#">Moving monsters</a>	 * <a href="#">Baby bear's chair</a>	* <a href="#">Pouches</a>	 * <a href="#">Ferris wheels</a>	* <a href="#">A balanced diet</a>
Build structures, exploring how they can be made stronger, stiffer and more stable.	<b>Technical knowledge</b>		✓		✓	
Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	<b>Technical knowledge</b>	✓			✓	
Use basic principles of a healthy and varied diet to prepare dishes.	<b>D M</b> <b>E</b>					✓
Understand where food comes from.	<b>D M</b> <b>E</b>					✓




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# Curriculum Mapping

Key Stage 2 - National curriculum Design and technology content	Design and technology strands	Year 3					
		 * <a href="#">Eating seasonally</a>	 * <a href="#">Castles</a>	<a href="#">*Cross stitch and appliqué</a>	<a href="#">*Pneumatic toys</a>	<a href="#">Electric poster</a>	 * <a href="#">Electronic charm</a>
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.	Design		✓	✓	✓	✓	✓
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.	Design		✓	✓	✓	✓	✓
Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.	Make		✓	✓	✓	✓	
Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	Make		✓	✓	✓	✓	
Investigate and analyse a range of existing products.	Evaluate		✓		✓		✓
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	Evaluate		✓	✓	✓	✓	✓

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# Curriculum Mapping

Key Stage 2 - National curriculum Design and technology content	Design and technology strands	Year 3					
		* <a href="#">Eating seasonally</a>	* <a href="#">Castles</a>	* <a href="#">Cross stitch and applique</a>	* <a href="#">Pneumatic toys</a>	<a href="#">Electric poster</a>	* <a href="#">Electronic charm</a>
Understand how key events and individuals in design and technology have helped shape the world.	Evaluate				✓		✓
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	Technical knowledge		✓				
Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].	Technical knowledge				✓		
Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].	Technical knowledge					✓	
Apply their understanding of computing to program, monitor and control their products.	Technical knowledge						✓
Understand and apply principles of a healthy and varied diet.	D M E	✓					
Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques.	D M E	✓					
Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	D M E	✓					
*Units that are included in the condensed curriculum							

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






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# Curriculum Mapping

Key Stage 2 - National curriculum Design and technology content	Design and technology strands	Year 4					
		 * <a href="#">Pavilions</a>	 * <a href="#">Adapting a recipe</a>	 * <a href="#">Fastenings</a>	 * <a href="#">Slingshot cars</a>	 * <a href="#">Torches</a>	 <a href="#">Mindful timer</a>
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.	Design	✓	✓	✓	✓	✓	✓
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	Design	✓	✓	✓	✓	✓	
Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.	Make	✓	✓	✓	✓	✓	✓
Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	Make	✓	✓	✓	✓	✓	
Investigate and analyse a range of existing products.	Evaluate	✓	✓	✓	✓	✓	✓
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	Evaluate	✓	✓	✓	✓	✓	✓






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# Curriculum Mapping

Key Stage 2 - National curriculum Design and technology content	Design and technology strands	Year 4					
		 * <a href="#">Pavilions</a>	 * <a href="#">Adapting a recipe</a>	 * <a href="#">Fastenings</a>	 * <a href="#">Slingshot cars</a>	 * <a href="#">Torches</a>	<a href="#">Mindful timer</a>
Understand how key events and individuals in design and technology have helped shape the world.	Evaluate				✓	✓	
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	Technical knowledge	✓					
Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].	Technical knowledge				✓		
Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].	Technical knowledge					✓	
Apply their understanding of computing to program, monitor and control their products.	Technical knowledge						✓
Understand and apply principles of a healthy and varied diet.	D M E						
Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques.	D M E		✓				
Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	D M E						

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# Curriculum Mapping

Key Stage 2 - National curriculum Design and technology content	Design and technology strands	Year 5					
		 * <a href="#">What could be healthier?</a>	 * <a href="#">Pop-up books</a>	<a href="#">Stuffed toys</a>	 * <a href="#">Doodlers</a>	* <a href="#">Bridges</a>	* <a href="#">Monitoring devices</a>
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.	<b>Design</b>	✓	✓	✓	✓	✓	✓
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.	<b>Design</b>	✓	✓	✓		✓	✓
Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.	<b>Make</b>	✓	✓	✓	✓	✓	
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.	<b>Make</b>		✓	✓		✓	
Investigate and analyse a range of existing products.	<b>Evaluate</b>	✓	✓	✓	✓	✓	
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	<b>Evaluate</b>	✓	✓	✓	✓	✓	✓

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# Curriculum Mapping

Key Stage 2 - National curriculum Design and technology content	Design and technology strands	Year 5					
		* <a href="#">What could be healthier?</a>	* <a href="#">Pop-up books</a>	<a href="#">Stuffed toys</a>	* <a href="#">Doodlers</a>	* <a href="#">Bridges</a>	* <a href="#">Monitoring devices</a>
Understand how key events and individuals in design and technology have helped shape the world.	Evaluate	✓					✓
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	Technical knowledge				✓	✓	✓
Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].	Technical knowledge		✓				
Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].	Technical knowledge				✓		
Apply their understanding of computing to program, monitor and control their products.	Technical knowledge	✓					✓
Understand and apply principles of a healthy and varied diet.	D M E	✓					
Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques.	D M E	✓					
Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	D M E	✓					

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# Curriculum Mapping

Key Stage 2 - National curriculum Design and technology content	Design and technology strands	Year 6					
		* <a href="#">Come dine with me</a>	* <a href="#">Automata toys</a>	* <a href="#">Steady hand game</a>	* <a href="#">Playgrounds</a>	* <a href="#">Navigating the world</a>	<a href="#">Waistcoats</a>
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.	Design	✓	✓	✓	✓	✓	✓
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.	Design	✓	✓	✓	✓	✓	✓
Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.	Make	✓	✓	✓	✓	✓	✓
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.	Make	✓		✓	✓		✓
Investigate and analyse a range of existing products.	Evaluate		✓	✓	✓		✓
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	Evaluate	✓	✓	✓	✓	✓	✓
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# Curriculum Mapping

Key Stage 2 - National curriculum Design and technology content	Design and technology strands	Year 6					
		* <a href="#">Come dine with me</a>	* <a href="#">Automata toys</a>	* <a href="#">Steady hand game</a>	* <a href="#">Playgrounds</a>	* <a href="#">Navigating the world</a>	<a href="#">Waistcoats</a>
Understand how key events and individuals in design and technology have helped shape the world.	Evaluate		✓	✓			
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	Technical knowledge				✓		
Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].	Technical knowledge		✓				
Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].	Technical knowledge			✓			
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Understand and apply principles of a healthy and varied diet.	D M E	✓					
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