

King’s Court First School – EY & KS1 Design and Technology Curriculum Map – 2026 -2027

EYFS Design & Technology	Term 1- All About Us / Our Community Expressive Arts & Design		Term 2 – Culture Expressive Arts & Design	Term 3 – The Arts Expressive Arts & Design
Early Learning Goals:	To master techniques:	Expressive Art and Design Early Learning Goals: - Safely use and explore a variety of materials, tools and techniques - Share their creations, explaining the process - Make use of props and materials in imaginative ways - Use a range of small tools competently and safely - Construct with a purpose in mind - Explore different materials and joins		
	Continuous provisions:	Daily independent access to creative resources: - Paper of various sizes, colours, textures - Self-access mark making station with pencils and felt tips of all colours. - Self-access paint station with primary colours to encourage colour mixing – Paint dabbers as an enhancement for those who struggle with the fine motor skills of painting. - Brushes, sponges, stamps, rollers of varying sizes and textures. - Glue, scissors, tape for sticking, joining and creating. - Junk modelling materials - Collage materials		
KS1 Design & Technology	Term 1B- All About Us / Our Community Year 1: Sliders and Levers Year 2: Construction		Term 2B – Culture Year 1: Materials Year 2: Textiles (Computing)	Term 3B – The Arts Year 1: Food Year 2: Mechanics – Wheels
Milestone 1	To master practical skills	Food - Cut, peel or grate ingredients safely and hygienically. - Measure or weigh using measuring cups or electronic scales. - Assemble or cook ingredients. Materials - Cut materials safety using tools provided. - Measure and mark out to the nearest centimetre. - Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling) - Demonstrate a range of joining techniques (such a gluing, hinges or combining materials to strengthen) Textiles - Shape textiles using templates - Join textiles using running stitch. - Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing) Electrical and electronics - Diagnose faults in battery operated devices (Such as low battery, water damage or battery terminal damage) Construction - Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. Mechanics - Create products using levers, wheels and mechanisms Computing - Model design using software.		
	To design, make. Evaluate and improve	- Design products that have a clear purpose and an intended user. - Make products, refining the design as work progresses. - Use software to design.		
	To take inspiration from design throughout history	- Explore objects and designs to identify likes and dislikes of the designs. - Suggest improvements to existing designs. - Explore how products have been created.		
	Breadth of Study	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 preform practical tasks such as cutting, shaping, joining and finishing. - Select from and use a wide range of materials and components, including constriction materials, textiles and ingredients, according to their characteristic. Evaluate - Explore and evaluate a range of existing products. - Evaluate their ideas and products against design criteria. Technical knowledge - Build structures, enjoying how they can be made stronger, stiffer and more stable. - Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products. Cooking and nutrition - Use the basic principles of a healthy and varied diet to prepare dishes. - Understand where food comes from.		
KS1	1B- Sliders and Lever <i>Queen Elizabeth - Christmas Cards</i> How could we design moving models inspired by Christmas?		2B- Materials <i>Seasonal Change & Christopher Columbus</i> Which materials are best for building and making models ships?	3B- Food <i>Seasonal Change & Neil Armstrong</i> What food helps us stay strong and give us energy for big adventures?
Year 1	As designers... To master practical skills, we will: Mechanics - Create products using levers, wheels and mechanisms To design, make, evaluate and improve: <i>Design products that have a clear purpose and an intended user.</i> <i>Make products, refining the design as work progresses.</i> <i>Use software to design.</i> To take inspiration from design throughout history: <i>Explore objects and designs to identify likes and dislikes of the designs.</i> <i>Suggest improvements to existing designs.</i> <i>Explore how products have been created.</i>		As designers... To master practical skills, we will: Materials - Cut materials safety using tools provided. - Measure and mark out to the nearest centimetre. - Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling) - Demonstrate a range of joining techniques (such a gluing, hinges or combining materials to strengthen) To design, make, evaluate and improve: <i>Design products that have a clear purpose and an intended user.</i> <i>Make products, refining the design as work progresses.</i> <i>Use software to design.</i> To take inspiration from design throughout history: <i>Explore objects and designs to identify likes and dislikes of the designs.</i> <i>Suggest improvements to existing designs.</i> <i>Explore how products have been created.</i>	
Knowledge Maps	King’s Court Design Cycle – DT Knowledge Mat – Levers and Linkages DT word mat Joining word mat		King’s Court Design Cycle – DT Knowledge Mat – Materials DT word mat	King’s Court Design Cycle – DT Knowledge Mat – Food DT word mat
Continuous Provision	Tinker tables – Materials		Tinker tables – Ramps	Tinker tables – Circuits

