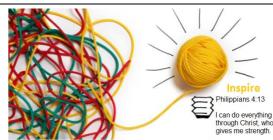


KS1 Design and Technology Concept and Curriculum Map



			gives me strength.
Textiles	Cooking and Nutrition		Structures and Mechanisms
Textiles is creating designs and products for woven, knitted, stitched, printed or decorative work using fabric.	Designing, cooking and preparing dishes following the principles of a healthy and varied diet.		Creating designs and products, including free standing or framed structures and using levers, linkages and cams.
Diamond		Emerald	
Follow the design-make-evaluate structure to create a half-termly product: Sock Toy (textiles) Musical Instrument (structures and mechanisms) Food Technology – Vegetable Soup (cooking and nutrition) Curriculum content Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the processes they have used build structures, exploring how they can be made stronger, stiffer and more stable Use the basic principles of a healthy and varied diet to prepare dishes		Follow the design-make-evaluate structure to create a half-termly product: • Puppet (textiles, structures and mechanisms) • Board Game (including mechanism) (structures and mechanisms) • Food Technology – Pizza (cooking and nutrition) Curriculum content • 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 the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from	
 Skill progression Design design purposeful, functional, appealing products for themselves and other users generate, develop, model and communicate their ideas through talking and drawing Make 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 Evaluate explore and evaluate a range of existing products 		 Skill progression Design 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 Make 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 Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria 	