Breadth of Study	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 preform practical tasks such as cutting, shaping, joining and finishing. - select from and use a wide range of materials and components, including constriction materials, textiles and ingredients, according to their characteristic. Evaluate - explore and evaluate a range of existing products. - evaluate their ideas and products against design criteria. Technical knowledge - build structures, enjoying how they can be made stronger, stiffer and more stable. - explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.	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 preform practical tasks such as cutting, shaping, joining and finishing. - select from and use a wide range of materials and components, including constriction materials, textiles and ingredients, according to their characteristic. Evaluate - explore and evaluate a range of existing products. - evaluate their ideas and products against design criteria. Technical knowledge - build structures, enjoying how they can be made stronger, stiffer and more stable. - explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.	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 preform practical tasks such as cutting, shaping, joining and finishing. - select from and use a wide range of materials and components, including constriction materials, textiles and ingredients, according to their characteristic. Evaluate - explore and evaluate a range of existing products. - evaluate their ideas and products against design criteria. Cooking and nutrition - use the basic principles of a healthy and varied diet to prepare dishes. - understand where food comes from.
KS1	1B- Construction <i>Great Fire of London – Christmas cards</i> How can we use different shapes to build strong structures?	1B- Textiles & Computing <i>Florence/Marie – Portraits</i> Would you make a puppet out of fabric or plastic?	1B- Mechanics – wheels <i>Inventions – Solar system</i> Would you rather a bike made with square wheels or round wheels?
Year 2	As designers... To master practical skills, we will: Construction - Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. To design, make, evaluate and improve: <i>Design products that have a clear purpose and an intended user.</i> <i>Make products, refining the design as work progresses.</i> <i>Use software to design.</i> To take inspiration from design throughout history: <i>Explore objects and designs to identify likes and dislikes of the designs.</i> <i>Suggest improvements to existing designs.</i> <i>Explore how products have been created.</i>	As designers... To master practical skills, we will: Textiles - Shape textiles using templates - Join textiles using running stitch. - Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing) Computing - Model design using software. To design, make, evaluate and improve: <i>Design products that have a clear purpose and an intended user.</i> <i>Make products, refining the design as work progresses.</i> <i>Use software to design.</i> To take inspiration from design throughout history: <i>Explore objects and designs to identify likes and dislikes of the designs.</i> <i>Suggest improvements to existing designs.</i> <i>Explore how products have been created.</i>	As designers... To master practical skills, we will: Mechanics - Create products using levers, wheels and mechanisms Electrical and electronics - Diagnose faults in battery operated devices (Such as low battery, water damage or battery terminal damage) To design, make, evaluate and improve: <i>Design products that have a clear purpose and an intended user.</i> <i>Make products, refining the design as work progresses.</i> <i>Use software to design.</i> To take inspiration from design throughout history: <i>Explore objects and designs to identify likes and dislikes of the designs.</i> <i>Suggest improvements to existing designs.</i> <i>Explore how products have been created.</i>
Knowledge Maps	King’s Court Design Cycle – DT Knowledge Mat – DT word mat Joining word mat	King’s Court Design Cycle – DT Knowledge Mat – Sewing Mat DT word mat	King’s Court Design Cycle – DT DT word mat – electrical
Continuous Provision	Tinker tables – Materials	Tinker tables – Cars & ramps	Tinker tables – Circuits
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Deliberate choices:	Style matches drivers Each Key Stage repeats criteria so skills are applied Designers and techniques matched Reference to British designs		